Curriculum Sample Template

Max. 8 Pages

Grade Level	First Grade	**Content Area**	Reading
Course Title (grades 9-12 Only)	n/a		
Length of Unit	4 Days (Assessment on Day 5)	**Time of Year**	December
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	By December, Vista College Prep first grade students should be able to identify the main idea and sequence main events, and retell key details of a text. In addition, they should be beginning to make inferences about a character's emotions and be familiar with the idea of author's purpose.		
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 will be taught during the Reading Comprehension block. Reading Comprehension lessons are closely aligned with Vista College Prep's read aloud block. Often the same text is used in both of the subjects, as reading comprehension skills are introduced and modeled during the read aloud lesson and then practiced during the reading comprehension block. The class is separated into two groups based on ability. The Reading Comprehension teacher works with a group of nine students. Even within this group of nine students, often the teacher (the second push-in teacher) splits the group up even further so one group is responding in writing to a skill that is being worked on, while the other group is receiving direct instruction on a skill. Then the groups switch. Throughout the course of the lessons, there are multiple checks for understanding. We employ the method of gradually releasing more responsibility to the student throughout each lesson and also throughout the week, so that each student is set-up for success by the time it comes to the final assessment.		
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.*	During the 30-minute reading comprehension block, on the last day of the unit, Vista College Prep students will use textual evidence from the book *Koko's Kitten* by Dr. Francine Patterson, to describe the way in which Dr. Patterson supports her claim that Koko the gorilla is able to communicate joy. After the teacher reads a short passage from the story aloud to the group of students, the students will be asked to write evidence from the text that shows that Koko is joyful. Throughout the assessment, the teacher is noting the thought process each student is taking to discover the answer.		
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.*	The student will need to provide evidence from the text that demonstrates that Koko is joyous in the passage that is read aloud. The student will need to name at least two pieces of evidence to master this standard.		

Materials/Resources Needed	*Koko's Kitten* by Dr. Francine Patterson (part of the Text Talk complete library), chart paper with sequencing diagram, chart paper with exact diagram as the assessment for lessons 2-4, worksheets with sequencing diagram for students to complete in pairs, worksheets with exact diagram of the assessment for students to practice with during independent practice, reading response journals, and colored pencils, crayons, or markers for students choosing to add an illustration with the evidence.

* ***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).*

<table>
<tr><th>Lesson
(add as needed)</th><th>Instruction</th><th>Student Activities</th></tr>
<tr><td>1</td><td>
Objective: Students will be able to sequence events in a story using a graphic organizer.

5 mins: Teacher reminds students that they have been working on identifying main ideas in a story during the read aloud period of the day. Teacher does a quick review from the read aloud book, Koko's Kitten by Dr. Francine Patterson, that they read earlier that morning, and asks students to remember the main idea of the whole story.

7 mins: Teacher shows students a sequence of events graphic organizer and writes the main idea that was generated during reflection at the top.

Main Idea: Koko the gorilla gets a kitten named All Ball
<table>
<tr><td>1.</td><td>2.</td><td>3.</td></tr>
<tr><td>4.</td><td>5.</td><td>6.</td></tr>
</table>

The teacher reminds students that stories, fiction and non-fiction, are made up of events. The teacher tells the students that there are many main events in the story Koko's Kitten for example: Koko signed to Dr. Patterson that she wanted a kitten. ("I do") The teacher asks students to think about the rest of the story and turn to a partner and discuss other events.

8 mins: Teacher asks students to name the events they discussed with their partner and makes a list of them on the board. Teacher then reads the list aloud and asks students which event came first. Teacher gives the students 30 seconds of silent "think time" to think of an answer
</td><td>
Nine students are seated in a group with their hands folded and ready to begin reading comprehension.

Students respond to teacher during reflection of read aloud.

Students listen to teacher and are encouraged to ask questions.

Students turn and talk to a partner (one student will talk to the teacher because of numbers) and verbally make a list of events from the story.

Thinking back to what they discussed with their partners, students provide the teacher with the main events from the story, Koko's Kitten.
</td></tr>
</table>

