Grade Level	4th Grade	Content Area	Reading
Course Title (grades 9-12 Only)			
Length of Unit	**5 days**	**Time of Year**	**2nd Quarter**
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.		
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.*	The following methods of instruction are aligned to the Program of Instruction: (1) Common Core State Standard: instruction aligned to 3.RI.8. (2) Direct Instruction: instruction is teacher-led and driven. (3) Understanding by Design (UbD): UbD lesson plan template used; title/objective identified for every lesson. (4) RTI & Differentiated Instruction: tier-2 and 3 students identified with DORA school-wide screenings and/or formative assessments. Tier-2 differentiated instruction takes place in small homogenous groups of 3 to 5 students using the RTI core curriculum (*SRA Reading Mastery, K-6*), and/or the RTI remedial curriculum *(SRA Corrective Reading, Gr3-6)* since the two curricula address the five major components of reading (comprehension, fluency, phonemic awareness, phonics, and vocabulary). Intensive instruction takes place 3x to 5x per week for 20 to 40 minutes with a focus on the three major components of reading where students are the most deficient. Differentiated instruction with scaffolding tools provides more teacher-student interaction (demonstrations, modeling with thinkalouds, teaching and re-teaching, visual aid presentations), frequent opportunities for student practice (pre-reading, guided reading, independent reading, extra-practice and summarizing,), and specific feedback (structured discussion and reflection) (Gersten et al., 2008). Tier-3 differentiated instruction is conducted one-on-one by the teacher, the special education teacher or by volunteers.		
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 student will demonstrate analysis of informational text by explaining how the author uses reasons and evidence support points made 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 demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	The summative assessment will be scored using an answer key. Each of five questions is assigned a point value. Mastery is demonstrated with a score of 80% or above. A score of 10=100%. A score of 9 = 90%. A score of 8 = 80%. A score of 7 = 70 %. A score of 6 = 60%.
Materials/Resources Needed	*Pearson Learning Core Knowledge History and Geography Grade 4* by E.D. Hirsch Jr. *SRA Corrective Reading* teaching material. Gersten et al., 2008. http://ies.ed.gov/ncee and http://ies.ed.gov/ncee/wwc/publications/practiceguides/

Lesson (add as needed)	**Instruction**	**Student Activities**
1	**Day 1: Objective – Identify the main idea of a text selection.** • Ask the students how a reader might determine the main idea of a text. Discuss student responses. Guide students to understanding that the main idea or points in a text are often the first sentences of a section or paragraph. • Read page 41, "Things Fall Apart: Roads Lead to Rome," from the text as students follow along. Ask students to identify the main idea of the text. Write student responses on the board. Guide students to understand that the main idea of this page is both the influence and the decline of the Roman Empire. • Students who need extra time or assistance or are at risk of academic failure are identified with DORA screening and/or formative assessments, and grouped in tier-1 and 2 RTI groups. • The teacher will work with tier-2 and 3 students and provide them respectively with small groups or one-on-one differentiated instruction using scaffolding tools such as demonstrations, modeling with thinkalouds, structured discussions, pre-reading, re-reading, guided reading, extra-practices, summarizing, visual aids and visual presentations. Remedial instruction with *SRA Early Interventions in Reading* will also be available to tier-2 and 3 students.	The students will participate in a class discussion about identifying the main idea of a text. The students will follow along quietly as the teacher reads aloud. The students will participate in a discussion identifying the main idea of a text. If needed, students will work one-on-one or in small group with the teacher to receive extra time or assistance.
	Day 2: Objective – Identify one of the main points that support the main idea, and locate and explain reasons and evidence in the text	The students will participate in a discussion reviewing the main idea of the text.

2	**that support this main point.** •Review the previous day's lesson and text selection with students. Instruct students that authors attempt to make a point in a text, and that they support that point with reasons and evidence. • Instruct students to reread the text on page 41, and to look for the point that the author is trying to make about the influence and decline of the Roman Empire. Ask student to share their responses and discuss with the class. Guide students to the main point - the author states that, "The roads helped hold the Roman Empire together, but they also played a role in its eventual decline." • Ask students to break that statement from the text into two opposing parts. Guide students to understand that the roads that led to Rome allowed for Rome's powerful influence, but that the roads also made possible Rome's decline. • Using the first part of the statement, "The roads helped hold the Roman Empire together," ask students to reread the text and look for reasons and evidence that support that statement. Ask students to share their findings with the class. Write student responses on the board. Discuss student responses and correct any misunderstandings. • Instruct students that to understand the author's point, it is necessary to explain how the evidence supports that point. Use one of the student responses as an example and explain how it supports the author's point. A response might be that the text states that the "road allowed governors and judges to carry Roman ideas about law to the outlying regions of the empire." The teacher might explain that the roads made it easier to spread the ideas of the Roman Empire to other areas, which gave Rome a greater influence over other civilizations. • Ask students to consider the evidence they have that supports the author's point, and to think about how they might explain how it supports the author's point. Ask for student responses and discuss with the class. • Students who need extra time or assistance or are at risk of academic failure are identified with DORA curriculum-based platform and/or formative assessments, and grouped in tier-1 and 2 RTI groups. • The teacher will provide small group or one-on-one differentiated	The students will read independently from a grade level text. They will identify the main point the author is trying to make in the text and share ideas in a class discussion. The students will identify the two opposing parts of a statement from the text. The students will read independently from a grade level text and locate reasons and evidence that support the author's point. The students will participate in a class discussion of their findings that support the author's point. The students will participate in a class discussion explaining how the evidence supports the author's point. If needed, students will work one-on-one or in small group with the teacher to receive extra time or assistance.

