Grade Level	Kindergarten	**Content Area**	Reading
Course Title (grades 9-12 Only)	N/A		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Required Standard(s).*	Scholars have limited expected prior knowledge about reading as representations of ideas, knowledge, and thoughts, as well as an understanding of how print works in the environment. Scholars have progressed in skills as they are aware that what is said can be written and what is written conveys meanings. Scholars are expected to have some knowledge that print has certain rules, such as reading is from left to write and from the top to the bottom. Scholars have some knowledge in knowing that we leave spaces between words, and words make up sentences. Scholars have some knowledge in knowing to start new sentences with a capital letter and end them with a punctuation mark, etc. Scholars have some knowledge of teacher modeling when teacher has drawn attentions to the parts of book, such as front, back, spine, and talking about the author and illustrator. Scholars have begun to read in small groups from Reading A-Z books in guided reading. In this unit scholars will learn to identify the role of an author and illustrator.		
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the application package.*	The Arizona College and Career English Language Art standards will serve as the basis for reading curriculum at The Grande Innovation Academy. The Arizona College and Career standards will also be used as the basis for choosing novels and read-aloud books. Scholars will spend 50% of their time learning standards that relate to informational text and 50% of their time learning standards that relate to literature as described by the Arizona College and Career standards. The curriculum at The Grande Innovation Academy will consist of the Arizona College and Career English Language Art standards for literature, informational text, and foundational reading skills including Key Ideas, Details, Craft and Structure, Integration of Knowledge and Ideas, Print Concepts, Phonological Awareness, Phonics and Word Recognition. Phonics and phonological awareness will be taught using the Reading Horizons program. Reading A-Z will be used for small group instruction and decodable word work. The Arizona College and Career sequence consists of higher-level novels, beginning in second grade. These novels will be read by the scholars in their respective grade levels or used as a read-aloud by the teacher. To meet the standards of informational text, our scholars will read authentic passages that align with Core Knowledge and the Arizona College and Career domains of study at each grade level. Scholars will be set to hook or engage in the direct instruction that provides systemic knowledge with modeling and various checks in understanding.		
Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	**K.RI.6** *Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.*		

Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	*Core Knowledge Farms Domain Read-aloud Books: *Growing Vegetable Soup, by Lois Ehlert (Voyager Books, 1990) ISBN 978-0152325800 *Grandpa's Tractor, by Michael Garland (Boyds Mills Press, 2011) ISBN 978-1590787625 * Reading A-Z Books The Plant aa level, Farm Animals, aa level, On The Farm *Chart Paper *bridge map *Watercolor Paper *markers *Watercolor Paints and brushes

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).*

Lesson (add as needed)	**Instructional Strategies -** *List and describe teacher actions, lesson by lesson, which will provide students with opportunities to engage the grade-level rigor defined by the Required Standard(s). Indicate alignment of instructional strategies to specific component(s) or content/skill(s) of the Required Standard/component.*	**Student Activities -** *Describe the activities, lesson by lesson, in which students will engage to allow them to master the grade-level rigor defined by the Required Standard(s). Indicate alignment of student activities to specific component(s) or content/skill(s) of the Required Standard/component.*
1	**Anticipatory Set:** The teacher will place the book Growing Vegetable Soup at the front of the room as scholars gather for a reading story. TW say," scholars as we hear our read aloud's in the Core Knowledge Farms domain I want to be thinking about the information we have been learning. TW ask scholars to look at the front cover to see if they can identify a person's name. TW ask scholars to show a thumbs-up if they have found a name that starts with letter L. TW reply," excellent job. The name on the front cover of the book is Lois Ehlert." TW say that she is the author of this book Growing Vegetable Soup. TW say do you know what an author is? TW say, "here is a clue, you are all authors too." **Objective and Purpose:** The scholars will identify the author of Growing Vegetable Soup and explain the author is conveying information to them using words to make the story come alive. **Instructional Delivery: Whole Group**	**Anticipatory Set:** Scholars will gather at the carpet as teacher places book at the front of the room for a reading story. Scholars will be actively engaged in participating for today's reading story. Scholars will be thinking about what they have been learning in the Farms domain .Scholars will show a thumbs-up if they found a name on the front cover that starts with letter L. Scholars will think about what an author is and why they are authors too. **Objective and Purpose: :** The scholars will identify the author of Growing Vegetable Soup and explain the author is conveying information to them using words to make the story come alive. **Instructional Delivery: Whole Group**

