Curriculum Sample for Kindergarten Reading

Grade Level	Kindergarten	**Content Area**	Reading
Course Title (grades 9-12 Only)	n/a		
Length of Unit	5 days	**Time of Year**	3rd 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 expected to identify narrative elements (e.g. character identification, story structure, setting, etc.) and to be able to use illustrations to tell a story. Students will need to know how the parts of a story work together. Students will be expected to draw illustrations relating to a story.		
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.*	Students will be taught using scaffolding methods as well as with direct instruction and cooperative learning. Through lecture-discussions and demonstrations, students will develop their knowledge while practicing problem-based learning & inquiry activities.		
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*	The students will be given a new text (story) called "What Makes a Family" which they will read as a group. The students will answer questions individually from the teacher, with some prompting and support if necessary. Students will be asked questions to identify the reasons an author gives to support points in the text.		
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 demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	Students will be scored on an assessment that has 8 questions on it (20 points maximum total.) Students will need to get 16 points or higher to reach mastery which is set at a minimum of 80%. Students will be displaying their knowledge on identifying the reasons an author gives to support points in a text. Students will be prompted and supported by the teacher where necessary. Question 1 = 3 points; Question 2 = 4 points; Question 3 = 1 point; Question 4 = 2 points; Question 5 = 4 points; Question 6 = 1 point; Question 7 = 4 points; Question 8 = 1 point There are 20 points possible with a score of 16 or higher for mastery.		
Materials/Resources Needed	*Kindergarten Journeys* Teacher edition pg. T28-T35 & T188-T193; Big Book entitled Please, Puppy, Please*;* Big Book entitled, "What Makes a Family?" Student Assessment; Scoring rubric.		

Lesson (add as needed)	Instruction	Student Activities
1	The teacher begins by asking the students if they have any pets at home. The teacher next asks the students to describe, in detail, their pets. The teacher points out the fact that using details/reasons "paints an illustration in your mind." Emphasize the importance of illustrations and key details in a story and how they support the points in the text. Teacher emphasizes to students, that good readers identify the details the author gives in a book and why/how they are given. For example, if an author is writing about a dog, the author would give lots of details in the text that supports the story or section being read. The teacher asks the students to think of the story, Little Red Riding Hood" which they have already read and asks them, "What reasons does the author give to support the fact that the wolf is hiding in Grandma's bed?" Next, teacher will ask students if they like puppies. If the students like puppies, they will give the teacher a "thumbs up." Teacher will state that they are going to read a story about a puppy. The teacher gets out the Big Book, "Please, Puppy, Please" and turns to page T188 in the Journeys Teacher edition reading book. The teacher shows only the front cover of the big book. The teacher helps the teacher identify the puppy and the children on the front cover. The teacher explains that when you say the word "please" to someone, you are usually asking them to do something? The teacher asks the students, "What do you think the children might be asking the puppy to do?" Also, "What is the author trying to tell us about the story from the title text?	Students may share with the class about their pets using as many details as they can. Students give their opinions about why using details in illustrations are important and how they make the story come alive. The students listen and with the teachers prompting and support brainstorm how the author describes the "big eyes", and "big teeth", and "big mouth" that Grandma (the wolf) has. Further brainstorming determines these details support that the author us telling us that it is not Grandma in bed, but the wolf! Students listen and give a "thumbs up!" The students look at the front cover and listen to the teacher. A brainstorming activity occurs with children predicting what will happen in the story which is that the children will be asking the puppy to do many things. This gives the students the opportunity to identify reasons an author uses to support

		the text.
	The teacher says, “I wonder what the children will ask the puppy to do. I will read to find out what it is and if the puppy does it.” The teacher starts to read the story.	The students listen and follow the story.
	In order for students to understand the story’s structure, the teacher stops at page 7 and asks students what the children are repeatedly asking the puppy. This is done by the teacher to highlight the reasons an author gives to support the points in the text.	Students look at pages 3, 5, and 7 and look for the words that occur on each page (puppy and please). Students answer the teacher’s question as to why these words are so important for the entire story and how the author repeatedly uses these words to support the points throughout the story. Students are to find the text where the children say “Please”.
	The teacher tells the students that they will now try to identify the reasons an author gives to support points in a text. “On page 5, the children are asking the dog to play. What reasons does the author give to support this?”	With prompting and support, the students identify that he author states the children want to take the puppy outside to support the fact that the students are asking the puppy to please play with them.
	The teacher concludes the lesson by telling the students that they have been identifying the reasons an author gives to support points in a text and they will continue in the next lesson.	The students listen to the teacher.
2	Teacher states, “Today we will be continuing our “Please, Puppy, Please” story. Starting at the beginning of the story, the teacher asks the students, “Do you like the story so far?” The teacher points out the fact that the author is using many reasons to support the text throughout the story and today the students will continue to find them. How does the author support the text when he refers to the puppy running away? What do the children shout?	The students listen to the teacher. Students respond to the teacher’s questions by raising their hands. Teacher ensures each student has an opportunity to answer and demonstrate knowledge and understanding of the standard being taught. The students are led to the answer that the author uses an illustration of the children shouting, “Wait puppy, wait!” These are