	before asking for students to raise hands and share. When the group has agreed on the first event, teacher fills in chart ("We do"). **8 mins:** Teacher then hands out a sequencing worksheet that is identical to the class chart and asks students to look at the list on the board and in pairs, sequence the rest of the events ("You do"). Teacher provides support to pairs as needed. **2 mins:** Teacher asks students to share their sequence and records the proper sequence on the groups' chart paper.	Students observe as teacher records their answers. Students silently examine the list and independently think about which event came first. They then take part in a group discussion in which they identify and agree on the first event together. Students receive worksheet and copy the main idea and the first event from the chart on the board. They then work with in pairs to complete the chart using the list of events generated by the class. Students raise hands and share sequence of events as teacher records their answers.
2	**Objective: Students will be able to identify the author's purpose in a non-fiction narrative.** **2 mins:** Teacher reviews chart that was created during the previous lesson identifying the main events from the story *Koko's Kitten.* Teacher will facilitate a discussion in which the group reviews the events on the chart to activate prior knowledge. **5 mins:** Teacher tells students that authors write for several reasons: they write to persuade or convince their readers to believe in something, to inform or teach their readers about something, and to entertain their readers. The teacher will then write the following question on the board, *Why do you think Dr. Patterson wrote this book?* and asks students to turn and talk to a partner and discuss. **7 mins:** Teacher hands out a copy of the preface from the book *Koko's Kitten* and tells students that often authors include a preface in their books which is an introduction in which an author tells us why he/she wrote the book. The teacher will read aloud the preface and ask students to follow along while again thinking about the question *Why do you think Dr. Patterson wrote this book?* **7 mins:** Teacher will ask students to focus on the final paragraph of the preface which states: *"This is the story of Koko and her kitten, All Ball. It is a story in which Koko the gorilla tells us about herself in a language that expresses love, anger, sorrow, and joy."* The teacher states that this paragraph tells us a lot about why Dr.	Nine students are seated in a group with their hands folded and ready to begin reading comprehension. Students respond to teacher during reflection of previous day's lesson. Students turn and talk to a partner (one student will talk to the teacher because of numbers) and have a discussion regarding Dr. Patterson's purpose for writing her book. Students follow along with text as teacher reads it aloud and think about the ways in which Dr. Patterson uses this preface to tell us why she wrote the book. Students actively listen as teacher thinks aloud.

<table>
<tr>
<td></td>
<td>Patterson wanted to share her story. The teacher will then write the following on the board: I think Dr. Patterson wrote this book to tell us the story of Koko and All Ball (“I do”).

Teacher then asks students to use the following sentence starter to answer the question as a group: “I think Dr. Patterson wrote this book…” and records a few answers on the board (“We do”).

7 mins: Teacher hands out reading response journals with the following prompt written in them: There are many reasons authors write, why do you think Dr. Patterson wrote Koko’s Kitten? Students complete this independently or with appropriate support from the teacher (“You do”).

2 mins: Teacher asks students to share their entries before leaving.</td>
<td>When solicited for ideas, students respond to the teacher in complete sentences using the starter provided.

Students complete the prompt in their reading response journals.

When prompted, students share-aloud their entries.</td>
</tr>
<tr>
<td>3</td>
<td>Objective: Students will be able to identify textual evidence to support points made by the author.

2 mins: Teacher begins by reviewing the three reasons authors write: to persuade, to entertain, and to inform.

5 mins: Teacher re-reads the last paragraph of the preface from Koko’s Kitten to students and writes the words love, anger, sorrow and joy on the board. The teacher and students will discuss the meanings of these four words and together, create working definitions for each word.

2 mins: Teacher tells students that today they are going to focus on the word love. The teacher will say that in the preface, Dr. Patterson tells us that she thinks Koko is able to communicate feelings of love. The teacher will create a T-Chart on the board with one column labeled Emotion and the other labeled Evidence. Under Emotion the teacher will write Love.
<table>
<tr><th>Emotion</th><th>Evidence</th></tr>
<tr><td>Love</td><td></td></tr>
</table>
8 mins: Teacher tells students that she is going to re-read certain sections of the book in order to find evidence to support Dr. Patterson’s point that Koko is able to express feelings of love. The teacher provides</td>
<td>Nine students are seated in a group with their hands folded and ready to begin reading comprehension.

Students respond to teacher during reflection of previous day’s lesson.

Students participate in a whole group discussion in which they provide examples for and definitions of the four emotions: love, anger, sorrow, and joy.

Students listen to teacher and are encouraged to ask questions.

Students follow along as teacher reads the passages and thinks aloud.</td>
</tr>
</table>

<table>
<tr>
<td></td>
<td>students with copies of the passages. The teacher reads aloud from pages 9-11 of Koko’s Kitten and stops periodically to model a think-aloud in order to provide evidence from the text to support Dr. Patterson’s point that Koko is able to express feelings of love (“I do”).

5 mins: Teacher finishes passage and asks students to turn and talk to a partner in order to identify other pieces of evidence that support the claim that Koko expressed love. Teacher asks students to share their thoughts and records answers (“we do”).

8 mins: Teacher reads aloud page 12 of Koko’s Kitten while students follow along. The teacher hands out graphic organizers identical to the t-chart posted on the board and states that students’ job is to identify one piece of evidence that proves that Koko expressed love. Teacher conferences with individual students and provides support when appropriate (“You do”).</td>
<td>Students are encouraged to ask questions.

Students turn to a partner and discuss the passage that was read (one student will talk to the teacher because of numbers). They should be prepared to share evidence with the whole group that shows Koko expressing the emotion of love. When solicited, students share answers with group.

