Curriculum Sample Template
Max. 8 Pages

Grade Level	5th Grade	**Content Area**	Reading
Course Title (grades 9-12 Only)			
Length of Unit	5 Days; instruction will take place on days 1-4, and day five will be reserved for the summative assessment	**Time of Year**	End of 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.*	4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text. 5.RI.2 Determine two or more main ideas of a text and explain how they are supported by details.		
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 teacher will use direct instruction throughout the lessons to allow for repetition and choral responding. Students will work cooperatively in groups or pairs (Think/Pair/Share) to assist and evaluate each other's work and practice social skills. The teacher will use scaffolding techniques when teaching and prompting to allow for support when necessary, while allowing students the opportunity to generate independent ideas. Instructors will use Think Aloud reading strategies to model strategic thinking about the text and to show the students exactly how to use the graphic organizers. Differentiated Instruction will be used to meet the needs of different learners by providing graphic organizers, rubrics, group or independent learning, and movement around the classroom. The teacher will learn the specific needs of the students and make accommodations as necessary. *Students who are having difficulty grasping the concept and need a slower pace of instruction with more repetition will be given more opportunities to practice this concept throughout the week. These students will be given more practice along with a task-analysis that will break down the steps needed to generate correct responses.		
Standard Number and Description *List the Number* and full description for the required Standard.*	5.RI.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		
Summative Assessment	Students will demonstrate the ability to read an expository article and list the author's key point(s). The students will be able to show examples from the text that describe which reasons and evidence support the author's point(s). They will fill-out a graphic organizer identifying the author's main point(s), and provide several examples of evidence in support of this point. The students will show which ideas or information		

	in the text support each of the author's reasons or evidence.
Scoring Scale and Mastery Level	The summative assessment is worth 12 points and will be scored using a rubric (attached below). Students must receive 10 out of 12 possible points on the assessment to demonstrate mastery.
Materials/Resources Needed	Reading journals (composition notebooks), *Treasures textbook, 2011, Macmillan/McGraw-Hill Company, New York, NY*, teacher created graphic organizers, 3 articles from the Treasures textbook. "The Code Breakers" (pg. 182), "These Robots are Wild!" (pg 184), "Preventing Polio" (photocopy) and "Up in the Air: Daring Balloonists" (photocopy).

Lesson (add as needed)	**Instruction**	**Student Activities**
1	Objective: the student will identify the Author's purpose using the article "The Code Breakers" from their text. Introduce: Explain that good readers use strategies to help understand a text. One of these strategies is determining the author's purpose. Teach the skill: What is the author's purpose (reason) for writing? (*to inform, entertain, or to persuade)* To inform: authors present information on a topic To entertain: they create a story for enjoyment To persuade: they try to convince readers of their opinions Explain: Author's sometimes write with more than one purpose in mind (ex- to inform *and* persuade). Good readers identify details to help clarify the purpose. Model the skill: Read aloud the first paragraph of "The Code Breakers". Use a think aloud teaching strategy (how you determined the author's purpose). Fill out 1 box of the purpose chart for the student to see. Have students practice in groups. Shaping: Teacher will ask the student to share their responses for paragraph 2. Use differential reinforcement of successive approximating to shape independent, correct responses from paragraph 2. Teach the skill: Author's use evidence to support their ideas.	• As the teacher is modeling the chart, the Students will create and complete an author's purpose chart seen on board (paragraph 1). • Students will participate in shared reading activity (teacher reads/ student follows with a finger). • Students draw an author's purpose chart in their reading journals. Students copy the teacher's example. • Students will read in pairs (paragraph 2), Think/Pair/Share to identify the author's purpose, using their chart. • Student will read independently (paragraph 3) • Independently fill-in the final idea in the author's purpose chart • Students will participate in class discussions regarding the author's purpose, and use text excerpts to support their conclusions.

