Curriculum Sample Template
Max. 8 Pages

Grade Level	4th grade	**Content Area**	Reading
Course Title (grades 9-12 Only)	N/A		
Length of Unit	3 days + 1 day for the summative assessment	**Time of Year**	4th 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 will be able to read grade level text fluently. Students will be able to identify the main idea of a text. Students will understand the difference between fiction and nonfiction writing. Students will be able to express ideas by writing and speaking in full sentences. Students will have background knowledge of the Science content discussed in the texts, including knowledge of the water cycle and meteorology.		
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 8th 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. Prior to beginning instruction, the teacher will administer an aligned pre-test to assess student understanding, and use data from this to target individual students' needs throughout the unit. Students will individually graph their results on both the pre- and post-tests, and graph their results in an individual portfolio, which serves as a visual representation of progress towards their "Big Goal" in Reading.		
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.*	At the end of this unit, students will complete a graphic organizer, describing how the reasons in an informational text support particular points made by the author. Then, students will be asked to write a three-paragraph review of the text, explaining how the author did or did not use adequate reasons and evidence to support points in the text.		
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*	Each item in Part I of the assessment will be worth one point each. The essay will be worth four points—one point for each area described in the instruction and in the rubric. Thus, there will be a total of 10 possible points. Grading will be based on the following scale: Grading scale: 0-5 points= Falls Far Below; 6-7 points = Approaches; 8-9		

demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.	points= Meets; 10 points= Exceeds. According to the program of instruction, a score of 80% or higher indicates mastery. Thus, a score of 8, 9, or 10 points will indicate mastery of this standard. Please see the answer key and rubric attached.
Materials/Resources Needed	Copies of text for Modeling, Guided Practice, and Independent practice each day, highlighters, graphic organizers, chart paper, document camera

Lesson (add as needed)	**Instruction** TW= Teacher will; SW = Student will; TPS= Think, Pair, Share; INM = Introduction to new material; CFU = Check for understanding; GP= Guided practice; IP = Independent practice	**Student Activities**
1	**Activation of Prior Knowledge:** TW direct students to TPS about what they've been learning in Science this week.	SW TPS with their partner, to discuss that they've been learning about the water cycle.
	Objective: SW identify the topic sentences of paragraphs in an informational text.	SW repeat the objective and discuss how it will help them reach their Big Goal in Reading this year.
	INM: 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 sentence of each paragraph by thinking about what we read, and what the paragraph is mostly about.	SW actively listen to today's key ponts.
	Modeling: TW project an informational text about the water cycle on the document camera. TW read the text aloud, using the "Think Aloud" method to describe the main idea and topic sentences. Then, TW reread the text, and highlight the topic sentence of each paragraph. TW record these topic sentences on a graphic organizer for the class to see. TW ask clarifying questions to ensure student understanding.	SW watch and listen as the teacher demonstrates how to identify the topic sentence of each paragraph in the read aloud. SW answer the teacher's questions to demonstrate their understanding.
	Guided Practice: TW direct students to work in pre-assigned groups of three. TW give each student in the group a role: one will read the text aloud, one will highlight the topic sentences, and one will write the topics in the graphic organizer. TW walk from group to group, ensuring student understanding, and adjusting instruction as needed.	SW 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 topics on the graphic organizer. When finished, students will share out ideas with the class, and teacher will make adjustments to instruction as needed.
	Independent Practice: TW provide each student with a different multi-paragraph text, a highlighter, and a graphic organizer. TW direct students to read the text, highlight the topic sentences, and record them on the	SW read the text, highlight the topic sentences, and record them in their graphic organizer.

