Curriculum Sample Template
Max. 8 Pages

Grade Level	Fourth Grade	**Content Area**	Reading
Course Title (grades 9-12 Only)			
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	The fourth grade scholars will be able to read, comprehend and write fourth grade reading material. They will have the knowledge to research a topic on the web and record information using the titles, subtitles and topic sentences. The fourth graders will know how to read informational text from two different texts and compare and contrast the key points, details and identify the most important points. They will also select key points and details that are similar and different and illustrate them on a graphic organizer.		
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 aligns to the Core Knowledge Sequence. The domain of "Meteorology" will be concurrently taught in Writing and Science at the 4th grade level. Content in the reading passages will align, as much as possible, with this domain. The skill of comprehending informational/explanatory text is revisited at increasingly higher levels of rigor as set forth in the ADE 2010 ELA Standards (CCSS). The content knowledge of life sciences is spiraled throughout the Core Knowledge Sequence from Kindergarten to 6th grade. As described in the Program of Instruction, Cooperative Learning will take place throughout this unit. Each lesson includes a combination of teacher-led instruction, small group interaction, independent practice, and ongoing assessment.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		
Materials/Resources Needed	Science textbook, tablets, document camera, YouTube, websites on the water cycle, colored notecards, white board, markers, graphic organizer, writer's basket.		

* ***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)	Instructional Strategies	Student Activities
1	**Lesson:** The scholars will learn how to read and gather information from two different texts in order to integrate the information for the purpose of speaking or writing on the topic. **Anticipatory Set**: The teacher will ask the scholars what they have been learning in science this week. The teacher will announce to the scholars that they will be reading information from two different texts and gathering information to learn more about the water cycle. The information will be used to create a research report that will be written during the writing block. The teacher will use the document camera to instruct scholars how to use different colors for key points and details of information. The key point will be written on the card and specific details will be added. A different notecard will be used for each type of text and a different color for each topic. The teacher will pass out the research project assignment sheet and discuss due dates. The assignment sheet will be given to each scholar with the topics included. It is up to the scholar to select the most important key points and details for each topic. Scholars will use prior knowledge to read the texts and gather information using the topics, key points and details. Objective: Scholars will identify the most important key points and details for each text. Key Points: 1. Informational text will include several paragraphs about the topic. 2. Each paragraph will include a topic sentence, which describes what topic that paragraph is about. 3. We can identify the topic key point of each paragraph by thinking about what we read, and what the paragraph is mostly about. Modeling: Teacher will project an informational text about the water cycle on the document camera and read the text aloud, using the "Think Aloud" method to describe the key points and details. Then, the teacher will reread the text, and highlight the key point of each paragraph and details. Teacher will record these points on a graphic organizer for the class to see. Teacher will ask clarifying questions to ensure student understanding. **Independent Practice**: Teacher will direct students to work in pre-	1. Scholars will share with the class what they have learned about the water cycle. 2. Scholars will actively listen to today's key points. 3. Scholars will observe and listen as the teacher demonstrates how to identify the topic sentence of each paragraph in the read aloud. Scholars will answer the teacher's questions to demonstrate their understanding.

