Curriculum Sample Template
Max. 8 Pages

Grade Level	First	**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 have print concepts, i.e. Identifying front, back covers of the book, title, author, one-to-one correspondence of words. Students should have experiences with non-fiction texts and a basic understanding that these texts are real and contain information about things.		
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.*	The lesson is part of the thematic unit "My Community."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/think aloud by the teacher. The "we do" section will be taught through small reading groups with guided practice opportunities. The "you do" section will be independent practice at home. Language: 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.1.8 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.*	Draw four community helpers and label how they help us. (see Reading A-Z community helpers worksheet) The assessment will allow students to show mastery by correctly choosing the right answer in a multiple choice test. (Comprehension quiz –*Community Helpers*)		
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.*	Community helper worksheet (English, Spanish and Mandarin) 4 – exceeds 3 – meets 2 – approaches 0-1 – falls far below		

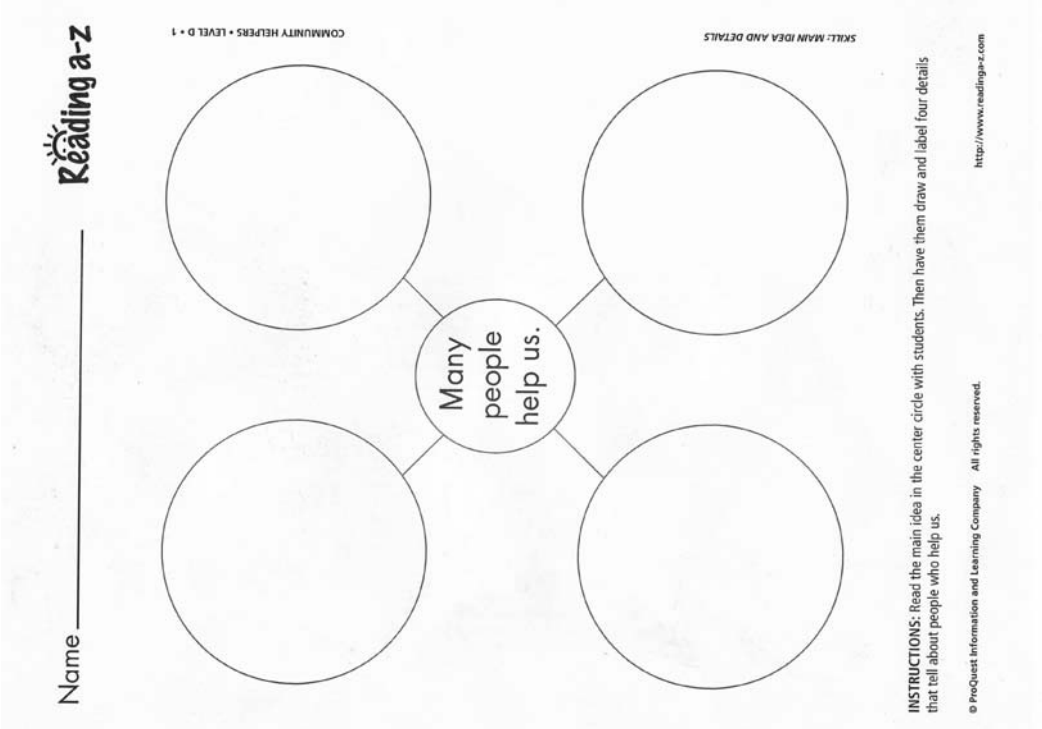
	Comprehension quiz (English only) 6 – exceeds 5 – meets 4 – approaches 0-3 falls far below
Materials/Resources Needed	*Community Helpers* by Kira Freed (Reading A-Z), *Community Helpers* main idea & details organizer (Reading A-Z), comprehension quiz (Reading A-Z)

* ***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)*Spanish and Mandarin will read additional texts about community helpers***	**Student Activities (English, Spanish and Mandarin)**
1	As a group, the students will describe the community in which they live. The teacher will using prompting questions such as: Which things can we see in our community? Which things can we buy? Which people help us in our community? Where can we have fun? The teacher will do a book walk to introduce unfamiliar vocabulary to students and to model any difficult language patterns. The students will read to find out more about community helpers. The teacher will remind students to point to each word as they follow along. After student reading, the teacher will have a whole group discussion and ask students to tell about some of the helpers they read about in the book. The teacher will introduce and model the skill of identifying main idea and details. The teacher will explain to student that the title of the book and the pictures can be clues to identify the main idea. The teacher will make a large web on the board and write the following words in the center circle: Many people help us. Explain that there are details in the book that tell about the main idea. The teacher will model think aloud on page 4 and then model how to draw the person and label the details on the web on the board.	Student reading: • Give students their copy of the book. Have a volunteer point to the first word on page 3. Read the word together (Who). Point out where to begin reading on each page. Remind students to read words from left to right. Point to each word as you read it aloud while students follow along in their own book. • Ask students to place a finger on the page number in the bottom corner of the page. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text. • Students will finish reading the book, thinking about details about the main idea while they read. • Students will then complete the *Community Helpers* main idea and details organizer. (Formative assessment for day 1)
2	The teacher will place students into small groups based ons their reading level.	Students will put question marks by unfamiliar words.

	The teacher will discuss unfamiliar vocabulary words, as well as: baker, construction worker, doctor, fire fighter, police officer, teacher and community. The teacher will ask students to pair up with a partner and take turns reading parts of the book to each other. The teacher will monitor partner reading to check for understanding. The teacher will model the sentence frame: This is a __*teacher*___ he/she helps by _*teaching students*_____. The teacher will instruct students to choose a helper and complete their own drawing and sentence frame. The teacher will ask students to share their drawing and sentence with their small group.	Partners will read every other page. When finished reading each student will choose a community helper from their neighborhood and draw a picture, label the helper and write one sentence about how that person helps the community. Students will share their thinking and drawing with the small group. Students will complete the multiple choice assessment for Community Helpers (see summative assessment).

Graphic organizer:



Paste Summative Assessment Here:

Reading a-z

LEVEL D

Quick Check

Community Helpers

Name _____ Date _____

1. What is this book mostly about?
   - ⓐ Dogs are pets.
   - ⓑ The baker bakes bread.
   - ⓒ Many people help in a community.

2. Which of the following is NOT a community helper?
   - ⓐ a bakery
   - ⓑ a doctor
   - ⓒ a teacher

3. How is the police officer the same as the firefighter?
   - ⓐ They both protect people.
   - ⓑ They both help sick people.
   - ⓒ They both build things.

4. Why do construction workers wear helmets?
   - ⓐ to keep their heads safe
   - ⓑ to keep their heads dry
   - ⓒ to keep them warm

5. What is a **teacher**?
   - ⓐ a person who cooks food in a bakery
   - ⓑ a person who helps students learn
   - ⓒ a person who takes care of sick people

6. **Extended Response:** Have the student choose a helper from his or her community and draw the helper's picture on the back of this sheet. Have the student write or dictate three things this helper does.

Quick Check Answer Sheet

Main Comprehension Skill: Main Idea and Details

1. ⓒ *Main Idea and Details*
2. ⓐ *Main Idea and Details*
3. ⓐ *Compare and Contrast*
4. ⓐ *Make inferences*
5. ⓑ *Vocabulary*
6. Answers will vary but should include three things the community helper does.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

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