Curriculum Sample Template
Max. 8 Pages

Grade Level	1st grade	**Content Area**	Reading
Course Title (grades 9-12 Only)	N/A		
Length of Unit	4 days + 1 day for the summative assessment	**Time of Year**	4th Quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students will be able to read grade level text fluently. Students will be able to express their ideas through reading, writing, and speaking in complete sentences. Students will understand that there are different genres of text, including informational, or nonfiction, text. Students will have some background knowledge in the Science content used in this unit, including the various types of habitats, and the organisms that live in them.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	This unit aligns to the Core Knowledge Sequence. The domain of "Animals and Habitats" will be concurrently taught in Reading, Writing, and Science at the first grade level. The skill of comprehending informational/explanatory text is revisited at increasingly higher levels of rigor as set forth in the ADE 2010 ELA Standards (CCSS). The content knowledge of life sciences is spiraled throughout the Core Knowledge Sequence from Kindergarten to 8th grade. As described in the Program of Instruction, Cooperative Learning will take place throughout this unit. Each lesson includes a combination of teacher-led instruction, small group interaction, independent practice, and ongoing assessment. Prior to beginning instruction, the teacher will administer an aligned pre-test to assess student understanding, and use data from this to target individual students' needs throughout the unit. Students will individually graph their results on both the pre- and post-tests, and graph their results in an individual portfolio, which serves as a visual representation of progress towards their "Big Goal" in Reading.		
Standard Number and Description *List the Number* and full description for the required Standard.*	1.RI.8 Identify the reasons an author gives to support points in a text.		
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	At the end of this unit, students will be given an assessment that includes two multi-paragraph texts and five corresponding multiple-choice questions. Each question will be worth two points, for a total of ten possible points. Please see the assessment and answer key attached.		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to*	Grading will be based on the following scale: 0-5 points= Falls Far Below; 6-7 points = Approaches; 8-9 point = Meets; 10 points = Exceeds According to the program of instruction, Mastery of standards will be indicated by a score of 80% or higher. Thus, a		

demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.	score of eight to ten points on this assessment will indicate mastery of the standard.
Materials/Resources Needed	Core Knowledge Language Arts Read Aloud Anthology, document camera, graphic organizers, copies of text for students, chart paper

Lesson (add as needed)	**Instruction** TW= Teacher will; SW = Student will; TPS= Think, Pair, Share; INM = Introduction to new material; CFU = Check for understanding; GP= Guided practice; IP = Independent practice	**Student Activities**
1	**Activation of Prior Knowledge:** TW direct students to share examples of living and non-living things with a partner.	SW TPS with their partner, discussing examples of living and non-living things they've learned about in Science.
	Objective: Students will identify the main idea in an informational text.	SW repeat today's objective, and explain how it will help them reach their "Big Goal" in Reading.
	INM: Key Points: 1. We learn facts and information from informational texts. 2. Our informational text for this unit is all about animals and habitats. 3. We're going to use the text's sentences and illustrations to understand new information. 4.The words and pictures in a text tell us the main idea of the text, or what topic it is written about.	SW actively listen to today's key points.
	Modeling: TW introduce the read aloud, "What is a Habitat?" TW do a picture-walk through the illustrations, explain key vocabulary, and then begin the read aloud. TW use the "Think Aloud" strategy to demonstrate how she used text and pictures to pick up on key information and details in the book, about urban, park, and arctic habitats. TW record key information she's read on a chart paper, titled "What is a habitat?" TW ask students questions to check for understanding. TW explain that each paragraph and picture was all about a different kind of habitat. TW write "There are many different habitats" as the main idea on the chart paper.	SW actively listen as the teacher shows the text, explains the key vocabulary, and reads aloud. SW watch as the teacher models how to identify the main idea of the text, using the words and pictures provided.
	Guided Practice: TW direct students to work in pre-assigned groups of two. Each pair will receive a copy of the "What is a habitat" text, along with a graphic organizer. TW direct students to partner-read the text, and record the main idea on the graphic organizer. TW guide a group discussion about each group's response.	SW work partners. They will partner read "What is a Habitat?" and discuss what they think the main idea of it is, and why. SW record their thoughts on the graphic organizer, and then share their ideas with the class. SW provide feedback to one another, and answer questions the teacher asks.
	Independent Practice: TW provide each student with his/her own copy	

