Curriculum Sample for 1st Grade Reading

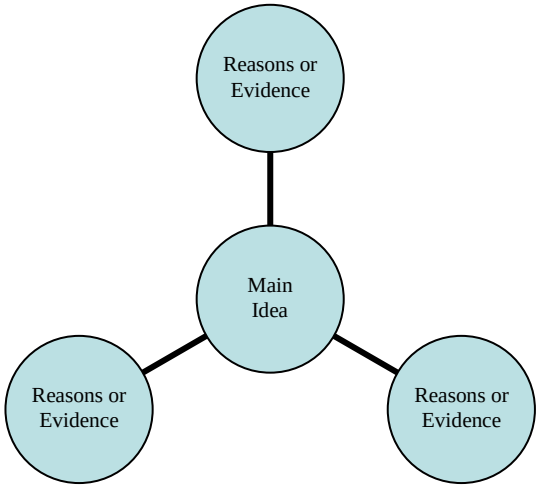
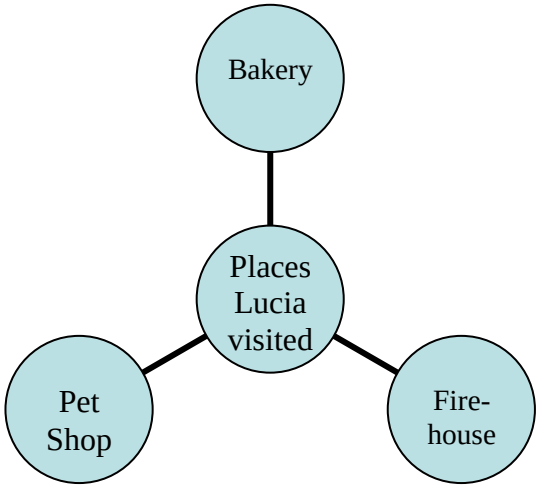
Grade Level	1st	**Content Area**	Reading
Course Title (grades 9-12 Only)	n/a		
Length of Unit	5 days	**Time of Year**	1st Quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students will understand the story elements: author's purpose, cause and effect, drawing conclusions, sequence of events, and identifying story structure.		
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. 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.*	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.*	The students will be given a new text (story) which they will read as a group. The students will answer questions individually from the teacher. 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 10 questions on it (14 points maximum total.) Students will need to get 12 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 Question 1 = 1 point; Question 2 = 2 points; Question 3 = 1 point; Question 4 = 1 point; Question 5 = 1 point; Question 6 = 1 point; Question 7 = 1 point; Question 8 = 1 point; Question 9 = 4 points; Question 10 = 1 point. There are 14 points possible with a score of 12 or higher for mastery.		
Materials/Resources Needed	1st Grade Teacher's Edition Journeys Volume 1 p.T308-17 and Volume 2 T126-34; Matching Journey's 1st Grade student books, Assessment; Answer Key		

Lesson	Instruction	Student Activities
1	The teacher begins by asking the students if they live in a neighborhood and then highlighting that most of us live in neighborhoods. The teacher asks the students what makes up a neighborhood.	The students may share with the class their thoughts on what makes up a neighborhood when called upon by the teacher.
	The teacher emphasizes to the 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 the weather, maybe the author would include specific reasons about a hurricane or a thunderstorm to make you understand them better.	Students give their opinions about why using reasons in the text allows the author to really tell a good story, factually or fictionally.
	The teacher emphasizes that in kindergarten students were guided to identifying reasons and how they supported the text, but now as first graders they must be able to find the reasons that the author gives to support the text by themselves, with no prompts or support.	The students listen to the teacher.
	Teacher tells students to turn to p. 87 in their student books as they are going to read a story called "Lucia's Neighborhood". The teacher then turns to page T309 in the Journeys Teacher Edition reading book. The teacher asks the students to predict what might happen in the story based on the title and the photo on the front cover. The teacher tells the students that the author has decided to put a photo of a firewoman on the front cover hugging what appears to be Lucia, to support the writing points in the book.	Students look at the photograph and title on the front cover and try to come up with a prediction of what the story will be about.
	The teacher selects a different student to read each of the following 4 pages, p.88-91.	
	The teacher asks the following questions and writes them on the board:	Students read and look at p.88-91.
	1) What reason does the author give which supports the text about Lucia's team winning? The teacher is looking for a response from the students which highlights that Lucia scores a	Student's work with a partner to answer the teacher's questions. Afterwards, when the teacher asks the questions again, students

	goal! 2) Identify the text the author uses which supports the text talking about Lucia's team. Did they win? 3) What kind of stores are in Lucia's neighborhood, and how do you know? The teacher is looking for a response from the students which highlights there is a pet shop and a bakery. 4) What reason does the author give to support the text which highlights Lucia is having fun! The teacher concludes the lesson by recapping that students have been identifying reasons an author uses to support points in a text all by themselves.	answer by raising their hand and being called upon. The students identify the text, "Can I get a goal? Yes!" as the reason supporting the text. The students identify the text, "We win" as the reason supporting the text. Student's answer the teacher's questions, by raising their hand and being called upon. Students will determine that the author is using headings (pet shop and bakery) on the photograph as the reasons which support the text in this section. Students are now Identifying the reasons an author gives to support the points in the text with Lucia talking to her mom in both stores. Students identify the text, "I can look at pets here" as the reason which supports the text. Students listen and ask questions if needed.