	assigned groups of three. Teacher will give each student in the group a role: one will read the text aloud, one will highlight the key points, and one will write the points in the graphic organizer. Teacher will walk from group to group, ensuring student understanding, and adjusting instruction as needed. (Will take 2 or 3 days) **Assessment Item 1**: Teacher will provide each scholar with a different text, a highlighter, and a graphic organizer. Teacher will direct scholars to read the text, highlight the key points and record them on the graphic organizer. Teacher will pass out the assessment item# 1 in which the scholars will read two texts determine the key points of each and write a summary of similarities and differences of each text. Teacher will use the scores of the assessment to determine how much of the next lesson will need to focus on determining similarities and differences in the texts. **Closure**: Teacher will ask scholars to summarize what they learned how to do today, with a neighbor.	4. Scholars will work within groups of three. One student will be responsible for reading the text aloud, one student will be responsible for highlighting the topic sentence of each paragraph, and one will be responsible for recording the key points and details on the graphic organizer. When finished, students will share out ideas with the class, and teacher will make adjustments to instruction as needed. 5. Scholars will take the Assessment Item #1 and turn into the teacher. 6. Scholars will share with a partner what they learned how to do.
2	**Lesson:** Scholars will integrate information from two different informational texts for the purpose of speaking or writing knowledgably about the topic. **Anticipatory Set**: Activation of Prior Knowledge: Teacher will direct students to review their graphic organizer and notecards from yesterday, and then discuss with a neighbor what they learned in yesterday's reading lesson. Lesson Information: Key Points: 1. Every text will have a specific points to get across to the reader 2. The reader must determine if the key points in each text is similar or different in order to integrate the information and not repeat information in the final product. Modeling: Teacher will ask scholars to get into their learning groups. Then display the graphic organizer and text from yesterday. Explain that the highlighted the similar key points were in yellow and the different points were in blue. Teacher will read the text aloud, and stop to discuss the similarities and differences regarding the same topic and key points. Teacher will ask clarifying questions to ensure	1. Scholars will rely on prior knowledge and tell the teacher what they learned from the previous lesson. 2. Scholars will observe and listen to the teacher instruct scholars how to use colored notecards, highlighters and graphic organizers to gather information from two texts and integrate into one graphic organizer. 3. Scholars will answer clarifying questions form the teacher to

	scholar understanding of how to identify similarities and differences. Teacher will record the similarities from both texts on the graphic organizer. The differences from each text will then be recorded on the graphic organizer to demonstrate how the information is integrated from two texts to one graphic organizer. **Independent Practice**: Teacher will instruct scholars to work in the same groups as yesterday. Teacher will describe each scholar's role in the group, which will be different from the day before. Teacher will walk from group to group, guiding scholars' learning and asking clarifying questions. Teacher will adjust the instruction as needed for each group. **Assessment Item #2 The** teacher will introduce and provide directions for the assessment item #2. **Closure**: Ask scholar's for a show of hands how many have completed integrating all of their notecard into the graphic organizer. An extra day may be needed to complete this task.	demonstrate comprehension of being to identify similarities and differences in the two different texts. 4. Get into the same learning groups as the previous lesson. Listen to the teacher to find out the scholar responsibility in the group. 5. As the group continue integrating information from the two different texts into one graphic organizer. 6. Return to individual desks and take the assessment item #2. 7. Participate in the class show of hands as to the progress on the research project.
3	**Lesson**: Scholars will finish up the integration of information and begin writing the research project. The remainder of the paper will be drafted in the writing block. Teacher will continue to circulate among the scholars to provided re-teaching to scholars who have not mastered the standard. **Closure:** The teacher will review the important points of integrating information from two different texts into one text that will be written or orally delivered. Inform the scholars that reading and research portion of the project is complete and the writing portion will continue in the writing block. The scholars will search the web and You Tube to find a video to go with their presentation. The scholars will present their projects to the class.	1. Scholars will continue to work in the learning groups to complete the read and research project. 2. Scholars not mastering the standard will work independently with the teacher for additional support. 3. Listen and participate in the teacher instructing the importance of integrating information into one text. 4. Scholars will ask questions of the teacher regarding the unit assessment the next day.
4	**Unit Assessment**: The teacher will instruct the scholars that another way to gather information is to ask and answer questions regarding a topic. The unit assessment will consist of the scholars selecting a topic from the writing basket, writing two questions that they would like to know about the topic and read two different texts to find the answers. One of the texts will be their science book and the second will be a web search using their tablets or computers.	1. Scholars will each select a topic from the writer's basket that has not been discussed in class, but relates to the unit on meteorology. The scholar will write two questions about the topic and read two different texts to gather information to answer the two questions.

Summative Assessment Items: *Attach here.* For each summative assessment item, include an answer key or scoring rubric describing how points are to be awarded.