	graphic organizer. **Assessment:** TW use the IP as an assessment of students' ability to identify the topic sentence in a paragraph. **Closure:** TW ask students to summarize what they learned how to do today, with a neighbor.	Any student who does not show adequate understanding of today's objective will meet with the teacher in a small group setting for remediation of the skill. SW TPS what they learned how to do today.
2	**Activation of Prior Knowledge:** TW direct students to review their graphic organizer from yesterday, then discuss with a neighbor what they learned in yesterday's reading lesson. **Objective:** SW identify the reasons and evidence an author uses to support the topic sentence in an informational text. **INM:** Key Points: 1. An author will write reasons and evidence to support a topic sentence in each paragraph of an informational text. 2. A reason is a sentence that describes why something is true. 3. Evidence is usually in the form of facts, definitions, and statistics or data. 4. We can identify reasons and evidence in a text be reviewing the sentences around the topic sentence. **Modeling:** TW display the graphic organizer and text from yesterday. TW explain that she highlighted the topic sentence in yellow. Today, she'll highlight reasons and evidence in pink. TW read the text aloud, and stop to discuss the reasons and evidence she hears in each paragraph. TW use language like "This reason supports the topic because…" and "This is evidence of the topic because…" TW ask clarifying questions to ensure student understanding of how to identify reasons and evidence. TW record reasons and evidence for each topic sentence on the graphic organizer, to illustrate how they connect. **Guided Practice:** TW direct students to work in the same groups as yesterday. TW describe each student's role in the group, which will be different from the day before. TW walk from group to group, guiding students' learning and asking clarifying questions. TW adjust her instruction as needed for each group. **Independent Practice:** TW direct students to retrieve the IP text from yesterday, along with their independent graphic organizer. TW provide	SW TPS about what they learned how to do yesterday, which was identify the topic sentence of a paragraph in a nonfiction text. SW repeat today's objective, and discuss how it will help them reach their Big Goal in Reading. SW listen to today's key points. SW actively listen and watch as the teacher reads the text aloud, and highlights the reasons and evidence. SW watch as the teacher records the reasons and evidence on the graphic organizer. SW answer the teacher's questions to demonstrate understanding of how to identify an author's reasons and evidence. SW work in their group of three. One student will read the text aloud, one will highlight the supporting reasons and evidence in pink, and one will record the reasons/evidence on the group's graphic organizer. SW answer the teacher's questions as she meets with their group, and ask any questions they have about the skill of identifying reasons and evidence.

	each student with a pink highlighter. TW direct students to read the text, highlight any supporting information they read, and record it on their graphic organizer, connecting it to a topic sentence. **Assessment:** TW use today's IP as an assessment of student understanding. **Closure:** TW ask students "How can we identify reasons and evidence in a paragraph?"	SW read the text, highlight supporting reasons and evidence, and record it to show connections between the information and the topic sentences. Any student who did not show adequate understanding of the objective will meet with the teacher in a small group setting for remediation. SW TPS their answer to the question.
3 **(Will take two days)**	**Activation of Prior Knowledge:** TW direct students to summarize what they've learned about thus far in the reading unit. **Objective:** SW write a Book Review which evaluates an author's use of details and evidence in informational text. **INM:** Key Points: 1. Some authors provide high quality reasoning and evidence for their topics, and some do not. 2. You can tell if the reasons/evidence are high quality by asking two questions: a. Is there enough information to support the topic fully? And b. Are the reasons and evidence factual and correct? 3. If your answer to both of these questions is "Yes," then the author likely did a good job of providing support for the topics. 4. If your answer is "No," to one or both of these questions, then the author probably did not do a good job of supporting the topics in the informational text. **Modeling:** TW project two different texts on the topic of the water cycle using the document camera. TW also project a graphic organizer, with the questions from the "Key Points" listed on it. TW read one text at a time, and use the "Think Aloud" strategy to identify the topic sentence and the supporting information. Then, TW explain how one text does not do a good job, because there is not enough information, and much of the reasoning and evidence is actually wrong, based on other things that she has read. TW then explain that the 2nd text is very strong, because it includes three to five reasons and pieces of evidence for each topic, and the reasons and evidence are correct and based in fact. Then, TW model writing a three-paragraph evaluation of the first (low quality) text. TW use the "Think Aloud" strategy as she writes, describing what information and evidence from the text to include in the	SW TPS to summarize what they've learned about topic sentences and supporting information. SW repeat today's objective, and discuss how it will help them reach their Big Goal in reading at the end of the year. SW listen actively to today's key points. SW actively listen and watch as the teacher demonstrates how to evaluate an author's use of reasons and evidence to support the topics. SW see the differences between a well-written text which includes much evidence and factual information, and another one which does not. SW answer questions as the teacher asks, to demonstrate understanding. SW watch as the teacher drafts a three-paragraph essay, explaining how the author does not provide enough information to support the topics.