2	The teacher tells the students they are going to continue with the story they started reading yesterday, “Lucia’s Neighborhood”. The teacher reviews the first part of the story that he or she read yesterday. The teacher then asks students, “What is in Lucia’s neighborhood?” The teacher asks each student once they have answered how they know this to give the students the opportunity of demonstrating that they can identify the reasons an author gives to support points in a text. The teacher tells the students they will read pages 92-95 together. What are the 4 captions which the author uses on these pages? Why are these 4 captions important in how the author uses reasons to support the text? Discuss with a partner. The teacher then holds a brainstorming activity to discuss the previous question. The teacher then asks the following questions to allow the students the opportunity to practice the given standard and work towards mastering it. 1) What reason does the author give to support the sizing of the pants on Lucia when she visits the firehouse? 2) What reason does the author give to support the text referring to the size of the plant Lucia got?	Students listen to the teacher’s review of the story. The students respond to the teacher’s questions using reasons the author gives to tell us what is in Lucia’s neighborhood which allows the teacher to check for understanding of the required standard. The students listen and read along. Students answer, “Plant shop, street, garage, firehouse”. Students then work with a partner to discuss this question. The teacher circulates and helps students determine that the captions name places where Lucia went, tell about the photographs, and give information that isn’t in the text and that supports the text. Students again respond to teacher’s questions by being called upon. Teacher ensures each student has an opportunity to answer and demonstrate knowledge and understanding of the standard being taught. Students respond by raising their hands and identifying that the reason which supports this text is, They are too big to fit me yet!” Students identify, “It is not big yet” as the supporting reason for the text.

3	The teacher reads the final 3 pages to the story, “Lucia’s Neighborhood”. Teacher reviews the story and asks the students, “Do you think that the author did a good job of telling us the story? What does the author do to get all of his information across to us?” The teacher allows the students time to discuss them and then calls on them to answer. A discussion will ensue to determine that the students identified reasons and details from the captions and text to support the text. The teacher then tells the students they will continue working in pairs and that they each need to choose one place that Lucia visited, and by using the reasons given by the author, have your partner guess where you are. The teacher then asks the following questions and then writes them on the board. Students will work individually and then have the opportunity to answer and discuss with the entire class. 1) Identify the reason the author gives in the text about whether the librarian will help Lucia find books. 2) How does the author let you know where Lucia is at the end of the story? The teacher concludes the lesson by reinforcing to the students how the reasons support the key text and that it allows the author to give greater detail to his readers.	The students listen and then discuss with a partner to determine how the author told us the story by using reasons to support the text. The students work with a partner, identifying the reasons an author uses to support the text while playing this fun activity. Students do this individually while the teacher circulates, checking for understanding of the required standard. Teacher ensures each student has an opportunity to answer and demonstrate knowledge and understanding of the standard being taught. Students answer, “Does the librarian help me? Yes!” Students answer that the caption is the reason which supports the text at the end of the story as it says, “Home” The students listen and ask any questions they may have.
4	The teacher tells the students that they will now conclude their lessons on identifying reasons an author gives to support points in a text by learning how to use a chart. The chart will allow students to clearly link the identified reasons to the key points in the text. For each of the following, students must complete the chart.	The students listen to the teacher and then complete the chart for each point in the text given.

	 Points in the Text 1) Places Lucia visited 2) People Lucia met 3) Playing Soccer Once the students are complete, the teacher will draw them on the board and discuss the results with the students.	 Students will be identifying the reasons an author uses to support points in a text. This will allow the teacher the opportunity to check for understanding of the required standard. The students listen and participate in the discussion.
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/. A new story will be read with a quiz to follow. The new story is, "How Animals Communicate". 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 conducts the assessment with each student	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. Students individually answer questions asked by the teacher during the summative assessment, with the teacher recording their answers.

Summative Assessment:

Assessment

Name _____ Date_____

Directions for Students: Please answer the following questions orally in order to identify the reasons the author gives to support points in a text, for "How Animals Communicate."
Directions for Teacher: Please read questions to students. Write down each response from the student.

1. The story is about how animals communicate. On page 44, the author uses a caption to support the points in the text on how animals communicate. Identify this reason the author gives which supports the text.

_____

2. Still on page 44, identify 2 reasons the author gives which supports the points in the text on what Polar bears do when touching.

_____

3. On page 45, the author tells us in the text that elephants touch their baby to ? Identify the reason an elephant touches its baby which also supports the points in the text.

_____

4. On page 47, the author tells us another way that animals communicate in the caption which is a reason supporting the text. How?"

_____

5. Also on page 47, identify the reason an author gives that an animal might do support the text about hearing the snake's rattle.

_____

6. On page 52, the author gives a reason for how a mother giraffe can tell its baby. What is this reason to support this text?

_____

7. On page 53, identify the reason the author gives that supports why an animal might run away from the skunk which is in the text?

_____

8. On page 50, the author uses a reason to support why the dog is stretching. Identify this reason which supports the point in the text.

_____

9. On pages 54 and 55, the author uses 4 captions as reasons which support the points in the text throughout the story? What are these 4 reasons?

_____

10. On page 49, the author uses a reason to support who the wolf is howling to. Identify this reason which supports the point in the text.

_____

Answer Key/Scoring Rubric:

Answer Key

1. Animals Touch (1 point)
2. Tug and grab (2 points)
3. They hug (1 point)
4. Animals Hear (1 point)
5. They will run away from it (1 point)
6. By smell (1 point)
7. The skunk has a bad smell (1 point)
8. To show other dogs it can play (1 point)
9. Touch, See, Hear, Smell (4 points)
10. It's pack (1 point)

Total points: _____/14

Points Scored	Percentage
10	71
11	79
12	86 *mastery
13	93 *mastery
14	100 *mastery

Students scoring a minimum of 12/14 will be judged to have mastered the standard.