Curriculum Sample Template
Max. 8 Pages

Grade Level	4th Grade	**Content Area**	Reading
Course Title (grades 9-12 Only)			
Length of Unit	5 days (including 1 day for the Summative assessment)	**Time of Year**	1st Quarter
Expected Prior Knowledge	Students will be expected to be familiar with various genres (expository text, Biographies, fiction etc.). Students will be able to read text and form main ideas from what they have read. Students will be familiar with literary elements that draw comparisons (e.g.- similes). Students should be familiar with the use of graphic organizers. Student should have mastered Standard 3.RI.8 and previous grade three reading standards.		
Alignment to Program of Instruction	The teacher will use direct instruction throughout the lessons to allow for repetition and choral responding. Students will work cooperatively in groups or pairs (Think/Pair/Share) to assist and evaluate each other's work and practice social skills. The teacher will use scaffolding techniques when teaching, and prompting to allow for support when necessary, while allowing students the opportunity to generate independent ideas. Instructors will use Think Aloud reading strategies to model strategic thinking about the text and to show the students exactly how to use the graphic organizers. Differentiated Instruction will be used to meet the needs of different learners by providing graphic organizers, rubrics, group or independent learning, and movement around the classroom. The teacher will learn the specific needs of the students and make accommodations as necessary. *Students who are having difficulty grasping the concept and need a slower pace of instruction with more repetition will be given more opportunities to practice this concept throughout the week. These students will be given more practice along with a task-analysis that will break down the steps needed to generate correct responses and comprehension.		
Standard Number and Description .	4.RI.8 - Explain how an author uses reasons and evidence to support particular points in a text.		
Summative Assessment	Students will read a short expository story entitled "Mighty Jackie: The Strike-Out Queen" located in their textbooks. Students will read this selection independently and answer 10 questions about the text. The students will demonstrate mastery of the required standard by answering questions about the selection. These questions will target knowledge about the author's key points, and require the student to provide		

	information explaining the reasons or evidence the author used to support his or her point(s).
Scoring Scale and Mastery Level	"The Mighty Jackie: Strike-Out Queen" assessment is worth 20 points. Each question will be scored based on accuracy and completeness. 2 points will be given if the response is accurate and complete; 1 point if the answer is partially complete; 0 points if the response is incorrect or blank. A final score of 16 out of 20 points (80%) will demonstrate mastery.
Materials/Resources Needed	Reading journals (composition notebooks), *4th grade Treasures textbook, 2011, Macmillan/McGraw-Hill Company*, *New York, NY*, teacher created graphic organizers, document cam, 3 articles from the Treasures textbook. "It Took Courage" (pg 138), "My Brother Martin" (pg 141), and "Mighty Jackie: The Strike-Out Queen" (pg 166).

Lesson	Instruction	Student Activities
1	(1 day) Objective: Students will be able to define Author's Purpose, and list the three reasons an author writes. This lesson will take 1 day. Explain: Author's Purpose is the main reason an author has for writing • To entertain • To Inform • To persuade Why is it important? Explain how an understanding of the author's purpose can help the reader fully understand the text. Explain how sometimes the author will state their purpose for writing, but many times it is implied. Knowing the genre (define if needed) can help readers determine the author's purpose. When authors entertain, they create stories with characters and plots for the reader's enjoyment. When an author writes to inform, they usually present facts about topics or individuals. They also write to describe a process. Authors also write to persuade, or convince the reader to do something or think a certain way. *Teacher should walk around, pose questions to check for comprehension, and review concepts that need explanations. Teacher will draw a blank purpose chart on the board (attached below). In each box the teacher will write a question. • Does the author tell a story: yes or no	• Students will write the definition and the three reasons an author writes into their reading journals (composition notebooks). Copied from the teacher • Students will participate in discussion regarding the author's purpose (ask and answer questions) • Students will draw a blank purpose chart in their reading journals • Students will copy the three questions into their author's purpose charts • Think/pair/share activity to brainstorm examples of each type of purpose. Record them in their reading journals. • Be ready to share their examples with the class

