A.5. Curriculum Sample for 1st Grade Reading

Grade Level	**Content Area**	**Course Title** *(For 9-12 Samples Only)*	**Unit Title**
First Grade	Reading	N/A	What Do I See? What Does it Say?
Length of Unit	**Time of Year Taught**	**Expected Prior Knowledge**	
3 Days	First Quarter	Student will know beginning and ending letter sounds and/or basic grade level spelling (can also use inventive spelling), are able to write the alphabet, and describe what they see.	
Unit Description			
Children will use text and stories to understand the relationship between pictures/illustrations and the text that accompanies them. Students will write and illustrate events in their lives and be able to review illustrations and write about what they see.			

Standards: Common Core State Standards in ELA	Reading Standards for Information Text, Craft and Structure #6 RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	Students will be given a “What is Happening” quiz. They will look at the pictures and write what is happening in the picture. Summative Assessment attached..
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	1st Grade Scoring Rubric: The answers for each illustration will be graded with the rubric below. There are 6 questions. The total amount of scores a student can get is 12. A student needs to score 10 points to demonstrate mastery (set at 80%). Students will be allowed to use inventive spelling. Rubric attached.
Materials/Resources Needed *Include all items for the entire unit.*	Houghton Mifflin Harcourt Journeys text (TE and student edition) Smart Board, Letter and Picture Cards, Practice Book Vol. 1, pencil, eraser, Decodable Readers –

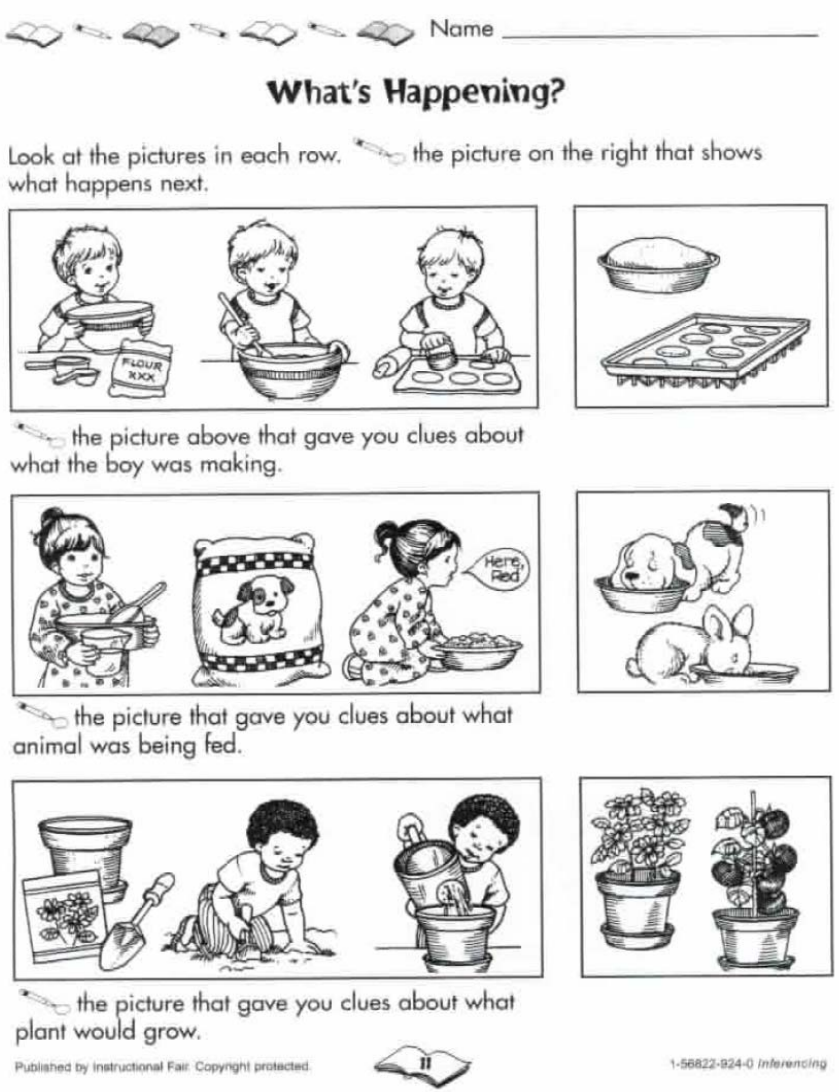
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	In a whole class setting the teacher will introduce the Storm. The teacher will not indicate the title, but will provide the author and illustrator of the book. The teacher will have the whole group take a "picture walk" through the book; ie. The teacher will show the students the cover and each picture in the book. The teacher will stop at each picture and ask the students what they believe is happening in the pictures. The teacher will chart each answer in different color marker, as a way for the students to distinguish each response. After the "picture walk" the teacher will read the story and the class will compare their	In a whole class setting, the teacher will remind the students about the story The Storm they read the day before. The teacher will review the pictures and remind the students that the pictures matched the story, but that before they had read the book the students made some different predictions about the story based on the illustrations. The teacher will explain that they are going to look a different book, one with photographs instead of drawings. The teacher will introduce the story What is a Pal. The class will complete a "picture walk" through the book. The students will make predictions about	In a whole class setting the teacher will remind the students about the two stories and their illustrations that they read this week. The teacher will review how the pictures and illustration help tell the story. The will display the story *Curious George at School.* The students will make predictions and the teacher will chart the responses. After reading the teacher will ask the students how the pictures assist in telling the story.	.	

	predictions with the actual story. The teacher will ask the whole group to make predictions about what might happen the next morning. The class will discuss each picture and decide if the pictures go along with the story, ie. Do the illustrations add to the book. The teacher will accept all answers. The teacher may ask, "what makes you say that?" "how did you decide that."	what is happening in the photographs. The teacher will chart the responses with different colored marker as a way for the students to distinguish between each prediction. Then the teacher will read the story and the students will compare their predictions to the actual story.			

