Curriculum Sample Template

Max. 8 Pages

Grade Level	Kindergarten	**Content Area**	Reading
Course Title (grades 9-12 Only)	n/a		
Length of Unit	4 days (Assessment on Day 5)	**Time of Year**	October
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	By October, Vista College Prep kindergarten students should be able to identify all components of a book (front page, back page, author, title), begin using "Habits of Discussion" conversation starters like "I agree…" or "I disagree…," understand how the pictures can help readers figure out the meaning of a word and provide clues as to what the story is about, and have heard the word prediction and main idea discussed during the Read Aloud.		
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.*	**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.*	During the 30-minute reading comprehension block, on the last day of the unit, Vista College Prep students will identify three supporting details/reasons of a main idea in the story *From Seed to Pumpkin*. The main idea will be provided to the students. After the main idea is provided to the group of students, each child will be asked to identify at least three details to support the main idea. The benefit of this small group format is that the teacher may identify some students who need less support or prompting in identifying the supporting details/reasons and send them back to their desks to identify two supporting details on their own. The remaining students will be seated around a table and, with support or prompting, will identify two supporting details in the story. Throughout this process the teacher is making notes regarding which student needs more or less support as well as noting the thought process each student is going through to discover the answer. Finally, the teacher will assess student work using the scoring rubric.		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include*	The student will need to verbally name, draw, or write, at least three of the reasons the author gives to support the point that pumpkins grow from seeds. We have identified 6 possibilities. The student will need to identify at least		

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.	three correctly to master this standard.
Materials/Resources Needed	*From Seed to Pumpkin* by Wendy Pfeffer (if not part of our library of books, borrowed from the South Mountain Community Library), chart paper with exact diagram as the assessment for each of the four lessons, worksheets with exact diagram of the assessment for students to practice with during independent practice, reading comprehension journals (pages of writing paper with box for a drawing a packet), and subscription to National Geographic for Kids (included in budget).

* ***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	**Objective: Students will be able to make a prediction about the main idea in a story using the pictures.**	Nine students are seated around a kidney table with their hands folded and ready to begin reading comprehension.
	7 mins: Teacher reminds students that they have been making predictions about the main idea in a story based on the pictures during the read aloud period of the day. Teacher does a quick review from the read aloud book that they read earlier that morning, and asks students to remember their predictions.	Students respond to teacher during reflection on read aloud.
	5 mins: Teacher passes out an article from *National Geographic for Kids* called "Tigers Cuddle with Apes." Teacher asks students to take a look at the picture and turn to their shoulder partner to tell them what they think the story is about.	Students study the picture at the top of the article, make a prediction and then share that prediction with their shoulder partner (shoulder partners may change as group placement is fluid).
	5 mins: Teacher will put the photo of the article on the board and tell students that the picture usually tells the reader what the main idea is going to be. Teacher defines main idea again, and tells students that the main idea is what is most important in a story. Teacher will ask	Thinking back to what they predicted, students provide the teacher with various predictions about what they think the story is going to be about. Students observe as teacher records the answers.

	students to make a prediction about what they think is going to be most important in the story, based on the picture. Teacher lists idea on chart paper. **5 mins:** When all ideas are listed, teacher will read the article to students (very short – approximately three paragraphs). After reading the story, teacher will revisit the list and ask students what was most important in the story. Teacher will ask students if the main idea matched the picture. **8 mins:** Teacher writes, "The main idea of the story is…" and students copy the writing on their reading journals. Teacher asks students to draw a picture of the main idea. This part of the lesson is less structured and allows for the teacher to get a sense of their comprehension of the skill. Throughout this independent practice ("you do") the teacher is conferencing with any student that is struggling and keeping notes on their progress.	Students listen to the article, thinking about what was most important in the article and follow the prompts of the teacher to think about whether the picture helped them figure out the main idea. Students get time to independently practice the objective by copying what the teacher wrote (have an early opportunity to practice writing in response to reading with guidance and support). Then students draw a picture of the main idea.
2	**Objective: Students will be able to identify the main idea in a non-fiction text.** **5 mins:** Teacher will remind students about the key words that they have been using: main idea and prediction (located on their word wall), and will discuss the main idea and predictions they made during their morning read aloud. Teacher reminds students (asks for a choral response on the definition of main idea) that we can use the pictures to help us predict what will be the main idea, but we always need to read the story to really find out what is most important. **5 mins:** Teacher will use another *National Geographic for Kids* article, "The Secret Language of Dolphins," to help students learn to think about the main idea. Teacher will show students the picture and ask for predictions on what they think the main idea is going to be. Teacher asks students to turn and tell their shoulder partner. **6 mins**: Teacher will read an abridged version of the article, stopping to ask students scaffolded questions like: "What's an aquarium?" and "Why do you think the article is called "The Secret Language of Dolphins?" **6 mins:** Teachers ask students to help brainstorm what was the important part of the story, what is the main idea? The teacher, with the	Students note that the words are located on their word wall, and think back to the read-aloud earlier that morning. Students study the picture of the dolphins, think about a prediction of what the main idea will be and then turn and tell their shoulder partner. Students are quietly seated around the kidney table, intently listening and responding to comprehension questions about the article. When solicited for ideas, students respond to the teacher with their