	TW read Growing Vegetable Soup by Lois Ehlert. TW have scholars sitting on the carpet crisscross applesauce, with eyes and ears listening actively and observing teacher modeling front cover, spine, back cover, title, author, and illustrator. TW say and point to title and author name, today we are going to read the story Growing Vegetable Soup written by Lois Ehlert. Hmmm, this story was written by her and did you know every piece of text is written by a person called an author? TW say give me a thumbs-up if you knew that already. TW say authors write to convey or give us information about something. TW say, Scholars echo after me," Lois Ehlert is the author of this story. An author writes the text or words. Authors write to convey information to an audience. TW say earlier I asked you to make a prediction about our story. Now I'm going to ask you what those predictions are and how you inferred them. TW say, show me your hands if you think it's about soup. TW say show me your hand if you think it's about vegetables. TW say show me your hands if you think it's about planting. TW say well good job you're all right in your predictions and how did you make those predictions? TW call on several scholars to get reasons why. Scholars will say the pictures. TW say yes the illustrator helps us with the pictures. We will talk about illustrators tomorrow. **Key Points:** • Every piece of text is written by a person called an author. • The reason why authors write is to convey information to an audience. **Modeling:** TW point to authors name several times prior to reading the story. TW say usually we will see the author's name like this, "**written by**" and then their name. **Check for Understanding: (CFU- Teach Like a Champion)** TW say, Get ready, Get ready, [scholar name], "what is the author's name?" Scholar will reply "Lois Ehlert." TW say, Get ready, Get ready, [scholar name], "what is an author?" Scholar will reply the person who wrote the text or story. TW say, Get ready, Get ready, [scholar name], "why did Lois Ehlert write this book?" Scholar reply, to convey information about plants and or how to make vegetable soup. TW call on all scholars with no opting out. If scholars opt out with no response, TW say, [scholar	Scholars will sit on the carpet crisscross applesauce, with eyes and ears listening actively and observing teacher modeling front cover, spine, back cover, title, author, and illustrator. Scholars give a thumbs-up if you knew what an author is. TW say authors write to convey or give us information about something. TW say, Scholars echo after teacher," Lois Ehlert is the author of this story. An author writes the text or words. Authors write to convey information to an audience. Scholars will raise hands after teacher prompts them to think about their predictions from earlier. Scholars will raise hands if they think it's about soup, vegetables, or planting. Scholars will answer questions from teacher about how they came to those conclusions. **Key Points:** • Every piece of text is written by a person called an author. • The reason why authors write is to convey information to an audience **Modeling:** Scholars will observe and listen to teacher as teacher points to the author's name and the words **written by**. **Check for Understanding:** Scholars will reply to teacher as teacher prompts, Get ready, Get ready, [scholar name], "what is the author's name?" Scholar will reply "Lois Ehlert." Scholars will reply to teacher as teacher prompts, Get ready, Get ready, [scholar name], "what is an author?" Scholar will reply the person who wrote the text or story. Scholars will reply to teacher as teacher prompts, Get ready, Get ready, [scholar name], "why did Lois Ehlert write this book?" Scholar reply, to convey information about plants and or how to make vegetable soup. Scholars will not opt out. **Guided Practice: Think Pair Share**. Scholars will think pair share and write down many labeled vegetable pictures on their line paper that are throughout the room. Scholars will both sign their names to their papers as they try to tell a story and convey information being the authors of their story.