	of the text. TW direct students to read the text independently, and then complete an "exit ticket," which contains three comprehension questions about the main idea of the text. **Assessment:** TW use the independent practice as an assessment of students' mastery of the objective. TW remediate for any student who did not reach mastery. **Closure:** TW direct students to describe their own habitat to a partner, then share with the class.	SW read the text independently. Then, SW complete the "exit ticket," answering questions about the main idea of the text. Any student who did not master today's objective will meet with the teacher in a small group setting. SW discuss their own habitat with a partner.
2	**Activation of Prior Knowledge:** TW direct students to TPS about what they learned about habitats during reading yesterday. **Objective:** Students will use a graphic organizer to identify reasons an author gives to support a single point in a text. **INM:** Key Points: 1. Informational text gives us facts and information on certain topics. 2. Today's informational text will give us facts on one specific habitat: the Arctic tundra. 3. In order to understand the information about the tundra, we must identify the main idea 4. Once we know the main idea, then we can find reasons and evidence that help us understand the main idea. **Modeling:** TW display a graphic organizer, in the shape of a web. TW explain that after reading today's informational text, she will be able to write the main idea (in the middle of the web) and also three facts about the Arctic Tundra. Then, TW begin a read aloud of "The Arctic Tundra" from the Core Knowledge Language Arts series. TW pause at predetermined points in the text, and use the "Retell" strategy to explain key points. TW record the main idea "The Arctic Tundra is an extremely cold and diverse habitat." TW add facts about Arctic plant and animal life on the graphic organizer and emphasize how they support the main idea. **Guided Practice:** TW direct students to work in pre-assigned pairs. TW provide each pair with a copy of the Arctic Tundra text, along with a graphic organizer. TW direct students to partner read the passage, using the "retell" strategy, and then record the topic and at least five facts they've learned on their web. TW monitor students and work with each	SW TPS about what they learned in Reading yesterday. SW repeat today's objective, and explain how it will help them reach their "Big Goal" in Reading. SW actively listen to today's key points. SW actively listen as the teacher begins the read aloud of "The Arctic Tundra." SW watch as the teacher demonstrates how to identify the main idea and the evidence and reasons that support it, or relate to it. SW answer the teacher's questions, and ask questions of their own. SW work with their partner. SW partner read "The Arctic Tundra," and use the "retell" strategy to summarize what each page is about. Then, SW complete the graphic organizer with their partner, discussing what the main idea of the passage is, and recording five facts or reasons that

	group to guide the learning. Groups will share their webs when finished. **Independent Practice:** TW direct students to read the passage independently. Then, TW lead a "Who Am I?" session. TW describe an Arctic animal or plant that was described in the text. Students will have to identify the organism she is describing, and circle its corresponding answer on a worksheet. Then, TW direct students to color the portion of the text that described that animal. **Assessment:** TW use the Independent practice as an assessment of students' comprehension. TW provide remediation to any student who does not show mastery of the objective. **Closure:** TW reveal the answers to the "Who Am I?" game, and ask students to discuss how they knew the correct answer, or what confused them if they missed it. TW point out where in the text each organism was described.	support it. SW answer the teacher's questions, and ask questions of their own. SW read "The Arctic Tundra" independently. Then, students will listen to the teacher's description of each animal or plant from the text. SW identify which details describe each organism, and record their anwers on the worksheet. SW discuss the answers to each of the "Who Am I" clues.
3	**Activation of Prior Knowledge:** TW ask students to TPS what types of information they can learn from reading informational texts. **Objective:** Students will use a graphic organizer to identify reasons an author gives to support multiple points in a text. **INM:** Key Points: 1. Oftentimes, informational text includes more than one main idea or topic. 2. Each topic will have details and reasons that support it. 3. We can use a graphic organizer to identify the topics, and the reasons that support them. **Modeling:** TW project the graphic organizer, and show today's read-aloud, titled "The Sonoran Desert." TW do a picture-walk through the text, explain key vocabulary, and explain that each paragraph or page has a different main idea. Then, TW begin the read aloud. TW use the "Think Aloud" strategy to identify main topics of each paragraph, and record them on the graphic organizer. TW record the main idea and reasons for the first two pages. **Guided Practice:** TW ask students to aid her in identifying the main idea and supporting facts for the next paragraph. TW emphasize that the	SW TPS with their partner, describing what kinds of information they can get from nonfiction text. SW repeat today's objective, and explain how it will help them reach their "Big Goal" in Reading. SW actively listen to today's key points. SW actively listen as the teacher begins the read aloud about the Sonoran Desert. SW watch as the teacher identifies the main topics of each paragraph in the text, and connects them with relevant facts and reasons. SW answer the teacher's questions to show understanding. SW participate in identifying the main idea and supporting information in the next paragraph of the text. SW share their ideas aloud, and TW record their responses on the graphic organizer. Then, SW work with