	• Does the author try to persuade you to do something or think a certain way? Yes or no • Does the author present facts about a topic? Yes or no Model: the teacher will use an example of a recent story or article and answer each question. Use "*think aloud*" strategies to help improve student comprehension. Think/pair/share: Brainstorm at least two examples something you have read or heard that is an example of each purpose.	
2	(1 day) Objective: With support, the students will begin to identify clues in the text that help determine the Author's purpose. Have the students read aloud the first paragraph of "It took Courage". Think aloud: Reasons why the first paragraph's purpose may be to inform (provides information). Guided Practice: Have the students recall the three types of author's purpose. Help them to recall what kinds of questions the reader can ask to determine purpose. Guide students through the practice of asking these questions about the second paragraph. Apply: Use guided reading to have the students take turns reading aloud the rest of the article. Have the students complete the author's purpose chart in think/pair/share groups. Teacher will walk around and check for comprehension. Remind students to look for evidence that the author's purpose is to inform, persuade or entertain. Provide examples of each using a *think aloud* strategy. *Additional practice: Return to whole group instruction, teacher will ask students to listen to a series of sentences and state weather the purpose of each sentence is to inform, entertain or persuade.	• Students will participate in discussion about author's purpose • Students will take turns reading "It took Courage", and pause to listen to the teacher explain important details • Students will complete an author's purpose chart in think/pair/share groups • Student will use choral responding to answer questions about an author's purpose by listening to sentences read aloud by the teacher
3	(2 days) Objective: Read "My Brother Martin", and have the students identify specific clues in the text that give evidence to support the author's purpose. Teach: Read paragraphs 1 and 2 to the class. Use a *think aloud* strategies to explain why identifying the author's purpose would help to better understand the text. Have a student read a selected excerpt from the text that demonstrates her purpose. Ask students to think about why the Author chose those words and what the	• Students will listen as the teacher reads the text and follow along with their fingers • Students will copy the first clue into their author's purpose chart. • Participate in group reading, with one student reading and each student following along in their text with their finger.

	author is doing by using those words. Write that for the students in the author's purpose chart. Point out specific clues in the text, such as literary language and the literary devices the author uses and help the students make connections between them. As the students read aloud, pause to ask questions to check for comprehension. As a group, review with the students their answers. Ask the students to review what the author had done up this point in the story. For example," Why might the author be sharing this information with us? Think: what do we know about the Rev. Dr. M. L. King? Why would this information be important given what we know about his work as an adult?" Formative assessment: Have the students read the rest of the article silently. Have them fill in the third and last box in the author's purpose chart. Teacher should walk around to check for understanding and to provide differentiated instruction * to students who are not performing on level. Teacher will review the student's answers and ask students to provide the reasons why they selected that clue. Teacher will fill in the last box of the cart for the class to see. Summarize: Review each of the clues in the author's purpose chart for the students, talking briefly about each. Review the literary devices and excerpts from the text that support each clue. Small group activity: Instruct students to use the clues they have gathered so far, to determine the author's purpose. Teacher should walk around and check for comprehension. Share: Teacher will ask each group to share what they have concluded. Teacher will clarify and refine the answers and record the final conclusion in the purpose chart. Conclude: Think aloud about how understanding the clues from the text and the author's purpose help you gain deeper comprehension from the text.	• Students will ask and answer questions about the text • Think/pair/share activity- read paragraphs 9-14. Use this text to add another clue to your purpose chart. • Students will answer questions about the author's purpose in paragraphs 1-14. • Students will independently fill-in the last box of the author's purpose chart after reading the remainder of the article. • Small group activity: In groups of 3 or 4, students will write in the author's purpose after discussing the clues. • Students will fill in the final conclusion in their purpose chart
4	Summative assessment: Instruct the students to read "The Mighty Jackie: Strike-Out Queen" by Marissa Moss, on page 166 of their text. Instruct the students to answer the	Students will read the article and complete the Summative Assessment independently.

	questions in the summative assessment silently and independently.	

Summative Assessment

Name:_____ Date:_____

Read the article, "The Mighty Jackie: Strike-Out Queen" by Marissa Moss, on page 166 of your text. Answer the questions below using complete sentences.

1. The author titled the story "Mighty Jackie: Strike-Out Queen". What does this tell us about what the author's purpose might be? What clues from the title can you find?

2. Does the author try to entertain the reader? How do you know?

3. Does the author try to persuade the reader to do something? How do you know?

4. Does the author provide the reader with information? How do you know?

5. How does the author feel about Jackie? How can you tell?

6. Why does the author give so much information about Jackie's childhood? What is her purpose when she is talking about her childhood?

7. The author reveals that many people told Jackie that she could not play baseball. Why do you think the author chose to include this information in the story?

8. Does the author agree with what the press had to say about Jackie's ability before the exhibition game began? Yes or No

Give examples why she did or did not agree.

9. What made Jackie mighty?

10. What is the author's purpose in telling this story?

Summative Assessment Scoring Guide

"The Mighty Jackie: Strike-Out Queen" assessment is worth 20 points. Score each question based on accuracy and completeness. 2 points if the response is accurate and complete; 1 point is the answer is partially complete; 0 points if the response is incorrect or blank. A final score of 16 out of 20 points (80%) will demonstrate mastery.

