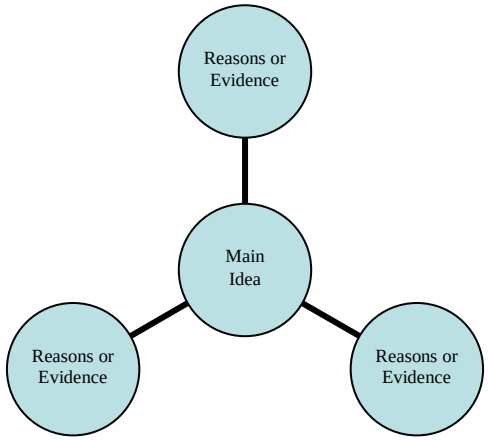
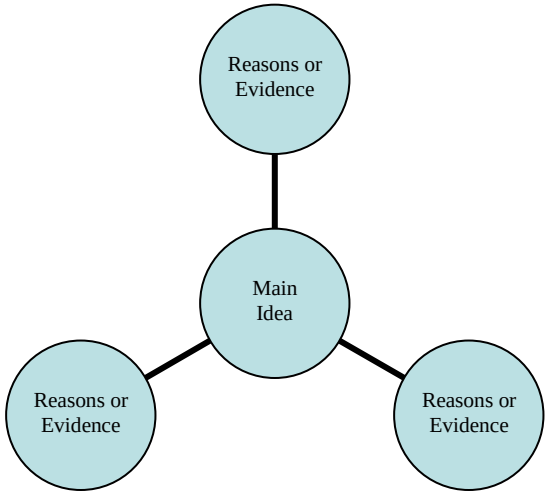
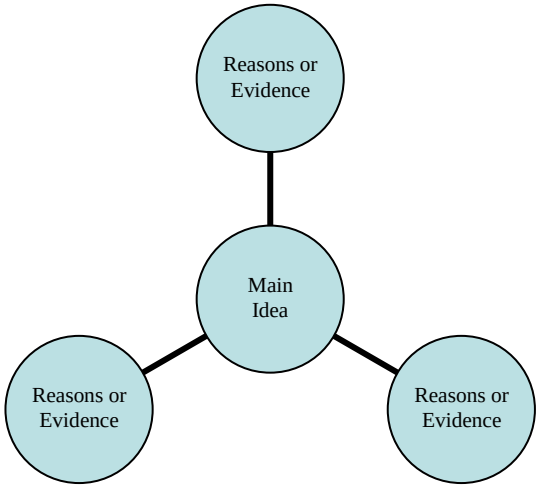
Curriculum Sample for 4th Grade Reading

Grade Level	4th	**Content Area**	Reading
Course Title (grades 9-12 Only)	n/a		
Length of Unit	5 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.*	Students will be able to identify and describe the reasons an author gives to support points in text. Students will be able to describe the logical connection between particular sentences and paragraphs in a text. Students will know story elements (plot, setting, characters, etc.).		
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.*	Students will be taught using scaffolding methods as well as with direct instruction. Through lecture-discussions and demonstrations, students will develop their knowledge while practicing problem-based learning & inquiry activities.		
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.*	Students will complete the "Quiz" on a new story called, "Ecology for Kids" in order to explain how an author uses reasons and evidence to support particular points in a text. Students will use complete sentences when answering the 8 questions worth a maximum total number of 20 points.		
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.*	Students will exhibit skills explaining how an author uses reasons and evidence to support particular points in his or her text. This will involve reading a new story, "Ecology for Kids" and then taking a quiz to demonstrate their knowledge and understanding of the given standard. The Quiz is worth 20 points total (Question 1-6 = 2 points maximum each; Questions 7 & 8 = 4 points maximum each). 16 points or higher = mastery which is set at 80% or higher.		
Materials/Resources Needed	4th Grade Teacher's Edition Journeys book, Volume 4; Matching 4th Grade Student Journeys books; Quiz.		

