Curriculum Sample
Max. 8 Pages

Grade Level	4th grade	**Content Area**	Reading
Course Title (grades 9-12 Only)			
Length of Unit	6 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.*	In the 4th grade students are expected to know how to read a multi-paragraph text to identify the main idea with supporting details, how the author uses reasons to support the main idea, how to make connections between text in particular sentences and paragraphs and how to conduct a basic internet search to research information about a single topic. They are expected to use text types to locate information in paragraphs.		
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.*	Methods of instruction include small group, differentiated instruction using the RTI model. Students will use of technology as a method of instructional research and presentation. Teacher uses informal assessment to drive daily instruction.		
Standard Number and Description *List the Number* and full description for the required Standard.*	4.RI.8 Explain how an author uses reasons and evidence to support particular 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.*	The summative assessment will consist of the students reading an excerpt from "We Are the Ship: A Story of the Negro Baseball League". They will identify claims the author makes in the text and state whether the claim can be traced back to determine if the text is evidence or reasons to support the text. The scholar must also determine if the author's text is a claim or a bias.		
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.*	Scholars will be assessed using a 100 point assessment. 80 points will demonstrate mastery of the standard. Each scholar will earn 20 points by determining whether the text is supported by evidence, 20 points for the scholar to identify evidence and determine if the evidence supports the author's claim, 20 points for the scholar to synthesize to conclude which claims are supported by evidence, 20 points for the scholar to synthesize and state "why" the text supports the author's claim, 20 points to comprehend the author's text and state a claim that is NOT supported by evidence.		
Materials/Resources Needed	Teacher materials: Chart paper, colored markers, internet, You Tube video, "I Have a Dream", hard copy of same speech, graphic organizers, computers, Book, "We Are the Ship: A Story of Negro Baseball		

	League". Student materials: Internet, Book, "We Are the Ship…", computer, pencils, graphic organizer

* ***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	**Anticipatory set:** On the board write the question, "What does Jackie Robinson and Babe Ruth Have in Common?" Each student will write in their journal the answer to this question. After 3 minutes, ask a few students to discuss their answer. **Lesson:** Introduce the "We Are Ship: A Story of Negro League Baseball". Teach the vocabulary words. Write the vocabulary words on the board for students to copy in their agenda. The teacher provides a historical on the topic and clarifies any questions the students have about the history of Negro League baseball. The teacher will begin reading the novel with each small group. During the reading time, teacher and students will focus on how the author uses reasons and evidence to support the ideas in the story. Each group will make a graphic organizer. The second group will use the internet and Google "Negro League Baseball". The third group will select one of five black baseball players to read about and complete a graphic organizer about facts or details of the player. **Closure:** Students will write in their journal one or two paragraphs about their perspective of the lifestyle of these baseball players in the 1920's.	1. Complete and internet search about the Negro League Baseball 2. Read a biography about a negro baseball player and use a graphic organizer to take notes 3. Journal their perspective of the lifestyle of the baseball players.
2	**Anticipatory set:** Ask students to share one thing about what they learned from yesterday…	1. Read a chapter from the novel and use a graphic organizer to identify reasons or evidence that support the main idea.

	Lesson: In the small groups the teacher will teach students to locate key information in the text that supports the author's point. The information will be reasons (facts) or evidence that support various points. Continue to read the novel for comprehension using a graphic organizer to write down evidence to support key points. Students will complete the graphic organizer in their small groups. Groups 2 and 3 will continue to write information for their summary and complete the graphic organizer from today's readings. **Closure:** Teacher will write one of the author's points in the story, from the graphic organizer and call on students to list a piece of evidence to support the point. Teacher will make a list on the board of all of the students' responses.	2. Continue to gather information on their biographies
3	**Anticipatory set:** Ask students to define a summary. Write down responses. **Lesson**: Summary: A brief stating of the most important aspects of the text, To write a summary: • Ask the questions (Who, what, when, where and why) • Write a paragraph that includes this information • Compare and contrast with your prediction to confirm and develop the summary In small groups the teacher will continue to read orally with groups of students for fluency, comprehension and vocabulary. In tier 3, the teacher will read a paragraph while the students follow along, then the students will take turns re-reading the paragraph. When each group is finished the students will return to their groups and write their summary using the steps that were instructed from the lesson and the information collected from the	1. Students will define a summary and write their response on a piece of paper 2. Students will read orally with the teacher for fluency, comprehension an d vocabulary 3. Students will write a paragraph from the story that was just read 4. Use information that was collect from graphic organizer 5. Complete student survey