	student's help ("we" do) writes out what the main idea of the story is. As some students may provide details rather than the main idea, the teacher will start using the vocabulary of "details" and tell students they will talk more about that tomorrow. **8 mins:** Teacher then asks students to take out reading comprehension journals and write and draw ("you do") a picture of the main idea (page in their journal mimics what the teacher has drawn/written). Sample final check for understanding questions: "Boys and girls, what is the definition of main idea?" or "What do we call the most important part of the story?	thoughts on what the main idea of the story is. [Some students may be providing details in the article rather than main idea] Students take out their reading comprehension journals, turn to the next clean page and copy what their teacher has written. As students are putting away their journals, they are responding to the teacher's final questions.
3	**Objective: Students will be able to identify three supporting details in a non-fiction text with prompting and support.** **5 mins:** Teacher reminds students that they have been learning about main idea. The teacher writes the words dolphins on the whiteboard. Teacher then asks students to say everything they know about dolphins. **6 mins**: Using the same text from the day before, the teacher re-reads the article to the students, asking scaffolded comprehension questions throughout. **8 mins:** Teacher puts a new piece of paper on the board (that looks exactly like the assessment in this document) and in the center lists the main idea of the dolphin article (that had been discussed from the day before. Teacher reminds students how they found the main idea and introduces this new chart in how they are going to identify details. On a separate piece of paper the teacher asks students to name details in the story (always reminding students of the difference between main idea (big, most important) and details (smaller, helps to tell the story). **3 mins:** Teacher transfers three of the details onto her new worksheet (that already had the main idea listed). Teacher draws a picture to represent each of the three details, while explaining that they help explain the main idea. **8 mins:** Teacher hands out a similar page to each student and asks them to fill in the chart, just like she did. Teacher is conferencing with each student, asking them questions about details and why they are drawing a particular detail about the article. When there are about three minutes	Students raise their hand when they have an idea about something that they know about dolphins. Students are listening to the text being read, and answering questions as they are called on regarding comprehension. Students name different details that they noticed throughout the story, with prompting from the teacher. Students watch as the teacher transfers three of the details onto the new worksheet (the diagram with four circles). Students talk about why the teacher has the main idea in one circle and the details which relate to the main idea in the three surrounding circles. Students record this on their own pieces of paper as the teacher