	The teacher continues with the story, “Please, Puppy, Please.” After page 9, the teacher asks the students, “How do the children feel when the puppy gets out of the yard?” Teacher then ignites students’ prior knowledge by asking if they ever had a dog get out of their yards. Teacher asks students what words they can come up with that the illustration on p.7 shows and how it supports the story of the dog escaping from the yard. The teacher tells the students to turn to a partner and discuss. After page 11, Teacher asks, “Is the puppy listening to the children?” Students will say that the puppy is not listening to the children to which the teacher asks, “How do you know the puppy is not listening to the children?” This will then stimulate the students to identify the reasons an author gives to support the points he/she is trying to communicate with the reader in the text. The teacher concludes the lesson by telling the students they have done an excellent job identifying reasons that the author uses to support particular points in a text. The teacher asks if there are any questions from the students.	the reasons the author is using to support the points in the text. Students listen to the story. Students work in pairs and ask each other to describe how the illustration helps support the story. For example, if the illustration shows the puppy escaping through a hole in the fence, the teacher would be modeling and looking for an answer along the lines of “The illustration shows a puppy running away from the children, which supports the text *Stay Away From the Gate*”. Students respond to teacher’s questions on how the author is using reasons to support and tell us the story. The teacher ensures each student has an opportunity to answer and demonstrate knowledge and understanding of the standard being taught. The students are prompted to identify that the author is consistently using the text, "Please puppy please” as the children keep asking the puppy to do things but he is not listening. The students listen and ask any questions if they have any.
3	The teacher begins the lesson by reminding students that they will continue with their story, “Please puppy, please” and will continue to find and identify the reasons the author to support the points in a text. The teacher says, "Let us recap the story so far.” The teacher asks, “What reasons do you see in the text on pages 12 and 13 that supports the puppy needing a bath?” The teacher tries to personalize the story and retrieve prior knowledge by asking students if they can remember a time that someone didn’t listen to them (e.g. parents, siblings, friends, etc.).” Teacher asks students, “How does it make you feel when someone doesn’t listen to you?” The teacher would then connect the students’ feelings to those portrayed in the book by the author by asking, “How does the author	The students listen to the teacher and recap the story so far with prompting and support. The students are prompted and supported so that they are all able to identify the text, “Not the mud puppy, oh no!” as supporting the particular text which states the puppy needs a bath. Students then have the opportunity to draw the puppy and the two children. The emphasis being the expressions/emotions being shown on the children’s faces regarding the puppy not listening. Students then describe their illustration to the class, giving reasons

	show us how the children are feeling about the puppy not listening to them?” The teacher tells the students they will continue reading the story through page 17. After this page the teacher asks the students to identify how the author first supports the text that the dog is actually listening to the children and then how the text supports the dog jumping out and running away from his bath. The teacher points out how the author uses poetry on these pages with “dub” and “tub” rhyming”. After reading pages 18 and 19, the teacher asks the students, “The author shows the children are concerned that their puppy might trip. What reasons does the author give to support this text?” The teacher concludes the lesson by asking the students what they have been identifying and what do they support?	why it supports the overall story. This connects back to the standard of being taught of identifying reasons an author gives to support points in a text. This will allow the teacher to check their knowledge and understanding on the standard being taught. With prompting and support, students will find the reasons given by the author are “Rub-a-dub-dub” and “Get back in the tub” are the respective reasons that support the written text. The students listen to the teacher. Teacher ensures each student has an opportunity to answer and demonstrate knowledge and understanding of the standard being taught. The students are prompted and supported where necessary to identify the author uses the text, “Watch out for the cat” as the reason to support the rest of the text in the section. The students are prompted if necessary to conclude they are identifying reasons which support text.
4	For the final lesson, the teacher explains that they will again practice identifying reasons an author uses to support points in a text. Students are asked to recap the story so far. The teacher continues reading the story through the end. After page 28, the teacher asks, “How do the children feel when they hug their puppy?” “How do you know?” “What expression is on the face of someone who is happy? Show me.” This reinforces that the students can use details in their expression to tell those around them how they feel, just like the author in a book can use reasons in illustrations to support the text/story. Finally, Teacher asks the question, “What happens at the end of the	The students listen and raise their hands to offer recaps of the story so far. Students listen to the story. Students listen and then show the teacher their expression. Students are called upon during this activity to discuss the importance of words and text in a story. In particular, can the students identify how the author uses reasons that support the text in the story?