Lesson (add as needed)	**Instruction**	**Student Activities**
1	The teacher tells the students that they are moving on to a new unit to learn and explain how an author uses reasons and evidence to support particular points in a text. The teacher asks the students what they think this means. The teacher highlights to the students that the author has many ways in which he or she can use reasons and evidence to support particular points in a text. For example, specific facts, powerful photographs and illustrations, poetry, and tables of evidence are all good instances. The teacher tells the students to close their eyes and visualize what the teacher says and then write down 3 descriptive details that make up their personal mental pictures. The teacher says; 1) Winter 2) Summer 3) Beach 4) Fall The teacher explains that these could be key details in a book which could be reasons and evidence to support particular points in a text made by the author. The teacher tells the students they can use this visualization strategy to help them identify the most important main ideas and supporting details of each part of the story. The teacher further explains that descriptive details will help them create mental pictures that make the main ideas clearer. The teacher tells the students they are going to read a story by Lise Erdrich and illustrated by Julie Buffalohead called, “Sacagawea.” The teacher tells the students that the story is a biography. The teacher tells the students to look for the most important ideas the author presents and look for details that give facts and examples which support those main ideas. The teacher tells the students to write down	The students listen to the teacher. The students raise their hands and wait to be called upon to answer the question. The teacher stimulates a discussion. The students listen and then close their eyes to visualize what the teacher says. The students then write down 3 descriptive details that make up their personal mental pictures for each of the seasonal concepts that the teacher has cited. The students listen to the teacher. The students listen to the teacher.

	any important ideas that are presented during the reading. The teacher puts this chart on the board for the students to use when explaining how an author uses reasons and evidence to support particular points in a text and completes one for an example.  The teacher selects a different student to read and switches for each 1-2 paragraphs for pages 502-506. After this, the teacher gives the students 10 minutes to complete their charts for each main point they found. The teacher then tells the students under each of their charts, they must write a sentence or two that explains why the reasons and/or evidence support the main idea.	Students listen, read, and record any main ideas the author is telling us about using the chart below.  The students read and record their answers. The students write a sentence or two that explains why the reasons and/or evidence support the main idea.
2	The teacher introduces the 2nd lesson by highlighting to the students that they will continue their studies on learning how to explain how an author uses reasons and evidence to support particular points in a text. Students are told that they will now review the charts that they completed in the last lesson. The teacher asks the students to share their findings in a discussion format when called upon. The teacher tells the students they will now read pages 506 together.	The students listen and get their completed charts out which show the reasons and/or evidence which support the main ideas of the text. The students and the teacher discuss the main ideas thus far as the teacher records the reasons and evidence presented by the students on the board.

	Afterwards the teacher asks the students to draw another chart to identify and summarize the main idea and supporting details in the last paragraph on page 506. Students should then write a sentence to explain why the reasons and/or evidence support the main idea.	 Students record their answers on this chart and then the teacher calls upon a student to explain why the reasons and/or evidence support the main idea. A discussion will occur.
	The teacher selects a different student to read and switches for each 1-2 paragraphs for pages 507-509.	The students read and discuss their answers with a partner finding that rugged terrains, powerful floods, and even waterfalls en route would not discourage the determined Corps of Discovery from reaching their destination.
	The teacher asks, "On page 508, what details given by the author supports the main idea that the Corps of Discovery were determined to get to their destination?" Students are told by the teacher to read the page again and discuss their findings with a partner.	Students listen and participate in the discussion with a partner.
	The teacher and students discuss the findings about the determined Corps of Discovery and how well the author uses reasons to support the points in the text.	The students listen to the teacher and participate in the discussion.

3	The teacher introduces the 3rd lesson by highlighting to the students that they will continue their studies on learning how to explain how an author uses reasons and evidence to support particular points in a text. The teacher tells the students they will read the next pages, 509-513 and then discuss any supporting reasons for the main points in the text. The teacher selects a different student to read each 1-2 paragraphs. After page 511 has been read, the teacher asks the students, "As Sacagawea reunited with the Shoshone on pages 509-510, which phrases help you visualize what happens. Students are called upon. The teacher helps the students in a discussion to determine the phrases are, "moved, tears kept flooding, wept, jumped up". Afterwards, the teacher asks the students if she did a good job in using these reasons as evidence to support the reunion. The teacher asks, "On page 511, what details given by the author supports the main idea that the Corps of Discovery were faced with danger on their journey?" Students are told by the teacher to read the page again and discuss their findings with a partner. Students are also told by the teacher to decide if the author gave appropriate and sufficient reasons in the description. The teacher tells the students that the reasons the author is using are great at supporting the main points in the text and that they should consider this when reading and writing themselves at all times.	The students listen to the teacher. The students listen to the teacher and read. The students read and then raise their hand to be called upon. Each student called upon writes the word or phrase on the board. The students and the teacher discuss this. Students read and discuss their answers with a partner finding that the author does a great job in giving reasons such as the "Journey almost killed them" and "The mountain paths were narrow and dangerous, especially once it started to snow" and "Their feet froze", "They didn't have enough to eat", and the mountains seemed without end. The students listen to the teacher and then write a paragraph on why the author gives relevant and sufficient reasons to support the main idea that the Corps of Discovery were faced with danger on their journey. The teacher circulates during this time, talks with the students and assesses their understanding of the given standard.
4	The teacher introduces the 4th lesson by highlighting to the students that they will continue their studies on learning how to explain how an author uses reasons and evidence to support particular points in a text. The teacher tells the students they will read the next pages, 514-516 and then discuss any supporting reasons for the main points in the text. The teacher selects a different student to read each 1-2 paragraphs. The teacher tells the students that with a partner, they should discuss:	The students listen to the teacher. Students listen and read. The students work with a partner to discuss these questions as and

