Curriculum Sample Template
Max. 8 Pages

Grade Level	Kindergarten	**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 know and practice agreed-upon rules for group discussions, like waiting one's turn to speak, raising one's hand, and staying on topic. Students will know how to express ideas verbally and in pictures. Students will know the basic print concepts of a book; they will be able to identify the title, author, front cover, and back cover.		
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 "Plants" will be concurrently taught in Reading, Writing, and Science at the Kindergarten level. The skill of writing 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 plants and biological 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 their progress towards their "Big Goal" in Reading.		
Standard Number and Description *List the Number* and full description for the required Standard.*	K.RI.8 With prompting and support, 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 listen to the teacher read a nonfiction text about plants called "Plants and People." After listening to the read-aloud, the teacher will say the main idea to the students: that plants provide things for people. The teacher will go around to each student to ask to identify at least three reasons the author gives to support the main idea in the text. For students who need additional support, the teacher will prompt at least one reason the author gives to support the main idea, and the students will be expected to respond with at least two more on their own. Students may say, draw, or write the reasons on the attached summative assessment. The teacher will then assess student work using the included scoring rubric.		
Scoring Scale and Mastery Level	Each correct reason the student identifies as supporting the main idea will be assigned one point in the teacher's tracker. Grading for the assessment will be based on the following scale: 0-1points = Falls Far Below; 2 points =		

Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.	Approaches; 3 points = Meets; 4 or more points = Exceeds. According to the program of instruction, 80% or above will indicate mastery.
Materials/Resources Needed	Core Knowledge Language Arts texts for read-alouds, paper, graphic organizers, worksheets for independent practice, images of plants and plant parts, chart paper, worksheets and pre-cut images for guided practice, glue, crayons, data tracker

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 lead class in filling out the "K" and "W" portions of a KWL chart on chart paper. TW ask students what they know and want to know about plants. TW write as students share ideas. **Objective:** Students will use facts from an informational text to identify the main idea that plants are living things that need food, water, air, and sunlight to grow. **INM:** Key Points: 1. Informational text is a kind of writing that gives us facts and information. 2. The most important part of an informational text, the message the author is trying to tell us, is called the main idea. 3. The informational text about plants gives us facts about plants. 4. When we read informational text about plants, we can use the words and pictures to help us understand the main idea the author is giving. **Modeling:** TW read aloud "Introduction to Plants" from the Core Knowledge Language Arts series. TW show pictures of living things, different plants, and plant parts as she reads facts and information. TW stop and use the "Think Aloud" method to identify key information, including main idea, and explain that she can use the words and the pictures to identify the main idea. TW model using the words and pictures that the main idea is "Plants are living things." TW display a chart paper titled, "All About Plants." TW add a few facts from the read-aloud onto the chart.	SW share out what they already know about plants, and things they want to know or questions they still have. SW repeat today's objective, and talk about how they will work towards their Big Goal in Reading today. SW listen as the teacher describes today's key points. SW actively listen as the teacher reads "Introduction to Plants" aloud. SW examine the illustrations, and listen as the teacher describes the main idea and details.

	Guided Practice: TW ask the following questions aloud, and record students' responses on the "All About Plants" chart: 1. What four things do plants need to live? 2. Are plants living or non-living? 3. How do you know if plants are living or non-living? 4. What do you think would happen if plants didn't have food, water, air, or light? 5. What does the word main idea mean? 6. What is the main idea in this passage?	SW Think-Pair-Share (TPS) their answers to the teacher's questions. As they share, SW watch as the teacher records their ideas on the "All About Plants" chart.
	Independent Practice: TW read the text aloud again. TW tell the students to listen closely for the main idea of the passage, and then draw on their papers what they think the main idea is. TW circulate throughout the room and prompt and support students to assist them in finding the correct answer.	SW actively listen as the teacher reads the text aloud again. SW listen for the main idea, and then draw a depiction of the main idea on their papers.
	Assessment: TW meet with each student individually and ask them to explain their picture to identify the main idea from the passage. TW track student mastery of the objective in a data tracker. The teacher will remediate for any student who does not show mastery and prompt students for support as needed.	SW respond with the correct main idea from the passage, that "Plants are living things."
	Closure: TW refer class back to the KWL chart, and ask students to share ideas for the "L" column, sharing what they learned today. TW will close by asking the class "What do we call the most important part of a passage?"	SW share information they've learned today, and watch as the teacher adds it to the "L" column of the KWL chart.
2	**Activation of Prior Knowledge:** TW review the "All About Plants" chart the class created yesterday. TW ask students to TPS one fact they learned from the story yesterday. TW ask how students know plants are living things.	SW TPS about one fact they learned yesterday. SW share how they know that plants are living things, by recalling that they grow and change.
	Objective: Students will use facts from an informational text to identify the parts of a plant as supporting details for the main idea "Plants have parts."	SW repeat today's objective, and talk about how they will work towards their Big Goal in Reading today.
	INM: Key Points: 1. Informational text is the kind of writing that gives us facts and information about things. 2. The most important part of an informational text, the message the author is trying to send us, is called the main idea. 3. The smaller pieces of information that give reasons to support the main ideas are called details. 4. Our read aloud today will	SW actively listen to today's key points.