	what did that scholar just say?] **Guided Practice: Think Pair Share:** TW will distribute lined paper and markers to each pair of scholars. TW will place various pictures of labeled vegetables from the story around the room. TW say "The author is the person who writes the words and tomorrow we will learn the illustrator is the person who draws the pictures. The author's job is to write words in the story that make the pictures come alive and the illustrator's job is to draw pictures so that the words make sense in the story. Today I would like you to pair share and the authors of your own story by looking around the room and writing some of the names of the vegetables that you see on your papers. Make sure you both sign your names to your papers as you both are the authors of your writing." **Independent Practice:** TW have story cover on Mimeo for scholars to view. TW distribute lined paper for scholars to write the name of the author. **Closure/Exit Ticket:** TW individually call scholars to bring their papers up and look for author's name of story. TW ask what job does an author do.	**Independent Practice:** Scholars will view the front cover of story on the mimeo. Scholars will write the name of the author on a lined piece of paper. **Closure/Exit Ticket:** Scholars will bring their papers up to teacher after being called upon and show authors name of Lois Ehlert. (Correct spelling does not need to be exact.) Scholars will respond to teachers question of what job does an author do? Scholars will respond authors write to convey information or tell us something. (Words do not need to be exact.)
2	**Anticipatory Set:** TW have the story Grandpa's Tractor, written out on chart paper prior to scholars gathering on the carpet. TW display title, author, and illustrators name on the front of the chart paper prior to reading the story on the chart paper. TW say, yesterday we learned an author is the person that writes a story or rights to convey information. Today we are going to learn what and illustrator is. TW direct scholars to the chart paper. TW say, I rewrote the story Grandpa's Tractor on this paper so there are no pictures. Do you think you will enjoy it as much? Scholars show me with a thumbs-up if you think you will enjoy at. Scholars show me a thumbs down if you won't enjoy it. **Objective and Purpose:** Scholars will learn that illustrators create pictures drawings or maps and help the reader better understand the information written by the author. **Instructional Delivery: Whole Group** TW read Grandpa's Tractor by Mike Garland two times. TW read Grandpa's Tractor written on the chart paper first. TW say and point to the title Grandpa's Tractor and ask the scholars to echo title. TW say and	**Anticipatory Set**: Scholars gather at the carpet looking at the chart paper with the title of Grandpa's Tractor, written by Mike Garland, illustrated by Mike Garland. Scholars are actively engaged looking at the chart paper and responding to the teacher with a thumbs-up if they will enjoy the story or thumbs down if they will not. **Objective and Purpose:** Scholars will learn that illustrators create pictures drawings or maps and help the reader better understand the information written by the author. **Instructional Delivery: Whole Group** Scholar sit at the carpet actively engaged and listening as teacher displays title author and illustrators name on front of chart paper prior to reading story. Scholars will respond to teacher prompts and echo the title of the story, Grandpa's Tractor, the authors name Mike Garland, and that illustrators name Mike Garland. Scholars will observe **illustrated by:**

	point to authors name Mike Garland and ask the scholars to echo authors name and who wrote the story. TW say and point to illustrator's name of Mike Garland and ask scholars to echo illustrator's name. TW say, scholars we know what an author is can you tell me what and illustrator is? Scholars raise hands to respond as teacher calls on them. TW say excellent job illustrators create pictures, drawings, and maps that are included in the text to help us get a better understanding of what is being written by the author. The pictures give us clues. TW read the story on chart paper with no illustrations. TW ask scholars questions about the story. TW read the story in its entirety with illustrations and point to: **Illustrated by: Mike Garland**. TW ask scholars if they had a better understanding of the story after seeing the pictures that go with it. TW say give me a thumbs-up if you liked the illustrated version and give me a thumbs down if you liked just the text version on chart paper. **Key Points:** • Illustrators create illustrations (pictures, drawings, or maps, etc.) that are often included in a piece of text. • Illustrations can help the reader to develop a better understanding of the information written by an author • What are the different purposes served by words and illustrations? **Modeling:** TW model proper reading techniques such as left to right, top to bottom, and tracking**.** Modeling is continuous through all lessons. **Check for Understanding:** (CFU, Teach Like a Champion) TW check for understanding utilizing Show Me with Rock Scissors Paper method and circulate room. TW say, look at the front cover of our story, on the count of three shows me rock if the illustrators write the story. Show me scissors if the author draws the pictures. Show me paper if the illustrator draws the pictures. TW use and signal and say one, two, three. Scholars will then show their responses. TW give a number around of rock paper scissors to correct error. **Guided Practice: Small guided reading groups** TW have scholars in small guided reading groups with Reading A-Z Books The Plant and Farm Animals. TW direct groups to look at cover	**Mike Garland**. Scholars will respond to teacher as teacher calls on with individual questions from the story. Scholars will respond to the second reading of the story with illustrations if they understood it better with illustrations to show a thumbs-up and if they did not a thumbs down. **Key Points:** • Illustrators create illustrations (pictures, drawings, or maps, etc.) that are often included in a piece of text. • Illustrations can help the reader to develop a better understanding of the information written by an author • What are the different purposes served by words and illustrations? **Modeling:** Scholars observe teacher modeling proper reading techniques such as left to right, top to bottom, and tracking**.** Modeling is continuous through all lessons. Scholars echo and model teacher. **Check for Understanding:** (CFU, Teach Like a Champion) Scholars will use Show Me with Rock Paper Scissors for checking understanding. Scholars will show teacher paper as the appropriate response that the illustrator is the person who draws the pictures**.** Scholars will have another opportunity in rock paper scissors for correction **Guided Practice:** Scholars will be in small guided reading groups with Reading A-Z Books The Plant and Farm Animals. Scholars will look at cover and find words **written by** and say **this is the author.** Scholars will look at cover and find words **illustrated by** and say **the illustrator draws the pictures to help us understand better**. Scholars will read remaining story in groups with teacher. **Independent Practice:** Scholars will observe the bridge map on the board as teacher writes: The author writes the story as the illustrator draws the pictures as the audience understands it better. Scholars will

