A.5. Curriculum Sample for 4th Grade Reading

Grade Level	**Content Area**	**Course Title** *(For 9-12 Samples Only)*	**Unit Title**
Fourth Grade	Reading	N/A	Do You Know What I Mean?
Length of Unit	**Time of Year Taught**	**Expected Prior Knowledge**	
5 Days	First Quarter	Students' prior knowledge will include understanding comparing and contrasting story elements. Students will be able to write a complete paragraph using grade level grammar, spelling and punctuation.	
Unit Description			
Unit 1 is titled *Reaching Out*. Students will learn about people's experiences helping others by conducting interviews. Students will use their notes from their interviews to compose articles that will be compiled into a class book.			

Standards:	Reading Standards for Information Text, Craft and Structure #6 RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	Weekly assessments provided by publisher of book. Final assessment: Students will read two current event articles, one written by a person with a firsthand account of an event and one written by a person with a secondhand account of the same event. Students will be asked to read and analyze the two articles and compare and contrast creating Venn Diagram. Students will use their Venn Diagrams to write a paragraph comparing and contrasting both articles.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	The summative assessment will be scored using 2 rubrics (one rubric for the Venn Diagram and one rubric for the paragraph). Students will be given a copy of both rubrics prior to beginning of the assessment. Venn Diagram rubric is worth 4 points. A score of 3 would equal mastery (80%). The Paragraph rubric is worth 4 points. A score of 3 would equal mastery (80%).
Materials/Resources Needed *Include all items for the entire unit.*	Houghton Mifflin Harcourt Journeys text (TE and student edition), Projector, Projectable 6.1, 6.2, 2.4, 2.8; Student Workbook; lined paper, pencils, erasers, Decodable Readers – *Tim Wishes Twice* and *Once Upon a Cool Motorcycle Dude.*

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	Comprehension Read *Tim Wishes Twice*. Display Projectable 6.1. As you read each sentence, model how to read with fluency. Reread the passage aloud. Then ask the students to compare and contrast the two main characters. Have students use a T-map to list the character traits of each. Next, have students get in pairs and compare and contrast Tim's first and second wishes. Develop Background Explain that *Once Upon a Cool Motorcycle Dude* is about two students who create different versions of a story about an unusual	Comprehension Explain that when readers compare and contrast, they think about similarities and differences. Read and discuss page 149. Have students use a Venn Diagram to compare and contrast text details. Explain that readers can use similarities and differences to infer details and predict changes in the plot. Main Selection Explain that as they read, students will use Graphic Organizer 14, a Venn Diagram, to compare and contrast. Students will use the Venn Diagram to infer how the characters and the stories they tell are alike and different and to	Develop Comprehension Pause at the stopping points to ask students to analyze story structure, then compare and contrast the narrators. Students should be able to draw conclusions about the disagreements between the narrators. Remind students that to infer means using text details to figure out what the author does not say directly. Explain that readers can compare character behaviors to make inferences about characters, and to predict how the plot may shift. Display Projectable 6.3. Develop Comprehension	Comprehension Tell students that this selection is a magazine article that explains how storyteller Diane Ferlatte's career had its roots in her family gatherings. Have students read the informational text independently. Explain that informational texts are often based on primary sources, which includes original documents as well as interviews. Have students examine the magazine article to determine which types of primary sources its uses. Develop Comprehension Pause at the stopping	Connect & Extend Have students compare and contrast this week's reading selections. Ask the students to compare and contrast the ways a person can tell a story. Use the prompts on page T44 to help deepen student thinking and discussion. Support students' ideas and details. Have students discuss their independent reading for the week. Extend Through Research Tell students that when they conduct research they should evaluate a variety of sources for information on their topic. Work with students to brainstorm

	warrior. Use the chart on page 148 to discuss how one familiar story can be told in different ways around the world. Have students read silently, and then read the passage aloud.	predict how the story will end. Read aloud the Essential Question on page 151. Tell students to think about this question as they read the story.	Ask students to identify cause and effect. Have them draw conclusions, and then infer Author's viewpoint.	points to ask students why oral storytelling is an important tradition. Discuss other cultures that use oral storytelling.	examples of primary and secondary sources. Discuss the advantages and disadvantages of each as a source of research information.

