Grade Level	4	**Content Area**	**English Language Arts - Reading**
Course Title (grades 9-12) Only			
Length of Unit	1 day	**Time of Year**	Fall
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Mastery of knowledge from lessons taught with common core standards K.RL.1 - 4.RL.7, K.RI.1-4.RI.7, K.W.1 - 4.W.6 and all foundation standards as indicated and adopted by the state. Students can integrate knowledge and ideas as they read informational text. They can demonstrate knowledge of the differences between fiction and nonfiction. They know some about the relationship between Cause & Effect .		
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.*	Direct instruction method - Show, Discuss, Apply; Group instruction, Whole Group, Partner, and individual Oral reading, Problem Solving skill development Key Ideas and Details: 1) Refer to details and examples in the text when explaining what the text says explicitly and when drawing inferences from the text. 2) Describe in depth a specific cause and effect described through the text, drawing on a specific example in the story, or specific details in the text (e.g., a character's thoughts, words or actions.) 3) The student will refer to the text when drawing conclusions as well as when answering directly stated questions. The student will refer to the text to describe various story elements. 4) The student will identify the author's reasons and evidence. They will explain how the author uses reasons to support particular points in the text and evidence to support particular points in the text.		
Standard Number and Description *List the Number* and full description for the required Standard.*	Grade: 4 Strand: 4.RI.8 - Reading Standards for Informational Text (RI) Cluster: Integration of Knowledge and Ideas Standard: # 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*	Student will read the attached story then answer the question on the following sheets. Answer key attached:		

Scoring Scale and Mastery Level	School grading scale as follows: 5 questions @ 20 points each = 100% 94% - 100% = A 87% - 93% = B 80% - 86% = C 80% or greater = Mastery of standard 4.RI.8 70% – 79% = D Needs Remediation 69% - 0% = Needs remediation
Materials/Resources Needed	Reading passage "Nights of the Pufflings"; K-W-L paper; Vocabulary worksheet; Assessment Test

Lesson (add as needed)	**Instruction**	**Student Activities**
1	**Lesson 1** **Lesson objective** (target) :**"Explain how an author uses reasons and evidence to support points of a text."** (Target) The teacher will welcome and thank the students for attending class. 1 - Review vocabulary: The teacher will distribute a photocopy of page 85 of Noah Webster "Blue Back Speller" book. The teacher will introduce the new words: Concision, elision, incision, division, elysian, allusion, decision, precision, derision, provision, cohesion, illusion, conclusion. The teacher will orally say the vocabulary words and definitions; the teacher will discuss the vocabulary words, demonstrate or draw pictures of the words for ELL students. The teacher will place words on the word wall, referring back to the words during the reading of the text. Teacher will pass out some previously prepared drill cards which have the word definition and example sentence on one side and the word being learned on the opposite. The teacher will divide the class into groups of two and allow time for students to master the new words. The teacher will set a purpose for reading. The teacher will remind them that one purpose for reading is to find out how or why things happen.	The student will repeat vocabulary words and definitions. Students are divided into groups of two and are given drill cards to practice defining and spelling the words, and their use in a sentence. (Mastery based drill method and group leaning)

	Teacher will review use of "Thinking maps" and how they are used to accomplish several objectives. The teacher will then introduce our **American forefather Governor John Hancock,** and **inform the students that their school is named after this man. Teacher will briefly review his historical contributions to the freedom and liberty we enjoy today in America his bravery, and show his signature on the Declaration of Independence.** The teacher will explain that **the founders of their school are distant cousins to Governor John Hancock.** The teacher will then hand out a copy of John Hancock's speech that he gave protesting the "Townshend Acts." Teacher will explain how John Hancock used good reasons and evidence to support his point and claims (Target) The teacher will diagram John Hancock's speech on a "Brace or Tree map." and then clearly identify what reasons and evidence Gov. John Hancock gave to support the points he made in the text.(target) The teacher will then have some students student come to the front white board and diagram John Hancock's speech. Upon completion, each student explain how and why John Hancock used reasons and evidence to support particular his points in his speech. Summative Assessment Class dismissed	Students will practice making Tree and Brace, Bubble sheets Students will learn specific details of American history briefly relating to their school. Students will reread the speech and practice "explaining how John Hancock used good reasons and sound evidence to back up his speech. (Target) The student will practice developing the necessary skills needed to master the target objective by practicing making - thinking maps and bubble maps , tree maps, brace maps and cause and effect maps of Governor John Hancock's speech on the white board.

Name _____

Read the following text taken from How does a Cloud become a Thunderstorm by Mike Graf, then answer the questions below.

There are about 1,800 thunderstorms each day that hit the planet. Lightning strikes Earth about 100 times a second, and 20 million times a year. Thunderstorms have amazed people for a long time. Some people thought thunderstorms were gods' way of punishing them. The ancient Greeks believed lightning was a weapon used by gods. They even built temples on areas that had been hit by lightning. They did this because they thought the ground struck was sacred, or holy. Some ancient cultures believed lightning was created by bad spirits. Many villages kept church bells ringing to scare these evil spirits away and to keep lightning strikes from hitting them. Some Native Americans believed lightning was made by the colorful feathers of a bird called the Thunderbird. They believed that thunder was made when the bird flapped its wings.

Thunderstorms come from an invisible moisture that rose up from the ground. This water vapor gathered to form a cloud. Finally there was too much water for the cloud to hold, and rain began to fall. The rising and sinking air, combined with the droplets of water bumping into each other, created electrical charges, meaning positive or negative properties. The electrical charges hit the ground in the form of lighting. The once-harmless cloud had turned into a dangerous thunderstorm.

Not all lightning strikes the ground. Sometimes bolts flash inside a cloud. This is called an intracloud flash. Other lightning bolts seem to come out of nowhere. These are "bolts for the blue". They come from the side of a storm cloud that is miles away. When lightning strikes the ground, it is more likely to hit tall objects such a trees.

1. What do you think the author gives for reasons thunderstorms amaze people?
   a. There are 1,800 thunderstorms each day
   b. People believed it was a way god was punishing them
   c. People thought it was created by evil spirits

2. What examples does the author give to show what man used to think thunderstorms and lightning was?
   a. Evil spirits
   b. A way of punishment
   c. Sacred or holy
   d. All of the above
   e. None of the above

3. Why didn't the early inhabitants see how thunderstorms were made?
   a. Because they were blind
   b. The moisture was invisible that rose from the ground
   c. They didn't understand science

4. What does the author give to show there are different kind of lightning?
   a. An intracloud flash
   b. Bolts for the blue
   c. Cloudless thunderstorm

5. The Native Americans believed what about thurnderstorms?
   a. It was made by a colorful feather bird
   b. It was an evil spirit
   c. It was a present from God

Key

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

Questions	Answers
1. A	There are 1,800 thunderstorms each day
2. D	All of the above
3. B	The moisture was invisible that rose from the ground
4. A and B	An intracloud flash and Bolts for the blue
5. A	It was made by a colorful feather bird