	give us facts about the parts of plants: roots, stem, leaves, flower, and seeds, and what each part does for the plant. 5. We can use the words and the pictures in the text to understand the information the author is giving, including the main idea and details.	
	Modeling: TW read aloud "Plant Parts," from the Core Knowledge Language Arts series. As teacher reads, she will use the "Think Aloud" strategy to point out key information from the text, including the main idea, as well as the pictures. TW ask questions like, "What do you see in this picture?" and "What is the main idea of this passage?" to involve students in the read aloud. After reading, TW display a chart paper with a picture of a plant and its parts. TW model how to label each part of the plant, using details from the read-aloud (i.e.: "I know these are the roots, because I read that the roots are under the soil and soak up water."). TW explain that each piece of extra information that explains the main idea is called details, and explain that each new part of a plant is a detail that give us more information about the main idea "Plants have parts."	SW actively listen to the read aloud, "Plant Parts." SW watch as teacher demonstrates how to pick out key information from the text and pictures. SW answer questions, describing what they see in the illustrations and identifying the main idea of the passage as "Plants have parts." SW watch as the teacher labels the plant's parts, and describes each part's function. SW actively listen as teacher explains how the different plant parts are details that explain more about the day's main idea.
	Guided Practice: TW ask students what the details were in the story. As students repeat details, TW write and draw them into the chart paper graphic organizer on the board. TW ask students to do the same and fill in their graphic organizers. TW provide support and scaffolding as needed. TW provide prompting and support when needed, and will coach and correct students in order to work towards correct answers.	SW respond and say what the details were in the story. SW complete their graphic organizers. SW use domain vocabulary regarding the parts of plants in their responses.
	Independent Practice: TW use a graphic organizer like the one included in the summative assessment. TW re-read another text about plants. TW ask students to identify details from the text. TW prompt and support students to provide details when needed, using statements like "The main idea is plants have parts, and one detail that tells us more information about plants having parts is that one part of a plant is a stem. What is another detail that tells us more information?" TW be sure to use both domain vocabulary regarding parts of plants and the correct usage of main idea and detail in the discussion.	SW actively listen as teacher describes the graphic organizer and respond with details they remember from the text as the teacher asks.
	Assessment: TW meet with each student individually. TW ask students what details they chose to put into the graphic organizer. TW ask students why they chose to put the selected details into the graphic organizer. TW then ask the name of each plant part, and what its	SW explain their independent work, describing the supporting details they chose and describing each part of the plant to the teacher.