	instruction to tier-2 and 3 students with scaffoldings techniques. Remedial instruction with *SRA Corrective Reading* will also be available.	
3	**Day 3: Objective - Identify one of the main points that support the main idea, and locate and explain reasons and evidence in the text that support this main point.** • Review the previous day's lesson and text with students including the textual evidence they found to support the statement that "The roads helped hold the Roman Empire together." • Instruct students to look at the second part of the statement that the roads to Rome, "also played a role in its eventual decline." Assign students to work in pairs to reread and locate reasons and evidence from the text that support that point. • Ask pairs to share their findings and discuss as a class. Ask pairs to explain how the evidence supports the author's point. • Provide at-risk RTI tier-2 and 3 students with differentiated reading instruction with scaffolding and/or *SRA Corrective Reading* remedial instruction.	The students will participate in a discussion reviewing the author's point in a text selection. The students will work in pairs to read from a grade level text and locate reasons and evidence that support the author's point. In the class, students will discuss how their evidence and supports the author's point. If needed, students will work one-on-one or in small group with the teacher to receive extra time or assistance.
4	**Day 4: Objective – Independently identify the author's point in a text, locate reasons and evidence that support the point, and explain how the reasons and evidence support the point.** • Review previous day's lesson regarding finding reasons and evidence to support an author's point in a text. • Instruct students to read pages 41-42 of the text, beginning with the line, "At that time, Rome was still a vast and powerful empire, but it was facing some serious problems" and ending on page 42 prior to the section sub-titled, "People on the Move." • Following their reading of the text, instruct students to use their notebooks to write down what they identify as the author's point in the selection. Instruct students to cite at least three reasons or evidence from the text selection that supports the author's point. • After students have completed the activity, ask students to share their findings and discuss with the class. Ask students to explain how the evidence supports the author's point. Correct any misunderstandings. • Provide at-risk RTI tier-2 and 3 students with differentiated reading instruction with scaffolding and/or *SRA Corrective Reading* remedial	The students will participate in a discussion reviewing the author's point in a text selection. The students will read from a grade level text to identify the author's main point and locate reasons and evidence that support the author's point. The students will participate in a class discussion of their findings. If needed, students will work one-on-one or in small group with the teacher to receive extra time or assistance.

	instruction.	
5	**Day 5: Objective - The student will demonstrate analysis of informational text by explaining how the author uses reasons and evidence support points made in the text.** (Summative Assessment) • Assign students to read pages 45-46 (The Not-So-Dark Ages) in the *History and Geography* text and answer questions. The teacher will direct the students to answer questions independently and submit their responses for scoring.	Summative Assessment: Students will independently read "The Not-So-Dark Ages" in the *History and Geography* text and answer the questions. Students will submit their work to the teacher for scoring.

Summative Assessment

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

Read pages 45-46 (The Not-So-Dark Ages) in the *History and Geography* text and answer the following questions.

1. What is the author's point in the section "Gradual Change."

_____
_____
_____

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

_____
_____
_____

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

_____
_____
_____

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

_____
_____
_____

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

_____
_____
_____

Assessment Answer Key

1. What is the author's point in the section "Gradual Change?" (2 pts)

The author's point is that Rome changed slowly after it ended. The author states that, "Over time, however, things did begin to change."

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

"Many roads and aqueducts built by the Romans to carry people, goods, and water began to fall apart."

3. Explain how this reason or piece of evidence supports the author's point. (2 pts)

There was no one to oversee the repairs of the roads and aqueducts, so the conveniences the Roman people had relied on were no longer available to them. Because of this, they were forced to change their way of living.

4. Identify a second reason or piece of evidence from the text that supports the author's point. Use a direct quotation from the text. (2 pts)

"Over a long time, trade dried up."

5. Explain how this reason or piece of evidence supports the author's point. (2 pts)

The poor road conditions made travel difficult. Difficulty in traveling made trade nearly impossible. Rome was no longer able to sell its goods to other regions, nor was it able to import goods that the people were used to having available to them. The lack of trade led to financial difficulties for merchants.

Score:

Mastery is demonstrated with a score of 80% or above.
A score of 10=100%.
A score of 9 = 90%.
A score of 8 = 80%.
A score of 7 = 70 %.
A score of 6 = 60%.