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 (Assessment on Day 4)	**Time of Year**	End of October/Early November
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	By the end of October/early November, Vista College Prep 4th graders should be able to make predictions within the given context of a book, make text-connections (Text-to-Text, Text-to-Self, and Text-to-World), make inferences based on text clues, and use context clues within the text to understand the meaning of new words. Students are familiar with non-fiction text features and understand the characteristics of non-fiction writing.		
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 lesson sequence follows the I Do/We Do/You Do gradual release model that Vista College Prep teachers will be expected to uphold in lesson planning and delivery. This unit takes advantage of "think-pair-share" a strategy used by teachers to check for understanding. Throughout the lesson, as discussed in Vista College Prep's Program of Instruction, teachers are taking advantage of smaller class sizes and targeting their instruction through individualization and working with smaller groups during the "you do" portion of the lesson.		
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 check out a non-fiction book from the library on a topic of their choosing. Students will identify three points the author is making. After each point is made they will complete a graphic organizer to identify three pieces of evidence for each point. Then they will need to analyze and explain the reasons by answering the following question: "Do you think the author's reasons or evidence are effective? Why or why not?"		
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 can earn 1 point per answer for a total of 15 points. Students must earn 12 out of the total possible 15 points to achieve mastery on this standard.		
Materials/Resources Needed	National Geographic Subscription, article "Ten Freaky Forces of Nature," reading journals, non-fiction books from library, and graphic organizers [we expect students to have visited the library in advance of this unit]		

* ***Standard Number**: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	**Instruction**	**Student Activities**
1	**Objective: Students will be able to identify three key points in a non-fiction text.** Teacher begins the lesson by reminding students of their study of non-fiction texts and has students list key characteristics of the texts. One student mentions subtitles or headings. Teacher explains that today students are going to use the subheadings to help them figure out three key points in a text. Teacher and students read the article together (using choral and cold call reading strategies). Teacher identifies one key point and records it on the chart (I do). Teacher asks students to identify one key point. Teacher and students have a discussion about features of non-fiction text and why it is helpful for texts to have subtitles or headings (we do). Teacher sends students back to their desk to explore the non-fiction books that are on their desk. Students are to choose two texts and identify two main points for each text (using the sub headings) and record them in their reading journal. Teacher asks students to respond to the questions about why it is helpful to have subtitles (you do). Teacher stops the class mid-work to explain that a student brought up a good point that sometimes there are not any subtitles in the book, and teacher encourages students to respond to that question—is it harder to find the key point and how can you go about finding the key point if	Students help the teacher brainstorm their common list of key characteristics of non-fiction writing. Teacher and student read the article “Ten Freaky Forces of Nature” together. Students observe and listen as the teacher records the first point. Students comment on the helpfulness of the subtitles. Students return to their desks and spend time reading the non-fiction texts and looking at books that have subtitles and that do not. Students choose two books and identify two main points for each text. Students then respond in their reading journals about why it is helpful to have subtitles to find the key points in a text. Students work independently and conference with the teacher as needed.

	there are no subtitles.	
2	**Objective: Students will be able to identify three reasons or evidence the author has used to support a key point.** Teacher brings out the chart that the class has created about what good readers do. Today we are going to add that good readers look for reasons or evidence of the key points when they read. Teacher explains that students need to be discerning readers and always make sure that authors are providing evidence for their points. Teacher gives a silly example by describing something that students know a lot about and then gives untrue evidence. Teacher explains that students know that is bad evidence because they know a lot about the topic. But when we don't know about the topic, it can be harder. So, the first step is to identify the evidence and then we can evaluate (teacher explains these vocab words. **You be the Judge!** **Text Selected:** _____ **Point #1:** / **Point #2:** / **Point #3:** Reason/Evidence #1 Reason/Evidence #2 Reason/Evidence #3 Do you think the author's reasons or evidence are effective?" Teacher passes out "Ten Freaky Forces of Nature" which the class rereads. Teacher goes back to their list of three key points (clean document that is easy to read is included in the assessment below) and has added some rows. Teacher defines evidence/reasons for students and models how s/he would find it. Teacher underlines anything in the text that is evidence under point #1 (I do). Teacher then involves the class for point #2 and #3 and students come up to help underline (we do). Teacher is modeling on the chart that will look identical to the assessment administered on Day 4. Teacher sends students back to their desk for independent work.	Students are listening to the strategies of good readers as well as responding to the silly story provided by the teacher. The teacher and students read the article again and students observe how the teacher models how s/he finds the evidence for point #1 – three pieces. Students then help the teacher find the evidence (including underling) for points #2 and #3. Students return to their desk for independent work.