	function is. TW track student answers using a checklist. TW provide remediation for any student who does not display mastery of the objective. **Closure:** TW ask, "What are details?" and "What are the different parts of plants?"	 SW share their ideas with a partner, and then with the class.
3	**Activation of Prior Knowledge:** TW review the parts of a plant from a diagram. **Objective:** SW identify main idea and details – also called reasons – for the life cycle of plants. **INM:** Key Points: 1. Informational text is the kind of writing that gives us facts and information about things. 2. The most important part of an informational text, the message the author is trying to send us, is called the main idea. 3. The smaller pieces of information that give reasons to support the main ideas are called details. 4. Details are also called reasons. 5. Seeds are the beginning of new plants. 6. A life cycle of a plant refers to the stages and changes that happen in living things like plants and animals. **Modeling:** TW introduce today's read aloud: "The Life Cycle of a Plant," from the Core Knowledge Language Arts series. TW use the "Think Aloud," strategy as she shows the pictures and reads the text. TW ask questions like "What do you see in this picture?" to involve students in the read aloud. TW explain key domain vocabulary. TW summarize the text, and ask comprehension questions. TW ask students "What is main idea?" and "What are details?" TW model how to find the main idea of the passage ("Plants have stages and changes in their lives called the Plant Life Cycle") and fill it into the graphic organizer from yesterday. TW then model how to find the details in the passage. TW explain that another word for details is "reasons." Reasons explain how we know what the main idea is. **Guided Practice:** TW ask students what the details were in the story. As students repeat details, TW write and draw them into the chart paper graphic organizer on the board. TW ask students to do the same and fill	SW actively listen and examine the teacher's diagram of plant parts. SW repeat today's objective, and talk about how they will work towards their Big Goal in Reading today. SW actively listen to today's key points. SW listen to the teacher as she reads "The Life Cycle of a Plant"' aloud. SW watch as teacher demonstrates how to use the text and illustrations to pull out main idea and details from the story. SW share their observations of the illustrations, and answer comprehension questions using TPS. SW respond and say what the details were in the story.