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Student Activities and Timeline	Comprehension Students will listen as the teacher reads *Tim Wishes Twice*. As you read each sentence, make sure to read with fluency. Reread the passage aloud. Students will compare and contrast the two main characters using a Venn Diagram. They will next use a T-map to list the character traits of each. Next, students will get in pairs and compare and contrast	Comprehension Students will listen for similarities and differences to compare and contrast. Students will read and discuss page 149. Students use a Venn Diagram to compare and contrast text details. Main Selection Students will use Graphic Organizer 14, a Venn Diagram, to compare and contrast. Students will use the	Develop Comprehension Students will be asked to analyze story structure, then compare and contrast the narrators. Students will draw conclusions about the disagreements between the narrators. Students infer how they use text details to figure out what the author does not say directly. Develop	Comprehension Students will read the magazine article about storyteller Diane Ferlatte's career and how it was rooted in her family gatherings. Explain that informational texts are often based on Discuss how primary sources include original documents as well as interviews. Students examine the magazine article to determine which types of primary sources its	Connect & Extend Students compare and contrast this week's reading selections. Next, students will compare and contrast the ways a person can tell a story. Using the prompts on page T44, students will deepen student thinking and discussion. Students will discuss their independent reading for the week. Extend Through Research

	Tim's first and second wishes. <u>Develop Background</u> Students will read *Once Upon a Cool Motorcycle Dude.* The students will compare and contrast how two students created different versions of a story about an unusual warrior. They will use the chart on page 148 to discuss how one familiar story can be told in different ways around the world.	Venn Diagram to infer how the characters and the stories they tell are alike and different and to predict how the story will end. Students will think about the Essential Question on page 151 as they read the story.	<u>Comprehension</u> Students will identify cause and effect. They will draw conclusions, then infer Author's viewpoint.	uses. <u>Develop Comprehension</u> Students will discuss the importance of oral storytelling. Students will also read pages 164-165 and then record important names and events. Students will discuss how other cultures that use oral storytelling.	Students will learn that when they conduct research, they should evaluate a variety of sources for information on their topic. Students to brainstorm examples of primary and secondary sources. Discuss the advantages and disadvantages of each as a source of research information.

Students will read two articles about the Tsunami in Japan. They will analyze the multiple accounts of the same event, the Tsunami disaster. They will then compare and contrast the two different sources: the first hand account and the second hand account. Students will be assessed using a rubric to determine how well the students describe the differences in focus and the information provided in the two sources. Students will use a Venn Diagram to demonstrate their findings and ideas. They will then use the information from the Venn Diagram to write a paragraph comparing and contrasting the two articles paper.

Scoring Rubric for Paragraph

Skills/Criteria	4	3	2	1	Score
	The paper uses sufficient supporting details to clearly compare and contrast the events in a point-by-point structure by using specific examples to illustrate the comparisons.	The paper clearly compares and contrasts items clearly, but the supporting information is general. The structure of the paper does not follow a consistent order when discussing the comparison.	The paper clearly compares and contrasts events, yet supporting information is not complete, and some of the information is listed in the wrong section in a distracting and an illogical order.	The paper either compares or contrasts, but it does not do both. There is no supporting information, or support is incomplete. Many details are not in a logical or expected order. The organization of the writing makes very little sense.	
Score					/4

Scoring Rubric for Venn Diagram

Skills/Criteria	4	3	2	1	Score
	All statements are placed in the correct circle, and are supported by the text. The student is able to make 3 or more comparison statements in each circle.	Most statements are supported by the text, and are placed in the correct circle, student may have mixed up 1or 2 statements. Student makes 2-3 statements in each circle.	Few of the statements are supported by the text, and a few of the statements are placed in the correct circle. Student makes only one comparison statements in each circle.	None of the statements are supported by the text. Either none, or only one of the statements is placed in the correct circle. Student makes either none or one comparison statement in each circle.	
Score					/4