1. The author titled the story "Mighty Jackie: Strike-Out Queen". What does this tell us about what the author's purpose might be? What clues from the title can you find? *(The word "mighty" may be a clue that this story is meant to persuade, but it may also be to inform since it is about a person.)*

2. Does the author try to entertain the reader? How do you know? *(yes-she uses figurative language, humor, and tells a story with a plot and characters)*

3. Does the author try to persuade the reader to do something? How do you know? *(no- she does not use persuasive language or opinion words)*

4. Does the author provide the reader with information? How do you know? *(yes-there are factual dates and names that can be verified)*

5. How does the author feel about Jackie? How can you tell? *(The author has respect and admiration for Jackie. Students will site at least one example from the text supporting this.)*

6. Why does the author give so much information about Jackie's childhood? What is her purpose when she is talking about her childhood? *(She wants to show how Jackie gained skill and confidence. We also see how learning from a star pitcher encouraged her to have big dreams for her future.)*

7. The author reveals that many people told Jackie that she could not play baseball. Why do you think the author chose to include this information in the story? *(To help us to understand how difficult it must have been for Jackie, and to explain that even though other people told her she was not talented, she was as good as any man.)*

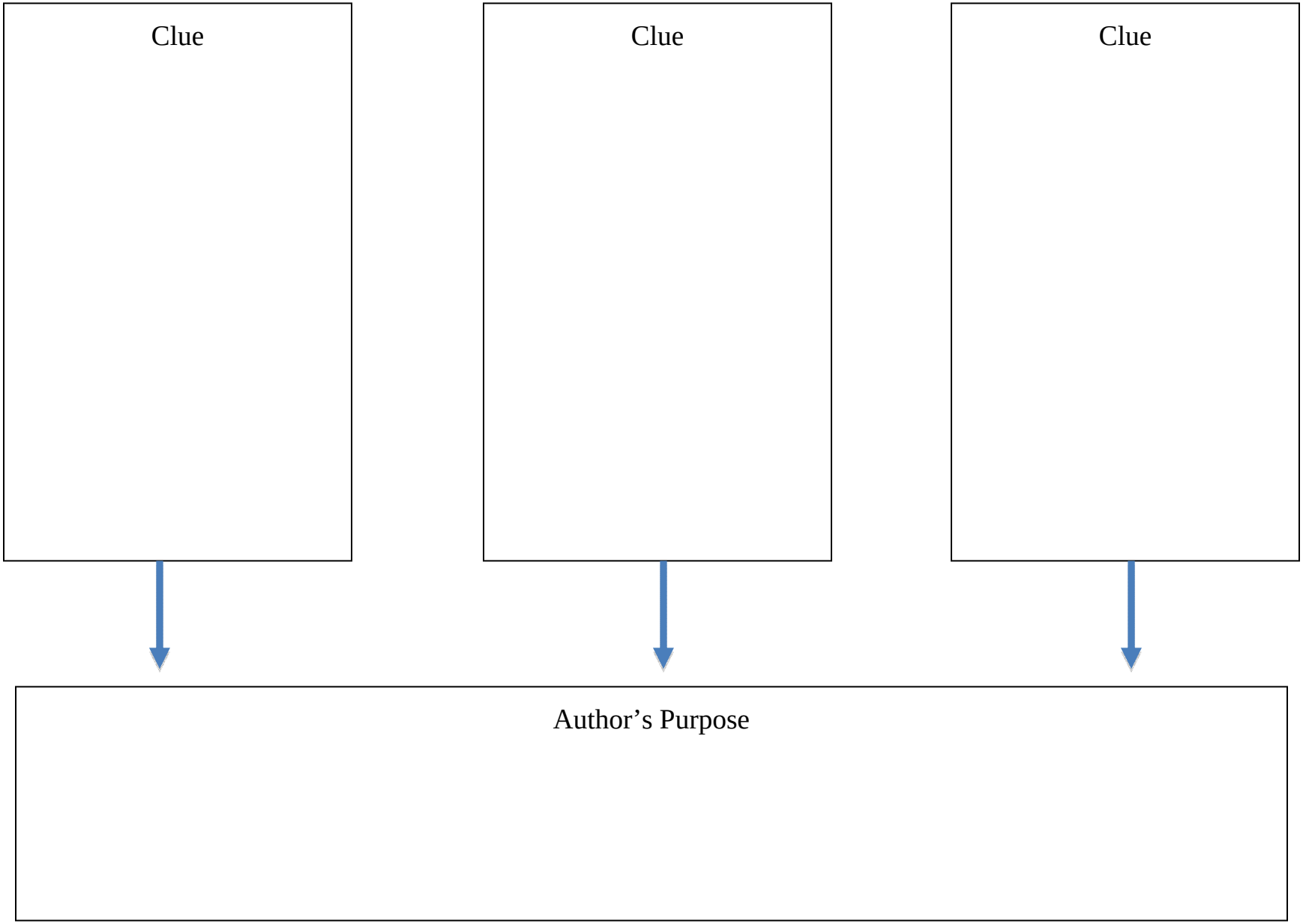
8. Does the author agree with what the press had to say about Jackie's ability before the exhibition game began? Yes or No

Give examples why she did or did not agree. *(No. The author states that Jackie was 'no trained seal' and that 'she knew that she was a mighty good pitcher'.)*

9. What made Jackie Mighty? *(She was a 17-year-old female pitcher, pitching in 1931 against two of the best baseball players at the time, she did something no one thought she could do and struck them out.)*

10. What is the author's purpose in telling this story? *(To entertain and to inform the readers about Jackie Mitchell and the time she struck-out Babe Ruth and Lou Gehrig.)*

Author's Purpose Chart


Clue
Clue
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Author’s Purpose