	and find words written by and say this is the author. TW direct groups to look at cover and find words illustrated by and say the illustrator draws the pictures to help us understand better. TW have scholars read remaining story in groups with teacher. **Independent Practice:** TW have a bridge map posted on board and distribute water color paper with paints and markers to scholars. TW write the Reading Frequency on the bridge map**: The author writes the story as the illustrator draws the pictures, as the audience understands it better.** TW direct scholars to author and illustrate their favorite part of Reading A-Z Books The Plant and Farm Animals. **Closure/Exit Ticket:** TW circulate room and individually asked scholars what favorite part they are illustrating. Scholars must indicate that they are drawing, painting, or making a map.	author and illustrate their favorite part of the Reading A-Z Books The Plant and Farm Animals. **Closure/Exit Ticket:** As teacher circulates room scholars will tell the teacher what they are illustrating either drawing painting or making a map about their favorite part of the Reading A-Z books.
S.A.	*Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. In the Student Activities column, provide a brief description of the summative assessment (S.A.) items that will allow students to demonstrate mastery of the rigor of the Required Standard(s)/components, and the context in which the items will be administered.*	Scholars will independently take the assessments in naming an author and illustrator of a text and defining each of their roles. Scholars will also name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text**.**

Summative Assessment Items and Scoring:

Summative Assessment Item 1: (Oral Assessment) Meeting with individual scholars the teacher will hold up the book The Plant. The teacher will point to the words in the text and ask, (a) "Who wrote these words? The author or the illustrator?" The teacher will then point to the images in the book and ask, (b) "Who drew these pictures? The author or the illustrator?" Each question is worth one point with two points possible. Mastery of this assessment is 2 points. (Mastery is set at 75% or greater).

S.A. 1 Answer Key: a) author b) illustrator

Summative Assessment Item 2: (Oral Assessment) Meeting with individual scholars the teacher will hold up the book Farm Animals. The teacher will give the book to scholars and ask, (a) "Can you point to two things the author created in this story?" The teacher will then ask, (b) "Can you point to two things that the illustrator created in this story?" Each question is worth two points with four points possible. Mastery is set at 3 points. (75% or greater)

S.A. 2 Answer Key: a) the scholar will point to two items of text in the story. Scholars may be initially confused by the prompt and may need to be reminded, "what do authors do or make?" b)) the scholar will point to two illustrations in the story. Scholars may be initially confused by the prompt and may need to be reminded, "what do illustrators do or make?"

Summative Assessment Item 3: (Oral Assessment) Meeting with individual scholars the teacher will tell the scholar, " I am going to say some things that an illustrators do to help the reader. You will say "yes" or "no" when I say the sentence. Ready? Let's start!" a) An illustrator uses pictures to make the story more interesting. b) An illustrator writes long words for the dictionary. c) An illustrator helps the reader guess (predict) what the story might be about before s/he reads it. d) An illustrator makes up the ending of the story. Each question is 1 point with 4 points possible, and mastery is set at 3 points. (75% or greater)

S.A. 1 Answer Key: a) yes b) no c) yes d) no