	graphic organizer from the biographies they have read for the last two days. Each biography must include one main point from the author with evidence in the biography to support the idea. **Closure**: Review parts of the summary that must be included in the project and inform students that they will make a power point presentation that will include the project requirement and two pictures. Homework: Complete summary at home	
4	**Anticipatory set:** Ask the students to how many have complete their summaries and are ready to create the power point. Introduce the schedule for the day. **Lesson:** Review and reteach identifying evidence and reasons to support a main idea. Teacher will work with students in small group and individually. The remaining students will complete their power points and read chapter 7 silently. **Closure:** Students will get with a partner and discuss their graphic organizer. Homework: Read Chapter 8 at home	1. Students will read chapter 7 silently and complete the graphic organizer. 2. Take turn on the computer and complete their power point presentations.
5	**Anticipatory set:** Ask students for the main idea(s) in chapter 8. Write the responses on the board. Ask for the evidence that will support those main ideas. **Lesson:** Use the graphic organizer on the board to instruct the students about how to determine if an idea is supported by evidence or not. Use key words or phrases, heading or subheadings to trace evidence and reasons. Author's ideas that cannot be traced back to evidence must be	1. In a whole group setting, complete a graphic organizer with the teacher. 2. Read an informational text and complete the questions and graphic organizer

	opinions or bias. Hand each student a text excerpt. They will read it, complete the questions at the end. Allow 25 minutes to complete. Teacher will read with the tier 2 and 3 groups giving them more support. After all students are complete, collect the worksheets and review the answers in class. The teacher will grade the worksheets to determine whether the students have understood the standard and adjust lessons plans for the next day. Closure: Review key concepts from the day's lesson and remind students of the power point presentation due date. Homework: Read Chapter nine.	
6	**Anticipatory set:** Review key points of analyzing text. Ask student if they have any questions before the assessment. **Lesson:** Hand out the assessment. Students will read a multi-paragraph informational text. Read it silently and complete the assessment. When all students have completed the assessment, the teacher will call on students to present their power point presentation.	Students will complete the assessment and present their power point to the class.

Paste Summative Assessment Here:

4th Grade Reading Assessment
"We Are the Ship: A Story of the Negro Baseball League"

4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text.

Directions: Read the excerpt from the book "We Are the Ship: A Story of the Negro Baseball League" and answer the following questions.

1. **List one idea from the author** _____

2. **Identify a reason or piece of evidence from the text that supports the author's point.** Use a direct quotation from the text.

_____

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_____

_____

3. Explain **how** this reason or piece of evidence supports the author's point.

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4. **List a second claim that is supported by evidence** _____ _____

5. **Write a reason or piece of evidence that supports the claim above**

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6. Explain **how** this reason or piece of evidence supports the author's point.

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Paste Answer Key/Scoring Rubric Here:

4th Grade Reading Assessment

1. Must be a complete and valid idea from the author.	(10 points)
Incomplete thought	(10 points)
2. Must identify a direct quote from the text that supports the author's point.	(20 points)
Incomplete thought	(10 points)
3. Must explain HOW the evidence supports the author's point.	(20 points)
Incomplete thought or incomplete claim	(10 point)
4. Must be a complete and valid idea from the author.	(10 points)
Incomplete thought	(10 points)
5. Must identify a direct quote from the text that supports the author's point.	(20 points)
Incomplete thought	(10 points)
6. Must explain HOW the evidence supports the author's point.	(20 points)
Incomplete thought or incomplete claim	(10 point)

Total: 100 points. 80 points indicates mastery