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Student Activities and Timeline	The teacher will provide the students with the prompt: "*The next morning Tim and Rip*…" The teacher will instruct the students to complete the sentence and illustrate their	The teacher will provide the students with the prompt: *My best friend is…..* *We like to……..* Next the students will illustrate their writing.	The teacher will provide the students with the prompt: On the first day of school I… My favorite part of the first day of school was… Students will be asked to illustrate their		

	ideas. Students are allowed to use inventive spelling when completing the sentence.		writing.		

1st Grade Activity Sheet



Name _____

What's Happening?

Look at the pictures in each row. the picture on the right that shows what happens next.

the picture above that gave you clues about what the boy was making.

the picture that gave you clues about what animal was being fed.

the picture that gave you clues about what plant would grow.

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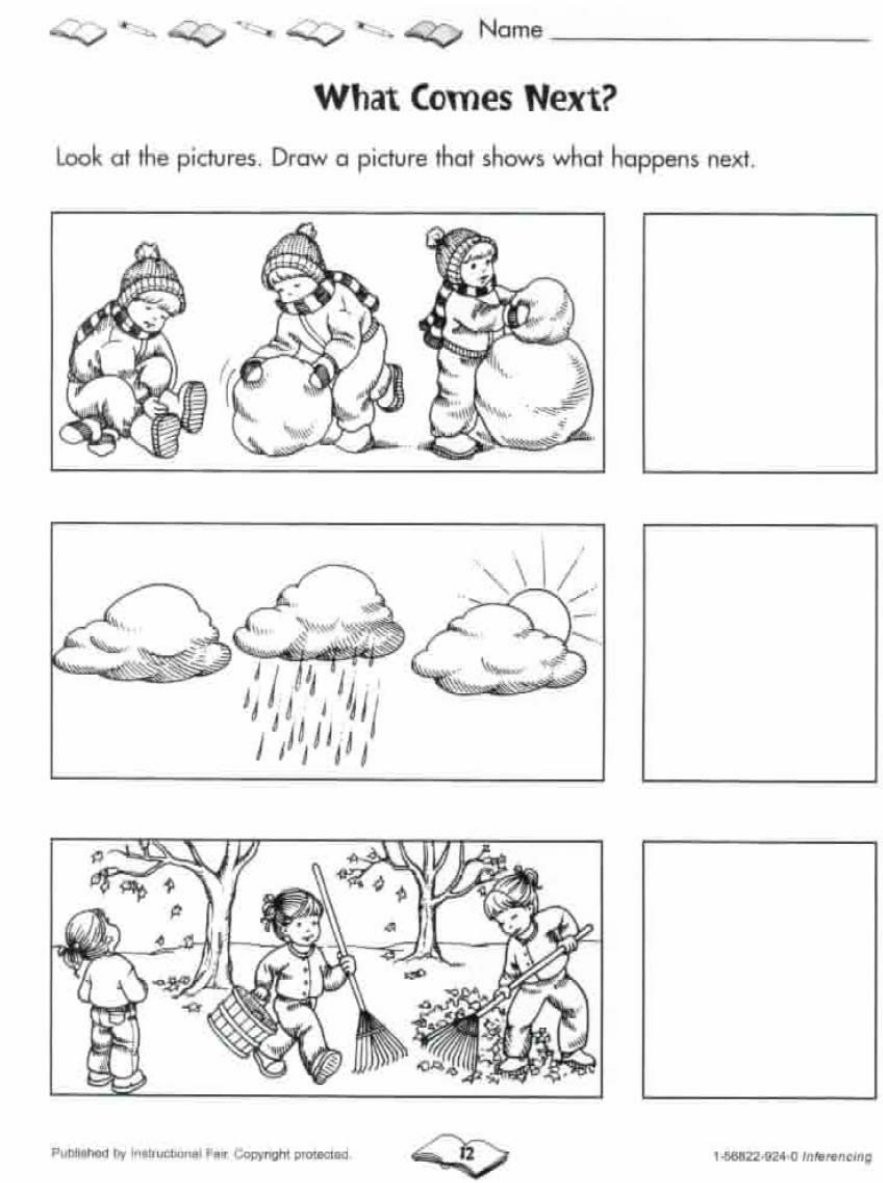
1st Grade Summative Assessment (Quiz)



Name _____

What Comes Next?

Look at the pictures. Draw a picture that shows what happens next.

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1st Grade Rubric: The answers for each illustration will be graded with the rubric below. There are 3 questions. The total amount of scores a student can get is 12.

Skills and Criteria	**4**	**3**	**2**	**1**	**Score**
	Student correctly identifies the ideas in the illustrations and uses words to describe the picture all of the time	Student correctly identifies the ideas in the illustrations and uses words to describe the picture some of the time	Student correctly identifies the ideas in the illustrations and uses words to describe the picture 1 or 2 times correctly.	Student does not correctly identifies the ideas in the illustrations and does not use works to describe the picture.	
Score					**/4**

1st grade Scoring:

Score	**Percentage**				
A	**90-100%**				
B	**80-89%**				
C	**70-79%**				
D	**60-69%**				
F	**Below 60%**				