	Remind students that photographs, captions, maps, diagrams, boldface type and graphic aids can help better understand the text. Point out examples from "The Code Breakers" Guided Practice: Help students identify evidence to the author's purpose in the second and third paragraphs. Use least to most prompting strategies for learners that are not demonstrating understanding. Formative Assessment: During guided practice discussion for paragraph 3, ask: can the students identify the author's purpose? Provide differentiated instruction to learners that are approaching level or provide additional challenges to learners that are beyond level.	
2	Objective: As the students are reading an expository article entitled "These Robots are Wild" they will identify the author's purpose and *identify at least three main points that the author makes, and provide evidence to support points in their text using a graphic organizer with support.* Preview and Predict (Evidence to support author's idea): Ask students to read the title, preview the photographs and headers, and write prediction about what the author's purpose will be in their reading journals. Review Author's purpose: After paired reading activates, the teacher will *think aloud* about what the author's purpose is and why, citing specific excerpts from the text to support that idea. Model the skill: The teacher will use a Tree Map to list three main points from the text (paragraph 1). The teacher will use think aloud strategies to select these points. Apply: Have students read the remaining paragraphs in the selection, identifying clues that help them determine the author's purpose.	• Students will write a 1-2 sentence prediction about what the article might be about by looking for clues in the title, pictures, and captions. • Students will participate in shared reading activity (teacher reads/ student follows with a finger). The teacher models the Think Aloud to determine the author's purpose of the first paragraph, and provide evidence to support points in the paragraph. • Students will read in pairs (paragraph 2) to identify the author's purpose, using their chart, and evidence found in the text. • Formative Assessment: Student will read independently (paragraph 3), use the Author's Purpose Chart to identify the author's purpose and list at least 2 main points from the text.
3	Objective: Using the previous day's author's purpose chart, the students will be able to determine if the author's key points are supported by facts or opinions, and be able to identify how the author makes their point. Review: Teacher will review the previous purpose chart and read aloud each key point from the article, "These Robots are Wild".	• Students will draw a fact/opinion grid in their reading journals and copy the teacher model for paragraph one. • Students will think/pair/share to generate supporting details for the key points in paragraph 2. They will list these in the Fact/opinion chart in their reading journals.

	Teach the skill: Fact vs. Opinion • Facts are information that can be verified using other resources (list and describe examples) • Opinions are someone's feelings or beliefs. • Discuss why authors use opinions or facts to fit their purpose (explain, persuade, entertain) Model the skill: Using the first key point from the purpose chart, use Think Aloud strategies to describe what details the author gives to support that point. List these for the students in a Fact/Opinion chart. For the first pair, the teacher will write why that detail is listed as a fact or opinion. • Fact- can be verified in an encyclopedia or other scientific book • Opinion- to express a feeling or belief (discuss clues to discerning fact from opinion) Discussion: Review the author's purpose. Discuss why (and if) the author's purpose was effective given the types of details used to support their topic. Explain: Sometimes the author's point is supported by • Clearly stated facts/statements • Statements found in two or more places that the reader must combine into one idea. • Clues from the text that are not clearly stated. Readers must analyze all information from the text and other evidence (provide examples).	• For each detail in the fact/opinion chart, the students will think/pair/share their reasons for listing a detail as either opinion or fact. • Students will respond to whole group questions using coral responding and to individual questions regarding the final discussion. Students will be asked several questions about the text. They will be asked to locate in their text, how they were able to answer these questions. • Was the answer directly stated in the text or in other media found in the article (pictures, timelines, captions)? • Were you able to answer to locate the answers to your questions using information found in one place or several? • If the answer was not plainly stated, how did you form your answer?
4	Formative Assessment: Teacher will pass around the article, "Preventing Polio" and pose the following questions (at right). The teacher will use *walk around* instructional routines to ensure that the students are on level. Once students have completed the activity, the teacher will begin to walk through each question, and use direct instruction procedures to solicit responses from students. Teacher will check to ensure the responses provided by the students reflect the depth and vigor required for mastery of the following areas: Author's purpose	Students will independently read, "Preventing Polio". They will begin the practice assessment and work independently. Teacher will answer questions individually and provide class-wide clarifications as needed. The students will use their reading journals to answer the following questions posted on the board: • What is the topic of this article? • What is the author's purpose in writing, "Preventing Polio"?