Assessment Item 1:

This assessment is designed to assess the scholar's ability to read and comprehend information from two different texts and organize it in a graphic organizer by key points and details. Scholars will complete a graphic organizer indicating which resource provided the information. The scholars will select a topic of their choice about any weather phenomenon. The two different texts must be an online source and the other from the class library or the science textbook.

Scoring: The assessment will be worth a total of 20 points. 5 points will be awarded for identifying the most important key point in each text for a total of 10 points. 5 points will also be awarded for discussing the similarities and differences in the most important points in each text. Rubrics follow the assessment.

10 points = 100% 9 points = 90% 8 points = 80% 7 points = 70% 6 points = 60%

Mastery: 16 points will determine mastery.

Fourth Grade Assessment 1

Name _____

Directions: Select a topic of your choice about any whether phenomenon.
Locate two different texts about this topic (one must be an online source)
Complete the graphic organizer identifying the key point of each text

Topic _____

Text #1 _____ Text #2 _____

Key Point _____ Key Point _____

How are the texts similar?

How are the texts different?

Rubric:

Text #1 _____ Text #2 _____

Common Topic _____

Key Point _____ Key Point _____

(5 points) Accurately identifies the most important point. (5 points) Accurately identifies the most important point

How are the texts similar? (5 points)

Compare and contrast at least one similarity and one difference and reference both texts.

How are the texts different? (5 points)

Compare and contrast at least one similarity and one difference and reference both texts

Assessment item 2:

This assessment will assess the scholar's ability to read information from two different texts of the same topic and write an integrated summary of both texts without repeated the same information. The two passages will be provided by the teacher on the assessment.

Scoring: The assessment will be worth 60 points using the six trait writing rubric and multiply by 10%

50 - 60 = exceeds 40 = meets (mastery)

Mastery is determined by a score of 40 or higher

Fourth Grade Assessment Item 2

Name _____

Directions: Read both passages provided by the teacher.

Determine the common topic

Identify the key points of each passage; record them on a graphic organizer or notecards

Write a summary text integrating information from each text item

Common Topic _____

Write an integrated summary below:

Rubric:

Six Trait of Writing Rubric for Ideas and Content

		1-2 points	3 points	4 points	5-6 points	score
Ideas and Content	1. The topic is clearly introduced. 2. The topic is developed using relevant facts, definitions, concrete details, quotations or other information used as examples					

Assessment Item 3:
This assessment is designed to assess the scholar's ability to master the standard:

4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably

Scholars will draw a topic from the teacher's basket about a meteorology topic not discussed in the unit and formulate two questions about the topic. Each scholar will read their textbook and use their tablet to access information from the web to accurately answer their questions. Scholars will use index cards to record information from the texts prior to integrating the information into the graphic organizer that will be needed to formulate their answers. The scholars will then use the information and answer their questions completely.
Scoring: The assessment will be worth 100 points. 20 points will be earned for composing question sentences, 60 for reading two texts and, gathering information, for completing the graphic organizer and 20 points for answering the questions. The rubric is attached.
Mastery: The scholar will have mastered the standard when they earn 80 points. The points will be converted to a percentage. 80% is considered and aligns to the program of instruction.

Fourth Grade Unit Assessment

Name_____

Directions:

1. Select a topic from the basket; find two texts on the topic (the science textbook and one online source).
2. Use the form below to write two questions about the topic
3. Read the texts and record key points on the notecards that is necessary to answers the questions.
4. Use the recorded information to completely answer each question.

Use the lines provided to write your questions to research

1. _____

2. _____

Use the graphic organizer to record information

Topic	
Text #1	Text #2
Most important Point	Most Important Point
Key Details	Key Details
Similarities	
Differences	

Use the lines provided to write the answers to your questions.

Mastery 80/100 point or 80%

Rubric:
Questions: (20 points) **10 points for a complete question relevant to the topic** **5 point for and incomplete question not relevant to the topic**

Topic	
Text #1	Text #2
Most important Point 10 pts	Most Important Point 10 pts
Key Details 10 pts	Key Details 10pts
Similarities 10 pts	
Differences 10 pts	

Answers to questions: (20 points)

10 points for complete logic answer to the question **5 points for an incomplete answer**