	What made the Corps of Discovery team successful? What challenges did they face? How did they work together to meet these challenges? How important was Sacagawea as a member of this team? The students are told in their discussion to use the reasons the author gives from the selection to support their thoughts. Students are also told by the teacher that they must write their explanations for each question for how the author used these reasons and evidence to support the particular points in her text. The teacher then tells the students that with a partner or small group they are to pick a scene from the story and act it out, using the key reasons and evidence presented to support their performance.	then write their answers for each question for how the author used these reasons and evidence to support the particular points in her text. The students work with a partner or small group pick a scene from the story and then act it out, using the key reasons and evidence presented to support their performance. The teacher circulates during this time, talks with the students and assesses their understanding of the given standard. Students then perform their act to the rest of the class who try to determine the main idea and supporting reasons and/or evidence for each act.
5	The teacher explains to the students that they will now be tested to see how well they can explain how an author uses reasons and evidence to support particular points in a text. The teacher and students read the story, "Ecology for Kids." The teacher gives the students a "Quiz" to complete individually and determine their understanding and mastery of the given standard. The teacher distributes the quizzes to the students and tells them to start.	The students and the teacher read, "Ecology for Kids.' Students then complete the "Quiz " individually by writing their answers on the quiz sheet. Students may refer to their student book during the quiz.

Summative Assessment:

Quiz

Name _____Date_____

Directions: Read the informational text, "Ecology for Kids" and answer the following questions in complete sentences in order to explain how an author uses reasons and evidence to support particular points in the text.

1. How does the author use reasons and evidence to support the main idea on page 380-1 that ecologists are okay with cutting trees down?

   _____

2. On page 382, how does the author use evidence to support the need of different ecosystems by bears?

   _____

3. What reasons and/or evidence given by the author on page 383 support the main idea that there is a destruction of forests occurring?

   _____

4. On page 384, explain how the author uses evidence to support the main idea that the sea is home to an amazing variety of creatures.

   _____

5. On page 385, what details given by the author support the main idea that ecology teaches people how to fish responsibly?

   _____

6. Explain how the reasons and/or evidence given by the author on page 386 support the main idea that there is a protective ozone layer covering earth.

   _____

7. Explain how the author uses reasons to support the section on page 388 about how you can protect biosphere earth.

   _____

8. Explain how the author uses reasons and evidence on pages 384 and 385 to support the idea that Earth's oceans are important.

   _____

Answer Key/Scoring Rubric:

Answer Key

1. The author explains that ecologists recognize that it is okay to cut down some trees so that we may use their resources, although not all of the trees should be cut down. (2 points)
2. The author provides evidence that a bear requires 2 ecosystems by highlighting the forest and rivers are their own ecosystem which the bear depends on to live (2 points)
3. The author highlights that vast forest lands have disappeared overtime for clearing land for farming (2 points)
4. The author supports the sea is home to an amazing variety of creatures by listing in the text many species that live there including fish, crabs, jellyfish, corals, sponges, clams, snails, and algae (2 points)
5. The details the author gives to support the main idea that ecology teaches people how to fish responsibly are highlighting that overfishing is placing some species in danger and by giving informational text regarding using the correct nets to keep from trapping young fish and other sea animals (2 points)
6. The details the author gives regarding the protective ozone layer support the points made by stating that the ozone layer protects the Earth from harmful rays of the sun. If the ozone layer were not there, those rays would cause harm to living things. (2 points)
7. The author gives examples of how we can help protect the biosphere Earth such as disposing of trash properly, using solar power, saving electricity by turning out unused lights, and by saving water which supports the section on how we can protect biosphere earth (4 points)
8. The author uses reasons and evidence on pages 384 and 385 to support the idea that Earth's oceans are important by listing supporting details including it is a great food resource, it brings other riches such as salt, iron, and copper, it provides fossil fuels such as petroleum and natural gas, and it is a major transportation system (4 points)

Total = _____/20

Points Scored	Percentage
14	70
15	75
16	80*mastery
17	85*mastery
18	90*mastery
19	95*mastery
20	100*mastery

Students scoring a minimum of 16/20 will be judged to have mastered the standard.