	Identifying the author's supporting evidence Analysis of reason and evidence Teacher will allow time for either a 15-minute think/pair/share activity or other facilitated learning activates to allow for differentiated instruction.	• List three clues that led you to believe this was the author's purpose. Draw and fill-in an author's purpose chart. • Identify these reasons or pieces of evidence in the text by underlining each section in the text. • Why did Salk give away the Polio vaccine for free? What evidence in the text supports your answer?
5	Teacher will pass out the article, "Daring Balloonists" about the first hot air balloon flights. The teacher will administer the Summative Assessment and read the directions. If the students ask for assistance, she will remind them to think about what they have learned and to do their best work.	Students will read the article and complete the Summative Assessment independently.

Summative Assessment Assignment

Name:_____ Date:_____

Instructions: Read the article, *"Up in the Air: Daring Balloonists"*. Fill-out the author's purpose chart below. Remember to use complete sentences when filling out each box in the chart. If you need more room, you may continue your answers on a second chart.

- Box 1: What is the topic of this article? Use a complete sentence.
- Box 2: After reading the article, use a complete sentence to state the author's purpose and the author's main point.
- Boxes 3, 4 & 5: In the three boxes provided, give three reasons or pieces of evidence that support the author's main point and purpose. Please use complete sentences.
- What clues did you use in the text to help you decide this was an important detail supporting the author's main point? <u>Underline portions of the text that helped you find clues about the author's reasons or the evidence they used.</u>
- Draw a line from the underlined portion of the text to the margin. In the margin, write the box number that matches the information you chose to include as a supporting detail for the author's main points. You may underline more than one section of text to support your ideas for each box.

Name:_____

1.Topic:

2. What is the author's main purpose or point(s) in writing this article?

3. Supporting evidence or reason

4. Supporting evidence or reason

5. Supporting evidence or reason

Students must receive 10 out of 12 possible points to demonstrate mastery.

	2- Excellent	1- Good	0- Fair
Topic Box 1	Clearly stated topic sentence; relevant and comprehensive	Relevant topic sentence is provided, but not comprehensive.	Topic sentence is missing, incomplete and/or irrelevant
Purpose Box 2	The author's purpose is clearly stated (inform, and entertain) and the author's main idea is accurately stated in a complete sentence.	The author's purpose is clearly stated (inform, and entertain) but the author's main idea is incomplete.	The author's purpose is incorrect or missing and the author's main idea is incomplete or missing.
Supporting evidence Box 3	The student accurately identified a relevant source of evidence or a reason that the author used to support the purpose of the text. The student used a complete sentence.	The student listed a detail that is not highly relevant to the author's purpose and/or key point in the text. Answer was not in a complete sentence.	The student did not provide a logical or relevant source of evidence or a reason that the author used to support the purpose of the text.
Box 4	The student accurately identified a relevant source of evidence or a reason that the author used to support the purpose of the text. The student used a complete sentence.	The student listed a detail that is not highly relevant to the author's purpose and/or key point in the text. Answer was not in a complete sentence.	The student did not provide a logical or relevant source of evidence or a reason that the author used to support the purpose of the text.
Box 5	The student accurately identified a relevant source of evidence or a reason that the author used to support the purpose of the text. The student used a complete sentence.	The student listed a detail that is not highly relevant to the author's purpose and/or key point in the text. Answer was not in a complete sentence.	The student did not provide a logical or relevant source of evidence or a reason that the author used to support the purpose of the text.
Underline evidence in text	Student identified key phrases or information (dates, names) that supports their evidence or reason	Student identified incomplete information (dates, names) to support their evidence or reason	Student failed to identified key phrases or information (dates, names) that support their evidence or reason