Grade Level	KG	**Content Area**	**English Language Arts-Reading—*From Fact to Fiction: Drawing & Writing Stories***
Course Title (grades 9-12 Only)	N/A		
Length of Unit	4-6 weeks	**Time of Year**	September-October (Fall)

Expected Prior Knowledge
The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.

- Sit for 20-30 minutes without disturbing others
- Emergent/beginning reading level
- Read-aloud and shared reading experiences
- Emergent handwriting/ invented spelling
- Practical Life activities: cutting, coloring, pasting
- Matching activities
- Experience with live animals & animal care
- Beginning lessons & presentations for External Parts of Familiar Animals
    - Impressionistic Introduction (e.g., group observation of class pet--bird, hamster, etc.
    - Wall Chart (at word level) presentation of Parts of (box 1)
    - 3 Part Cards—pictures only
    - 3 Part Cards—pictures with words (labels)

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.

BACKGROUND
Language Arts are integrated and taught within the framework of our "cultural" curriculum (*"Cosmic Education"—see A.3 Program of Instruction*). The Montessori Language curriculum is holistic in its scope, and specifically addresses all areas of literacy development: **reading**—comprehension, vocabulary, word functions, etc.; **writing**—opinions, narratives, expository, "mini-researches", journals, etc.; **speaking**—presenting what they've learned to others, cumulative projects, formal/informal oral presentations, etc.; **listening**—shared/read aloud of fiction/non-fiction, presentations, for comprehension, etc. Students are immersed in a language-rich environment where skills such as, word studies, phonics, sentence structure & analysis, are equally emphasized and taught within the context of all subject areas. Teaching reading within the cultural context is intentional because students at this stage of development are naturally curious about their environment, planet, universe, animals, other peoples, cultures, etc. This curiosity activates their "imagination" and fuels their motivation to learn. In addition to ensuring our curriculum is firmly aligned to the Arizona CCSS we also adhere to the standards put forth by the National Council for Teachers of English (NCTE) and International Reading Association (IRA). We utilize their many resources for enriching our ELA lessons and activities.

Arizona's reading standards call for establishing "a *staircase* of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school", the Montessori approach incorporates the *use of concrete reading and writing structures* (e.g., *"3-Part Card" & time line structures*) at the earliest levels to ensure the students are prepared for more abstract and rigorous learning in the later grades.

State reading standards also call for methods of reading instruction that are focused on "a progressive development of reading comprehension" with more advanced levels of textual structures introduced and practiced, so that "each student advances through higher levels of learning and gains the most from what they read". For example, Montessori "3-Part Card" materials are presented from the earliest grade levels to ensure students continue to develop and strengthen their language skills, especially reading and writing. Many foundational reading strategies and skills are learned through extensive practice and exposure to this material. Through effective reading skills students are expected to build their