	reasons support one main idea, and show the connection between main idea and supporting details. Then, TW direct students to work in pre-assigned groups of two. Each pair will receive a copy of the last paragraph of the "Sonoran Desert" text. TW direct students to work together to identify the main idea of this page, as well as supporting information. **Independent Practice:** TW provide each student with an "Exit Ticket." Each ticket will include a text about the Desert habitat, with several paragraphs. TW direct students to read the text aloud as a class, then answer the comprehension questions (this is aligned to the structure of the unit assessment). **Assessment:** TW review each student's exit ticket, to track their progress towards mastery. TW provide remediation in a small group setting to any student who did not show adequate understanding of the objective.	their partner to read the text and identify the topics and supporting information. SW complete the exit ticket, by reading a multi-paragraph text about the Sonaran Desert and answering multiple-choice questions about the topics and supporting information. Any student who did not master the objective will meet with the teacher in a small group setting to review the skill.
4	**Activation of Prior Knowledge:** TW ask, "We've learned that informational text has main ideas and what else?" TW direct students to TPS their answers. **Objective:** Students will discuss why it is important for an author to include reasons and evidence in a text. **INM:** Key Points: 1. Reasons and evidence give the reader more information about the topic. 2. Without reasons or evidence, the author's writing would not be very helpful. **Modeling:** TW project two different texts about the Arctic Tundra habitat. One will be very brief, with barely any supporting information. The other will be straight from the Core Knowledge Language Arts text, rich with details and information. TW read both texts aloud, and discuss the value that details and reasons add to an informational text. **Guided Practice:** Prior to the lesson, the teacher will have placed six different texts up around the room, on chart paper. TW direct students to work in pre-assigned groups of four. Each group will walk from one text to the next, and discuss which ones give them a lot of information, and which ones do not. TW lead a class discussion about the usefulness of reasons and evidence in informational text.	SW TPS their answers to the teacher's question. SW repeat today's objective, and explain how it will help them reach their "Big Goal" in Reading. SW actively listen to today's key points. SW actively listen as the teacher reads both texts aloud, and explains the author's use of details and information. SW work within groups of four. SW walk to each chart paper and read the text on each. SW discuss with their groups about the amount of information and detail provided to support each main idea. SW share out their ideas with the class, evaluating each text and identifying which ones provided the most information.

	Independent Practice: TW provide each student with an "Exit ticket," showing two different texts. SW answer comprehension questions on the text, including identifying the author's use of reasons and evidence to describe the topic in each. **Assessment:** TW review each student's exit ticket, to track their progress towards mastery. TW provide remediation in a small group setting to any student who did not show adequate understanding of the objective.	SW complete the exit ticket by reading two different passages and answering the multiple-choice questions. Any student who did not master the objective will meet with the teacher in a small group setting to practice the skill.

Reading Assessment

Name: _____

ADE 2010 ELA Standards (CCSS): 1.RI.8 Identify the reasons an author gives to support points in a text.

Directions: Read each text and answer the questions. Each item is worth 2 points.

All About Ants

Ants build many different types of homes. They build homes that are made of mud and look like big mounds. They also make homes using small sticks mixed with dirt. They mix it with sand to make it strong. Ant mounds have many rooms. These rooms are used to care for ant babies, to store food, and to rest.

Ants do not use words or say things out loud. They talk by touching each other with their feelers. Ants are always looking for food. They love sweet-tasting food. That is why ants are seen inside our homes. When an ant finds some food, it leaves a trail of scent for other ants to find the food.

1. The author writes: "Ants build many different types of homes." What evidence does the author use to support that point?
    a. "They talk by touching each other with their feelers."
    b. "They build homes that are made of mud and look like big mounds."
    c. "They love sweet-tasting food."
    d. None of the above
2. The author writes, "Ants do not use words or say things out loud." What evidence does the author use to support that point?
    a. "They love sweet-tasting food."
    b. "Ants build many different types of homes."
    c. "Ants are the best."
    d. "They talk by touching each other with their feelers."

Frogs, Frogs, and More Frogs!

There are more than 4,000 kinds of frogs. Each frog has something special about it. The Goliath frog, for example, is the biggest frog. It grows to be about one foot! The gray tree frog can change colors. It can turn shades of gray or green. The North American wood frog freezes in the winter. Its body turns to ice. A special sugar in its blood keeps it from dying.

3. The author stated that "each frog has something special about it." What reasons does he give that support that idea? (mark all that apply)
    a. The Goliath frog is the biggest frog.
    b. Ants build many different types of homes.
    c. The gray tree frog can change colors.
    d. The North American wood frog's body turns to ice in the winter.
4. The author writes "The Goliath frog, for example, is the biggest frog." What evidence does he use to support this fact?
    a. It grows to be about one foot!
    b. Its body turns to ice.
    c. It can turn shades of gray or green.
    d. All of the above.
5. Why does an author need to include reasons and evidence in informational text?
    a. Reasons and evidence are funny.
    b. Reasons and evidence give the reader more information about the topic.
    c. Reasons and evidence aren't important to add.
    d. None of the above.

Score: _____/ 10

Answer Key and grading scale:

1. B
2. D
3. A, C, D
4. A
5. B

Grading scale: 0-5 points= Falls Far Below; 6-7 points = Approaches; 8-9 point = Meets; 10 points = Exceeds