Curriculum Sample Template
Max. 8 Pages

Grade Level	Second	**Content Area**	Reading
Course Title (grades 9-12 Only)			
Length of Unit	2 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 should be able to read non-fiction text at second grade level.		
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 lesson is part of the thematic unit "Circle of Life". The lesson will follow the Gradual Release model of instruction, incorporating the "I do", "we do", "you do". The text will be from Reading A-Z resource for all three languages (Spanish and Mandarin will translate). The "I do" section will include modeled reading/read aloud by the teacher. The "we do" section will be taught through guided reading groups. The "You do" section will be independent practice at home. All three languages will teach and practice the skill of reading a text and identifying the main idea and details.		
Standard Number and Description *List the Number* and full description for the required Standard.*	RI.2.8 Describe how reasons support specific points the author makes 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 assessment will allow students to show mastery by correctly choosing the right answer in a multiple choice test. (Comprehension quiz – *Extreme Animals*) The retell assessment will allow students to demonstrate mastery verbally by summarizing the main idea, details, and key vocabulary (see attached rubric).		
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.*	<u>Comprehension quiz (English only)</u> 9 – exceeds 7-8 – meets 5-6 – approaches 0-4 – falls far below		

	<u>Oral retell (English, Spanish and Mandarin)</u> 4 – exceeds 3 – meets 2 – approaches 1 – falls far below
Materials/Resources Needed	*Extreme Animals* by Kathie Lester (all three levels) Comprehension quiz – *Extreme Animals* Retelling rubric – Nonfiction scoring form chart paper, markers,

* ***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 (English, Spanish and Mandarin)	Student Activities (English, Spanish and Mandarin)
1	The teacher will explain to students in a whole group setting that a tool readers use to understand and remember what they read is to summarize in their mind as they read. Explain that a summary consists of the main idea or ideas and does not include all of the little details. The teacher will help students understand how to summarize by explaining that a summary does not include all the information they read in the book. Students must decide what information in the book is most important to know and tell about. The class will read page three of "Extreme Animals" together. The teacher will model how to summarize information from page three with a "think aloud" activity. The teacher will explain to students that sometimes the amount of information about a topic is so large that it is grouped into sections. Each section has its own main idea, and the information within each section contains details that describe, explain, or clarify the main idea. The teacher will explain to students that when reading a book or story, readers can do things to help them understand what they read. One way to remember new information is to think or take notes about the details in each section. Remind students of color highlighting strategy taught in writing lesson. The class will read page four together and the teacher will model the skill of identifying the main idea and details through a "think aloud". The teacher will write the main idea *Biggest* on the board. As a group, record the details of this section: Longest: blue whale; Heaviest: elephant; Tallest: giraffe. Encourage students to keep notes as they read the book.	Student Reading: • Give student their copy of the book and have them put a sticky note on page 8. Have them read to the end of this page. Remind them to summarize in their mind as they read about extreme animals. Have students reread the pages if they finish before everyone else. • Ask students to use their color highlighting strategy to identify main idea and details. • Check for understanding: Have students share some of the things that they thought about or highlighted as they read the information on the pages so far. Select volunteers to share summaries they created in their minds as they read the text. • Have students read the remainder of the book. Encourage them to summarize the sections as they read. Remind them to also look for details relating to the main idea of each section of the book. Remind them that noting the details will help them to remember and better understand what they read.
2	The teacher will place students into small groups based their reading level. *Extreme Animals* is a multi-level book (2.0, 2.5, 3.0). The teacher will introduce the vocabulary: information text, main	Students will read their leveled book and complete "Main idea and details" worksheet. Students will use the worksheet to record details and main ideas from other sections of the book.

	idea, details, describe, author. The teacher will remind students to stop and summarize as they read to help them remember important information in the book. When students have completed the Main Idea and Details activity the teacher will review their responses whole group to check for understanding. Teacher will administer the summative assessments.	

Paste Summative Assessment Here:

Reading a-z Leveled Reader Quick Check — **Level N** Extreme Animals

Name _____ Date _____

Directions: Read each question carefully and choose the best answer.

1. The main idea of this book is _____.
   - ⓐ that all animals are different
   - ⓑ to warn us about dangerous animals
   - ⓒ that many animals are fast
   - ⓓ that many animals have special abilities
2. Among the largest animals is the _____.
   - ⓐ lungfish
   - ⓑ giraffe
   - ⓒ flamingo
   - ⓓ cheetah
3. Which animals are in order from fast to fastest?
   - ⓐ ostrich, cheetah, elephant
   - ⓑ crocodile, snail, cheetah
   - ⓒ hippopotamus, cheetah, hawk
   - ⓓ ostrich, cheetah, snail
4. Which extreme animal below is ***not*** a **mammal**?
   - ⓐ ostrich
   - ⓑ zebra
   - ⓒ camel
   - ⓓ kangaroo
5. Which two descriptions best tell about an ostrich?
   - ⓐ flies backward; swallows rocks
   - ⓑ fast runner; small brain
   - ⓒ tiny brain; tiny eyes
   - ⓓ small brain; swims
6. Which animal isn't extreme based on special senses to help it smell, hear, or taste?
   - ⓐ cricket
   - ⓑ butterfly
   - ⓒ snail
   - ⓓ ant

Leveled Reader Quick Check continued on following page

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Reading a-z Leveled Reader Quick Check — **Level N** Extreme Animals *continued*

Name _____ Date _____

Directions: Read each question carefully and choose the best answer.

7. Which animal might keep you awake at night if you hear its cry?
   - ⓐ hummingbird
   - ⓑ howler monkey
   - ⓒ giraffe
   - ⓓ mayfly
8. The crocodile's ability to hold its breath helps it _____.
   - ⓐ sleep
   - ⓑ swim fast
   - ⓒ hunt for lunch
   - ⓓ not snore
9. Which two descriptions best tell about a blue whale?
   - ⓐ can grow a new tail; sings to attract a mate
   - ⓑ as heavy as a truck; as tall as a house
   - ⓒ as long as half a football field; as loud as a rocket
   - ⓓ has three eyes; has four stomachs
10. What does **extreme** mean?
    - ⓐ loudest
    - ⓑ common
    - ⓒ not ordinary
    - ⓓ most dangerous
11. **Extended Response:** Choose one animal and describe what the purpose might be for its special characteristics.

Extreme Animals

1. d **2.** b **3.** c **4.** a **5.** b
6. c **7.** b **8.** c **9.** c **10.** c
11. Answers will vary, but should include: *one animal from the book, the animal's characteristics, and a reasonable purpose for those characteristics.*

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Paste Answer Key/Scoring Rubric Here:

Scoring Rubric

Key Elements	Prompts	1	2	3	4
Summary	What are the most important ideas and details of this story?				
Main idea(s)	What are the main ideas of the book (sections)?				
Details that are linked to main idea(s)	What are some supporting details for each main idea?				