	story?" Teacher instructs Students to turn to a partner and answer the questions. "How do you think the characters in the story feel?" "Why?" What reasons does the author give? The teacher tells the students to look at pages 28 and 29 and try and find the reasons in the text that show even though the children had problems with their puppy, they are still proud of him. Teacher then reviews with Students: "How does the author tell us the story? With words? With illustrations? With words and illustrations? With Reasons" A discussion will occur as to how the author supported the points in the text with the reasons throughout the story.	Students will work with a partner to answer the teacher's questions. The teacher circulates to ensure each student has an opportunity to answer and demonstrate knowledge and understanding of the standard being taught. The students are prompted to identify the text, "Always be mine" which supports the text on how the students feel toward their puppy. With prompting and support, the students are led to find the text, "You're doing just fine puppy, puppy." This allows the students the opportunity to identify and demonstrate that they are able to identify the reasons the author gives which supports the text. Each student will be asked individually about what reasons the author gives to support the text in the story. This will allow the teacher to check their knowledge and understanding on the standard being taught.
5	The teacher then tells the students that he or she wants to check how well they can identify the reasons an author gives to support points in a text/story. The teacher gets out the big book, "What Makes a Family?" The teacher reads the book to the class. Teacher questions students to provoke the students' thinking. Teacher pauses before reading each page and has children think about the story the author is trying to tell us so far. The teacher asks the students to think about the answers to the questions in their heads without saying them out loud. After reading the story, the teacher works with each student individually to assess their understanding, knowledge, and mastery of identifying the reasons an author gives to support points in a text. The teacher then takes a clipboard and asks students questions using the summative assessment and records the students' responses	The students listen to the story and think about the questions that the teacher asks in their heads. There is no verbalization from the group at this time. The students individually answer questions asked by teacher during the summative assessment, with the teacher recording their answers.

Summative Assessment:

Student Assessment for "What Makes a Good Family?"

Directions: Please answer each question to the best of your ability in order to identify which reasons an author gives to support points in a text.

1. Look at pages 4 and 5 and listen as I read them. Now, the author gives reasons for how a family is made up. Identify the reasons the author gives which tell you who can be in a family.
2. For pages 6 and 7, identify the reasons the author gives to support the text, "Who can be in a Family?" Listen as I read the pages to you.
3. For pages 10 and 11, listen as I read. What reasons does the author give which supports the text about everyone's family? What is everyone's family?
4. Please listen to pages 12 and 13. The author tells you about where families live. What reasons does the author give to support this text?
5. Look at pages 14 and 15 and listen while I read the text. The author says that families do many things together. What reasons in the text tell you what families do together?
6. On pages 16 and 17, please listen as I read. Identify the reason the author gives that supports families doing something together which is special.
7. "Look at page 18 and 19. What reasons do you see to support the text of families helping each other? Please listen as I read the pages.
8. On page 20, the author gives a reason as to how you feel to support the text of someone telling you that they love you. Identify this reason that makes you feel…….? Please listen as I read.

Answer Key/Scoring Rubric:

Answer Key

Students will be scored out of 20 points total. 16 points or higher is mastery.

1. Parents, sisters, and brothers (3 points, 1 for each answer)
2. Grandparents, aunts, uncles, cousins (4 points, 1 for each answer)
3. Special (1 point)
4. Some families live close to each other but some live far from each other (2 points, 1 for each answer)
5. Fly kites, blow bubbles (play), go to the beach, bathe their dog (4 points, 1 for each answer)
6. Celebrate (1 point)
7. Fixing a bicycle, washing the car, gardening, cooking (4 points, 1 for each answer)
8. Feel warm inside (1 point)

Points Scored	Percentage
14	70
15	75
16	80*mastery
17	85*mastery
18	90*mastery
19	95*mastery
20	100*mastery

Students scoring a minimum of 16/20 will be judged to have mastered the standard.