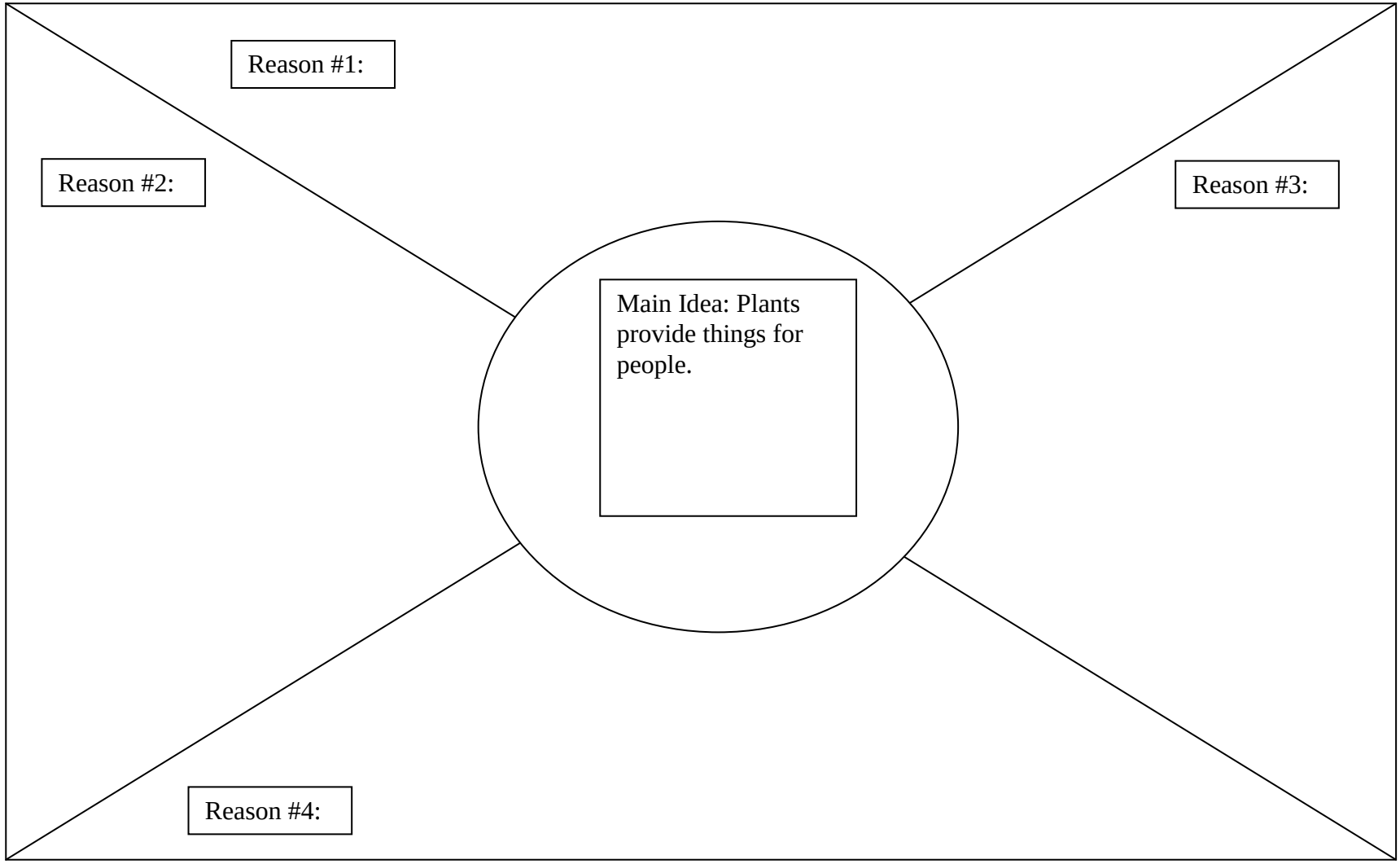
	in their graphic organizers. TW provide support and scaffolding as needed. TW provide prompting and support when needed, and will coach and correct students in order to work towards correct answers. **Independent Practice:** TW hand out a blank graphic organizer like the one in the summative assessment to students. TW then explain that the class is going to read another passage about the life cycle of plants. TW then ask students to listen to the new story. As the teacher reads, the students will use crayons to draw or write the main idea and the reasons to support the main idea in their graphic organizer. TW provide support and scaffolding as needed. **Assessment:** TW meet with each student individually. TW ask students why they chose to put the selected details into the graphic organizer. TW then ask the name of each part of the plant life cycle. TW track student answers using a checklist. TW provide remediation for any student who does not display mastery of the objective. **Closure:** TW ask, "What are the different parts of the plant life cycle?"	SW complete their graphic organizers. SW use domain vocabulary regarding the parts of plants in their responses. SW actively listen and draw the main idea and supporting reasons in their graphic organizer. SW respond using domain vocabulary. SW recall information they've learned today, and share their ideas aloud.
4	**Summative Assessment:** **Daily Objective:** With prompting and support, SW identify the reasons an author gives to support points in a text. TW read a nonfiction text about plants called "Plants and People" from the Core Knowledge Language Arts series. After listening to the read-aloud, TW say the main idea to the students: that plants provide things for people. TW hand each student a graphic organizer. TW go around to each student to ask to identify at least three reasons the author gives to support the main idea in the text. For students who need additional support, TW prompt at least one reason the author gives to support the main idea, and the SW be expected to respond with at least two more on their own. Students may say, draw, or write the reasons on the attached summative assessment. The teacher will then assess student work using the included scoring rubric.	SW repeat today's objective, and talk about how they will work towards their Big Goal in Reading today. SW say, draw, or write the reasons to support the main idea in the graphic organizer.

Reading Assessment

Name: _____

ADE 2010 ELA Standard (CCSS): K.RI. 8: With prompting and support, identify the reasons an author gives to support points in a text.

Like we've done in class, please fill in the graphic organizer with at least three reasons to support the given main idea. You may put an extra reason if you'd like.



Answer Key/Scoring Rubric

The following are appropriate answers for the reasons, based upon the Core Knowledge Language Arts series story "Plants and People":

- Plants provide people fruits.
- Plants provide people vegetables.
- Plants can be used to provide bread.
- Plants can be used to provide cereal.
- Plants provide people food.
- Plants provide people wood.
- Plants provide people oxygen.
- Plants provide people flowers.

Each correct reason the student identifies as supporting the main idea will be assigned one point in the teacher's tracker. Grading for the assessment will be based on the following scale: 0-1points = Falls Far Below; 2 points = Approaches; 3 points = Meets; 4 or more points = Exceeds. According to the program of instruction, 80% or above will indicate mastery.

The following is an example tracker a teacher may use to track this standard.

Name:	***Student can identify reasons an author gives to support points in a text in pictures or words.***
Student names	Yes or no with description