Students follow along as teacher reads final passage. Students complete worksheet by either writing or illustrating. Some students will conference with teacher and possibly only verbalize their response while others will be able to both write and illustrate their answer.</td>
</tr>
<tr>
<td>4</td>
<td>Objective: Students will be able to identify textual evidence to support points made by the author.

3 mins: Teacher begins by reviewing the definitions the class generated for the emotions: love, anger, sorrow, and joy. Teacher then reviews the t-chart with evidence of love from the previous class.

5 mins: Teacher tells students that today they are going to focus on the words anger and sorrow. Teacher then asks students to turn to a partner and discuss examples from the book Koko’s Kitten in which they think Koko was angry or sorrowful. Teacher creates another T-Chart on the board and under Emotion writes anger and sorrow.
<table>
<tr><th>Emotion</th><th>Evidence</th></tr>
<tr><td>Anger</td><td></td></tr>
<tr><td>Sorrow</td><td></td></tr>
</table>
8 mins: Teacher tells students that she is going to re-read certain sections of the book in order to find evidence to support Dr. Patterson’s point that Koko is able to express feelings of anger and sorrow. The teacher provides students with copies of the passages and tells students</td>
<td>Nine students are seated in a group with their hands folded and ready to begin reading comprehension.

Students respond to teacher during reflection of previous day’s lesson.

Students turn and talk to a partner (one student will talk to the teacher because of numbers) and discuss events from the story that include anger and sorrow.

Students listen to teacher and are encouraged to ask questions.

Students follow along as teacher reads the passages and thinks-aloud. Students are encouraged to ask questions.</td>
</tr>
</table>

	that they are going to begin with anger. The teacher reads aloud from pages 5-6 of *Koko's Kitten* and stops periodically to model a think-aloud in order to provide evidence from the text to support Dr. Patterson's point that Koko is able to express feelings of anger ("I do"). **5 mins:** Teacher finishes passage and asks students to turn and talk to a partner in order to identify other pieces of evidence that support the claim that Koko was angry. Teacher asks students to share their thoughts and records answers on chart ("we do"). **9 mins:** Teacher reads aloud page 22 of *Koko's Kitten* while students follow along. Teacher gives graphic organizers identical to the t-chart posted on the board and tells students that their job is to write or illustrate one piece of evidence that proves that Koko shows feelings of sorrow. Teacher conferences with individual students and provides support when appropriate ("You do").	Students turn to a partner and discuss the passage that was read (one student will talk to the teacher because of numbers). They should be prepared to share evidence with the whole group that shows Koko expressing the emotion of anger. When solicited, students share answers with group. Students follow along as teacher reads final passage. Students complete worksheet by either writing or illustrating. Some students will conference with teacher and possibly only verbalize their responses while others will be able to write and illustrate their answers.
5	**Assessment: Students will be able to use textual evidence to identify the reasons an author gives to support points in a text.** **5 mins**: Teacher reviews the t-charts that have been made over the course of the previous 3 lessons. **2 mins:** Teacher tells students that today their job is to listen to a passage from *Koko's Kitten* and independently complete a t-chart with evidence from the passage that supports the claim that Koko was able to express feelings of joy. **6 mins:** Teacher will pass out page 25 of *Koko's Kitten* to each student and read the page aloud. **17 mins:** Teacher gives graphic organizers identical to the t-charts posted on the board and tells students that their job is to write or illustrate two pieces of evidence that proves that Koko shows feelings of joy.	Nine students are seated in a group with their hands folded and ready to begin reading comprehension. Students respond to teacher during reflection to previous lessons. Students listen to teacher and are encouraged to ask questions Students follow along as teacher reads the passage and are prompted to think of evidence that supports the claim that Koko was joyful. Students complete worksheet by either writing or illustrating. Students list as many reasons as they can think of. If they finish with more time, students can pick up an independent reading book while the other students finish their work.

Paste Summative Assessment Here:

Name: _____ Date: _____

Emotion	Evidence
Joy	*Koko shows emotions of joy when she:*

Paste Answer Key/Scoring Rubric Here:

Student describes at least two of the following possible examples below by writing, illustrating, or verbally providing answer to teacher:

- □ Red is Koko's favorite color and when she heard she was getting a new red kitty, she was very excited.
- □ When the new kitten came Koko purred with pleasure.
- □ When the new kitten came, Koko placed him on her chest and petted him.
- □ Koko was so happy she held the kitten like a baby and would not let Dr. Patterson hold the kitty.

_____/2

Student's description should be either:

- □ Written in a complete sentence that expresses a complete thought.
- □ Verbalized in a complete sentence that expresses a complete thought.
- □ Carefully illustrated to convey a complete thought. (If student illustrates, teacher will confer with student in order to hear exactly what was illustrated.)

_____/1

Total:

_____/3

Grading Scale
1-2 = No
3= Yes