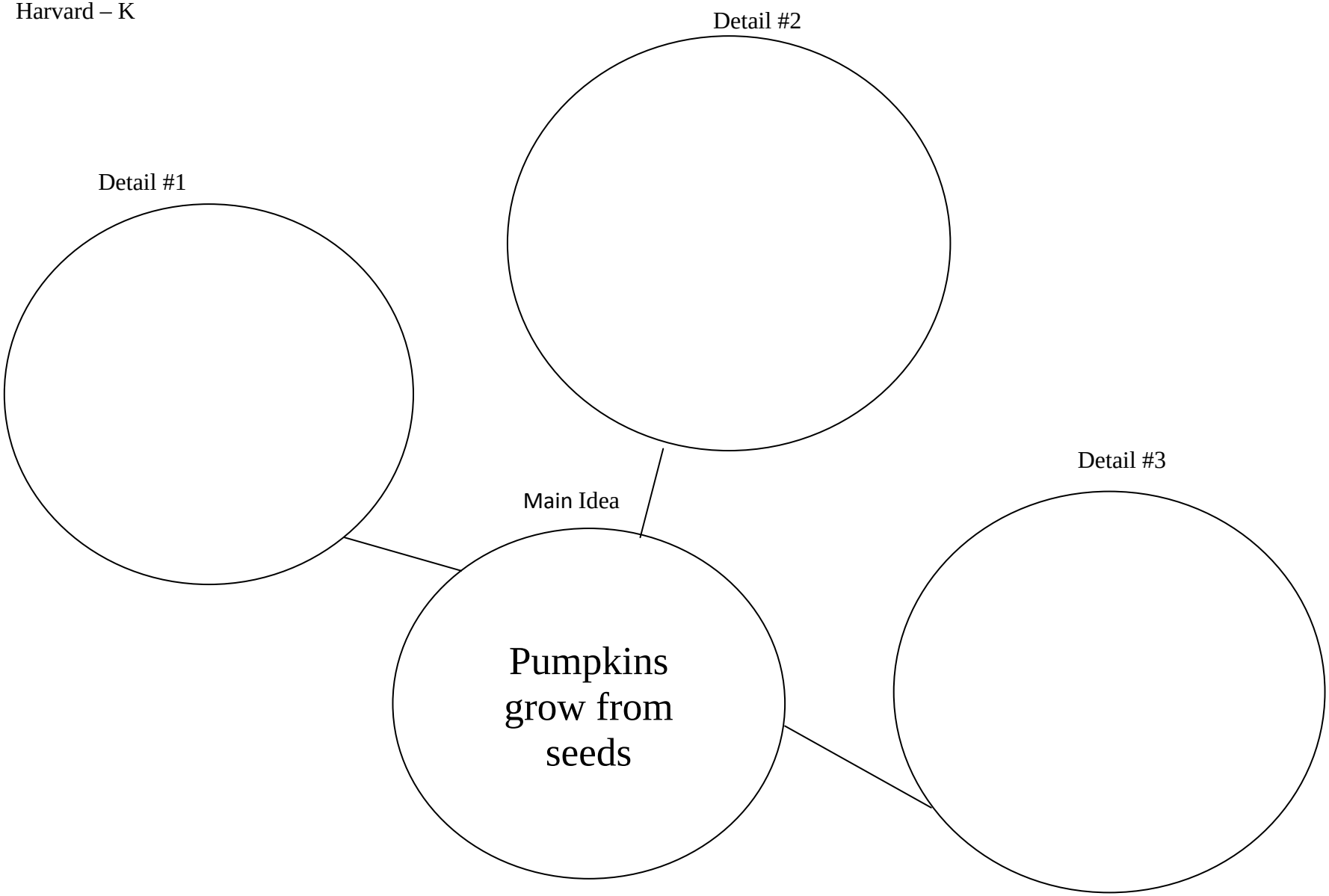
	left in the lesson, the teacher will pick on two children to explain that the details they drew help the author support the main idea.	conferences with individual students.
4	**Objective: Students will be able to identify the main idea, and identify three supporting details in the same story with prompting and support.** Teacher creates an informational text on polar bears that is close to the reading level of her/his students. **3 mins:** Teacher asks for a choral response when defining main idea. Teacher tells students that today they are putting together everything they have learned over the course of the week and will figure out both the main idea and the three supporting details. **5 mins:** Teacher takes out an article with a photo of polar bears at the top of the page. The teacher asks students to make a prediction about the main idea of the story based on the picture. Then teacher asks students what else they need to do to find the main idea. **5 mins:** Teacher takes out the article and encourages students to follow along as it is being read. Teacher makes connections back to the predictions that were made. **8 mins:** Teacher pulls out a new worksheet (with the four circles) and tells the class that they are going to fill this out together. Teacher brainstorms with students about the main idea. Once it is discovered, the teacher writes it in the main circle. Teacher has students help brainstorm all of the details that helped support the main idea. The teacher listens to all of the ideas, and then says she is going to pick three details (I.e. polar bears have white fur) and draws them in her/his circles. **9 mins:** Teacher passes out worksheet that has the main idea already written in the circle. Teacher asks students to now do exactly as she did, and pick three details that they think supports the main idea. Teacher conferences with students asking them why they picked X detail over Y detail.	Students are sitting at a kidney table and respond to the teacher when asked for a choral response about the main idea. Students look at the photo and make a prediction about the main idea. Students respond that in addition to looking at the picture, we need to read the story so we can understand main idea and the details. Students follow along as the story is being read. Students help brainstorm all of the different details and then watch as the teacher decides which three she will put in her diagram. Students receive their worksheet, and think for a minute about details they want to add to their chart, and begin coloring the three details in on their worksheet.
5	**Assessment: Students will be able to identify the reasons an author gives to support the main idea in a story (with prompting and**	

	support). Teacher reads *From Seed to Pumpkin* during the Read Aloud Block. Teacher takes students on a picture walk through the book reminding students that they found the main idea earlier that morning. Teacher shows students a set of the three circles with the main idea already filled in. Teacher explains that students are going to get to practice finding out details on their own. Teacher sends two higher level students back to their desk to see if they can identify the details without prompting or support. Teacher gives students a copy of the assessment and together they brainstorm one detail that supports the main idea of the book. Students. Teacher draws this in on her chart paper and students draw the same. Teacher tells students that it is there turn to write or draw two more details in the book. Teacher monitors every student's progress and is able to provide support as needed.	Students take a picture walk through the book, and are reminded of the main idea that they figured out earlier that morning. Some students leave the group if the teacher feels like they can identify details without prompting or support. The teacher and students think of and draw one detail together after the papers have been passed out. The remaining students try to identify two more details and color into their assessment. Students can ask questions as they need.

Paste Summative Assessment Here:

Name: _____ Date: _____

Harvard – K



Paste Answer Key/Scoring Rubric Here:

Student lists at least three of the following reasons the author gives to support the point that pumpkins grow from seeds. If a student adds another reason, s/he will exceed mastery.

- □ In the spring a farmer plants seeds
- □ It takes two weeks to see green sprouts come out of the dirt
- □ Plants need food to grow
- □ Pumpkins need water to grow
- □ To make food plants need water, light and air
- □ Pumpkin stem has tubes

_____/3

Grading Scale
1-2 = No
3 = Yes

Harvard – K (Sample Tracker)

	With prompting and/or support student was able to verbally name, draw, or write at least three supporting details	With no prompting and/or support, student was able to verbally name, draw, or write at least three supporting details
Student 1	Yes – write	
Student 2	Yes – draw	
Student 3	No – only named 2	
Student 4		Yes – draw