	knowledge, gain insights, explore possibilities, and broaden their perspective. The rich Montessori curriculum serves as a great motivator and platform for students to practice and gain mastery in all language areas, especially the core content area of reading. Card materials are prepared and made available on shelves within all curricular areas (mathematics, geometry, geography, botany, zoology, classification, needs of humans, etc.). Teachers also ensure that there is an ample library for students to reference for each area of study. This material is composed of pictures, labels, and definitions and is first presented in its simplest layout—pictures matched to labels. Layouts progress in complexity to pictures, labels, and comprehensive definitions/details (paragraphs and essays), and serve as a template for more advanced research writing structures. Although this sample will not include specific lessons related to the 3-part cards, it is important to note that this research structure is being modeled and utilized throughout the year and in a variety of subjects for students in this age group. **CURRICULAR SAMPLE** Lesson plan and unit ideas available from *ReadWriteThink*, a collaborative resource provided by NCTE & IRA, are excellent enrichments to our our language curriculum. They can be adapted to a variety of topics and investigations. Paired with other language activities, such as the card material described above, they provide excellent instructional framework for teaching meta-cognitive language strategies. This sample's research project is designed for primary-level students (emerging readers) to actively engage in shared readings of nonfiction texts, in both print and digital format. With the teacher's modeling and support, students begin by formulating questions on a subject (in this case, bats), then questions are classified into topic areas. After grouping students by topic areas and assigning a question previously generated, students engage in the text to answer the question. Combining question with answer and/or details & reasons to facts & ideas, students construct sentences that are combined with others in their topic group to form a "report" (paragraph length). The group then creates an illustration to reflect the topic and publishes it in the chosen format (print or digital). **STUDENT OBJECTIVES** *With prompting and support* students will ▪ Formulate logical questions ▪ Utilize print and digital texts to locate information ▪ Comprehend nonfiction text to locate information ▪ *Identify the reasons an author gives to support points in a text.* ▪ Contribute to a group project ▪ Add an element to a group illustration that relates to the topic ▪ Reflect on their learning process for the project
Standard Number and Description *List the Number* and full description for the required Standard.*	**K.RI.8** Grade: K Strand: Reading Standards for Informational Text (RI) Cluster: Integration of Knowledge and Ideas Standard: #8 - With prompting and support identifies 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*	Kindergarten students will engage in shared reading & research about bats. They will receive prompting and support to create a group book on bats by combining each group's illustrated report and adding additional pages such as title, table of contents, etc. Each student will produce one topic and/or question ("Bats are mammals because…") and complete one illustration for the book. The assessment summary includes ✓ **checklist** for CCSS Integration of Knowledge and Ideas (SEE ATTACHMENT)

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.

Additional assessments:

Assessment Summary for Bats: A Journey in Nonfiction

Student _____

Date_____

Session 2: "Formulate Questions"
(Complete checklist based on observation of student performance)

Objective	Yes	No
Utilize question words (what, why, etc.)		
Question is relevant to topic		
Question includes key words from topic list		
Applies conventions		

Sessions 3 & 4: "Research" & "Create Report"
Complete rubrics based on student products of lesson

Criterion	Emerging	Developing	Proficient
Identifies key words in question			
Selects appropriate material for research			
Utilizes text features to locate information			
Relates text information to question			
Records information from nonfiction text			
Writes sentences that convey information			
Utilizes proper conventions in writing			

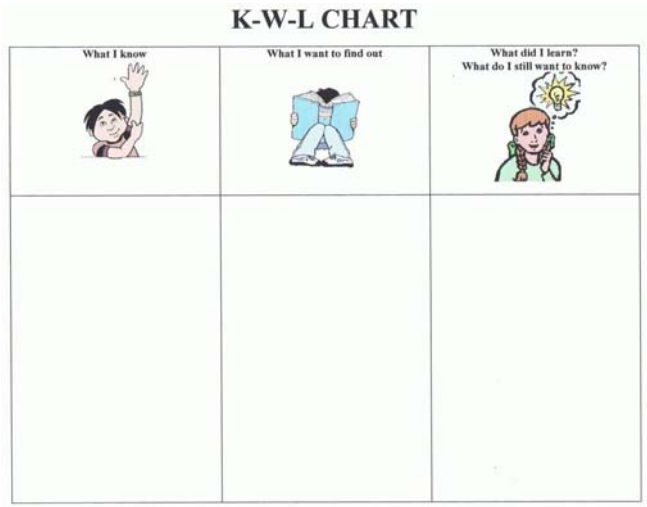
Sessions 5 & 6: "Illustrate" and "Present Findings"
Selected journal response by student to the following prompts:
"The Bat project was (easy) (okay) (hard) for me because…"
"I (did) (did not) like working in a group because…"

Scoring Scale and Mastery Level
Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria

Checklist & Rubric items are scored using the following KEY:
1=Skill is Emerging
2=Practicing & Developing Skill
3=Skill Proficient & Mastered

necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable	Skills are teacher-assessed and points are assigned to the skill range identified on the checklists and rubrics. Mastery is assessed as part of the overall standards for success for the *Reading for Informational Text strand.* For the purpose of this sample, mastery for the RI.8 standard is achieved when the student scores a 3 on a minimum of 3 items/samples assessed.
Materials/Resources Needed	**MATERIALS** Large chart paper for gathering facts & creating group K-W-L chart. Markers K-W-L blank handouts (for student practice) **SUGGESTED SHARED READING TITLES** National Geographic Kids: Bats by Elizabeth Carney Science Vocabulary Readers: Fantastic Bats by Justin McCory Martin Seymour Simon Amazing Bats, Scholastic Scholastic Reader, The Magic School Bus in the Bat Cave. **TECHNOLOGY** (word processing, publishing, presenting, researching) **WEBSITES** (teacher has prepared list of related websites & has sites bookmarked in advance)

* ***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, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	Instruction	Student Activities
1 **Explore weather**	• Shared reading. Introduce the topic by reading fiction books about **bats** • Model generating a **K-W-L chart** about the topic of weather that will be used throughout the unit. • As a group, record questions generated by students, then group questions by topics. •  **Possible topics:** habitats, diet, mammals, protection and defense, babies, types of bats, echolocation	Spend time looking through books & materials about topics that interest the student (Ongoing) 3 part cards—The External Parts of the Bat Layouts Create own book Student can begin own K-W-L chart for another topic

2 **Formulate questions**	• Put students into small groups and assign each group one of the topics generated in the first lesson. Distribute questions by topic to the groups. • Each student within the group should record one of the questions generated on a note card. • Teacher models how to formulate a question that can be researched and answered by either books or Internet sites. • Ideally, each student will have **an individual question** related to the group topic.	Research question and have ready for next lesson.
3 **Research**	• Have an assortment of nonfiction books and bookmarked websites specific to bats and other topics generated. • As students locate the answer to their question, they should record it on their note cards. • Model using judgment to confirm facts and opinions by considering the author's reasons and/or details. • Also utilize some type of bibliographic format to create awareness of references and copyright for students. (Title, Author, Date OR Title of website, URL address, date) • Students record this information on the note card also.	Research conferences—opportunity for each student to meet with the teacher
4 **Create report**	• Each student's task during this session is to combine his or her question (*Do bats help people)* and notes into one sentence (*"Bats help humans because…").* • Sentences from each student are combined to create a group "report" on the topic. This sentence product can be dictated , handwritten or typed.	Field trip to Sonoran Desert Museum, Tucson—many species of bats. Editing conferences—opportunity for each student to meet with the teacher
5 **Illustrate topic**	• Students work as a group to create an illustration for their report. Emphasis is on consensus as students must plan and agree to what element of the picture each student wishes to contribute. Include the option to use traditional art methods that can be scanned into digital form and/or using digital software for illustrations.	
6 **Present findings**	• Create the book of bats by combining each group's illustrated report and adding additional pages such as title, table of contents, etc.	Share & present to 1st-2nd graders

Summative Assessment:

Kinder--Reading for Informational Texts CCS Assessment	
Student:	
Date:	
Unit/Lesson:	
Student Sample Description:	
KEY: 1=Emerging 2=Practicing & Developing 3=Proficiency & Mastery	
Key Ideas and Details	**RATING**
1. With prompting and support, ask and answer questions about key details in a text. (K.RI.1)	
2. With prompting and support, identify the main topic and retell key details of a text. (K.RI.2)	

3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (K.RI.3)	
Craft and Structure	
4. With prompting and support, ask and answer questions about unknown words in a text. (K.RI.4)	
5. Identify the front cover, back cover, and title page of a book. (K.RI.5)	
Integration of Knowledge and Ideas	
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (K.RI.)	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (K.RI.7)	
8. With prompting and support, identify the reasons an author gives to support points in a text. (K.RI.8)	
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (K.RI.9)	
Range of Reading and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding. (K.RI.10)	
a. Actively engage in group reading of informational and functional texts, including history/social studies, science, and technical texts, with purpose and understanding. (AZ.K.RI.10)	
Observation Notes:	**TOTAL**

Answer Key/Scoring Rubric- N/A—Assessment is based on individual student work assessed by the rubric items in the above checklist.