	Students choose one book that they were working on yesterday to complete a new graphic organizer. Students need to find one more key point and copy the other key points to the chart. Students will then fill in the evidence by going through the same process modeled by the teacher (including underling it in the text) (you do). Teacher pulls a group of students during the independent practice time of the lesson.	Some students work one-on-one with the teacher.
3	**Objective: Students will be able to evaluate the reasons or evidence presented.** Teacher defines the word effective for students. Teacher supplies examples of common scenarios and students evaluate the "effectiveness" of the rationale the teacher provides. Teacher explains today students will be discerning readers (teacher defines this word) and will evaluate the evidence/reasons put forth by the author. Teacher rereads only the sections that they have identified as being the three key points from yesterday's lesson. Teacher puts the graphic organizer that they have been working on back on the board so students can see the three points they have identified and the corresponding evidence. Teacher models how s/he things about whether the evidence provided is effective (I do) point #1. Teacher does the same for point #2. Teacher then has the class turn and talk to a partner for point #3 (after they read the evidence listed together). Teacher asks guiding questions as students are talking to a partner. Teacher works with the students to come up with a strong sentence to put in the fourth box for column three (we do).	Students evaluate evidence provided by the teacher in his/her scenarios for practice using the word effective and understanding its meaning. Students will learn what it means to be a discerning reader and practice evaluating the evidence for effectiveness. Students observe as the teacher models how she gauges the effectiveness of the evidence, tying it back to the scenarios she gave students earlier. Students turn to a partner to discuss the effectiveness of point #3, and then brainstorm the best sentence to list in the final box.

You be the Judge!

Text Selected: _____

Point #1:	**Point #2:**	**Point #3:**
Reason/Evidence #1	Reason/Evidence #1	Reason/Evidence #1
Reason/Evidence #2	Reason/Evidence #2	Reason/Evidence #2
Reason/Evidence #3	Reason/Evidence #3	Reason/Evidence #3
Do you think the author's reasons or evidence are effective?"	Do you think the author's reasons or evidence are effective?"	Do you think the author's reasons or evidence are effective?"

	Teacher then has students return to their seat, take out the graphic organizer that they have been working on and instructs students to complete the last three boxes independently. Teacher reminds students that they should reread the evidence listed for each point, think about whether the author's evidence is effective and describe why or why not in the box. Teacher pulls a group of students who are struggling and works with them during the independent time. Teacher picks three students to share their observation.	Students return to their seat to complete the three additional boxes asking for an evaluation of the effectiveness of the evidence provided. Some students work with the teacher one-on-one or in a group. Three students share their sentences.
4	**Assessment: Students will check-out a non-fiction book from the library on a topic of their choosing. Students will identify three points the author is making. After each point is made they will complete a graphic organizer to identify three pieces of evidence per each point. Then they will need to analyze and explain the reasons by answering the following question: "Do you think the author's reasons or evidence are effective?"** Teacher passes out their graphic organizer and students get started working by taking out their library book.	Students pick a new text that they selected from the library that is on their grade-level. Students have already read this book, and are using it to complete the assessment. Students have the whole period to complete the assessment.

Paste Summative Assessment Here:

Name: _____

Date: _____

University of Arizona- 4

You be the Judge!

Text Selected: _____

Point #1:	**Point #2:**	**Point #3:**
Reason/Evidence #1	Reason/Evidence #1	Reason/Evidence #1
Reason/Evidence #2	Reason/Evidence #2	Reason/Evidence #2
Reason/Evidence #3	Reason/Evidence #3	Reason/Evidence #3
Do you think the author's reasons or evidence are effective? Why or why not?"	Do you think the author's reasons or evidence are effective? Why or why not?"	Do you think the author's reasons or evidence are effective? Why or why not?"

Paste Answer Key/Scoring Rubric Here:

Student answers will be dependent on the book that is selected.

- Students need to identify three points made by the author (3 points)
- Students need to identify three reasons/evidence given to support each point (9 points)
- Students need to evaluate the reasons (explain) their effectiveness (3 points)

Students can earn 1 point per answer for a total of 15 points. Students must earn 12 out of the total possible 15 points to achieve mastery on this standard.