	review. **Guided Practice:** (Day 2 of this lesson). TW re-read the second text, which is a high quality text, rich with factual reasons and evidence. TW facilitate a class discussion on why this is a strong text, asking students to share their ideas. Then, TW begin writing a three-paragraph review of this text, and ask students to share their ideas aloud as she acts as the scribe for the report.	SW actively listen as the teacher reads the text. Then, SW discuss how the reasons and evidence in this text strongly support the topic sentences. They will pick out factual evidence, and strong reasons, and dictate what the teacher should write in the essay.
	Independent Practice: TW provide students with two examples of nonfiction text, on the topic of meteorology. TW direct students to identify and record the topic sentence and supporting information of each, on a graphic organizer. Then, TW direct students to choose one text and write an evaluation of it, based on the strength of its reasons and evidence. **Assessment:** TW use the IP as an assessment of student progress towards this objective.	SW read the two texts, and identify their topic sentences and the supporting information for each topic. SW record this information on their graphic organizer. Then, SW choose one of the texts, and write a review of it. In three paragraphs, SW describe how the author did or did not use reasons and evidence to support the topics. SW use evidence from the text to support their argument.
	Closure: TW ask students to summarize how to evaluate and author's use of reasons and evidence.	Any student who did not show adequate mastery of the objective will meet with the teacher in a small group setting for remediation before the unit test.

Reading Assessment

Name: _____

ADE 2010 ELA Standards (CCSS). 4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.

Part I. Directions: Read the passage. Then, identify the topic sentence of two paragraphs. Then, provide two examples of supporting reasons and evidence for each topic sentence.

1.) Two clams that were once listed as extinct have been rediscovered. Scientists that study mollusks found them in West Sosaria. Richard Garriott, a marine biologist, found one of the clams. It is known as the Moonglow mollusk. When Garriott saw the clam, he knew right away what he had found. "It is my favorite clam," he said. He has found other clams once thought extinct. Chuck Bueche wasn't so sure of what he found right away. "I didn't know that I'd found an extinct clam at first," Bueche said. "It looked odd, and I knew that I hadn't seen it before."

2.) Clams are an important part of the ecosystem in West Sosaria. Sosaria has the most species of freshwater mollusks in the world. Forty years ago, dams were built on the Maelstrom River. Some clams that lived in the river lost their home when the water became still. Some animals could not live in the dirty water. Clams keep water clean by acting as filters. They are also food to birds, sea mammals and other sea life.

Part I: Identify two topic sentences from the text. Then, write two reasons or examples of evidence the author uses to support the topic sentence. (1 point each)

Topic Sentence 1:

Reason/Evidence 1	**Reason/Evidence 2**

Topic Sentence 2:

Reason/Evidence 1	**Reason/Evidence 2**

Part II: Write a three-paragraph essay, evaluating the author's use of reasoning and evidence to support the topics. Be sure to use evidence from the text to support your explanation. (4 points)

_____
_____
_____
_____
_____
_____

Answer Key:

Topic Sentence 1:
Two clams that were once listed as extinct have been rediscovered.

Reason/Evidence 1	***Reason/Evidence 2***
Richard Garriott, a marine biologist, found one of the clams.	*When Garriott saw the clam, he knew right away what he had found. "It is my favorite clam," he said.*

Topic Sentence 2:
Clams are an important part of the ecosystem in West Sosaria.

Reason/Evidence 1	***Reason/Evidence 2***
Sosaria has the most species of freshwater mollusks in the world.	*Clams keep water clean by acting as filters. They are also food to birds, sea mammals and other sea life.*

Essay Rubric:

Descriptor	**Yes (1 point) or No (0 points)**
The essay addresses the quantity of information provided by the author, describing whether or not there was enough information given.	
The essay address the quality of information provided by the author, describing whether or not the information provided is correct and factual.	
The essay includes the student's opinion of the author's work; describing whether they think the supporting information is strong or weak.	
The essay includes evidence from the text, to support the student's evaluation of the author's use of supporting facts.	

Total score: _____/ 10 Grading scale: 0-5 points= Falls Far Below; 6-7 points = Approaches; 8-9 points= Meets; 10 points= Exceeds