Curriculum Sample Template
Max. 8 Pages

Grade Level	Fifth Grade	**Content Area**	Reading
Course Title (grades 9-12 Only)			
Length of Unit	4 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.*	Read and understand informational text. Identify reasons an author gives to support a main idea(s). Understand a cause and effect chart and be able to fill in details without support from the teacher. Use the internet to research events in history.		
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.*	Teaching reading across the curriculum, ensuring students will learn about events in history. Follow the Core Knowledge framework for 5th grade. Students will work in collaborative groups on a differentiated project.		
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 *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 summative assessment will consist of reading a passage, "Changing Women's Rights" and answering multiple choice questions and two short answer questions. The assessment will require each scholar to read and synthesize the author's text and determine if the author used reasons or evidence to support the points. Each scholar will also determine how the author used reasons and evidence to support given points 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 consist of four questions worth 5 points each for a total of 20 points. Questions 1 and 3 are worth 5 points each for the correct answer. Questions 2 and 4 are short answer where the scholar must synthesize the information and determine if the text is a reason or evidence and how the author used reasons and evidence to support specific points in the text. The total value of the assessment is worth 20 points; 16 points will indicate mastery of the standard.		
Materials/Resources Needed	Teacher materials: Biographies: Susan B. Anthony, Elizabeth Cady Stanton, Anna Howard Shaw and Carrie Chapman Catt. Student materials: Internet for research, cause and effect organizer, timeline		

	organizer, computer and projector

* ***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	**Anticipatory set:** Write the following names on the board, Susan B. Anthony and Elizabeth Cady Stanton. Ask students to supply any background knowledge they have on these women. **Lesson:** Teacher will introduce the Suffrage Movement in American History. Teach students that in informational text an author presents reasons and evidence to support the main idea or specific claims. To the whole class discuss people and events of the Suffrage Movement. Watch the History Channel Documentary "The Women's Suffrage Movement" Scholars will write down claims observed in the video. In the small groups teach student that the events within the text written by the author are "reasons" and "evidence" that support each point of the text. Teach scholars to distinguish between "evidence", "reason" and "facts". Define each and give examples to each group. Use the scholar's post-it notes and place them in category of "reason", "fact" or "evidence" This provide scholars with guided practice. Have discussions why each claim is categorized differently. Teacher will reteach if necessary or provide an enrichment activity as needed with some groups. **Closure:** Students will turn in charts	• Scholars will discuss knowledge of the two women listed on the board • Watch the video, "The Women's Suffrage Movement" and use post it notes to jot down claims from the video. • Students will work together to determine if the information on their post-it notes are "reasons" or "evidence" • One person from the group will use chart paper and make two columns titled "Reasons" and "Evidence" **Tier 1** Create and complete a chart and determine which points are "reason" and "evidence" from the post-it notes **Tier 2** Determine which teacher supplied points are "reasons" or "evidence" from the video **Tier 3** Copy the reasons from the teacher in each appropriate column.

2	**Anticipatory Set:** Pass out a biography of Susan B. Anthony. Ask students if they can remember any information about her from the previous lesson. Write responses on the board. **Lesson:** Choral read the biography of Susan B. Anthony, stopping for students to write down specific points the author uses on post-it notes. At the end of the story, call on scholars to read what they have on their post-it notes. Compare the responses on the board from the anticipatory set responses. Categorize each response into a "reasons" or "evidence" column. The class will be divided into their reading groups and the teacher will listen to each group read a biography of a famous woman from the suffrage era. Group will complete a graphic organizer on their famous person. Each claim and reason will be documented with the number of the paragraph it was located in. **Closure:** Mini assessment. Each scholar will read a list of five points from the biography read at the beginning of class and determine if the author's point is a reason or piece of evidence.	• Read a biography with the teacher and list on the board specific points the author makes to support the main idea • Take part in the discussion by categorizing the points into reasons and evidence • Students will use the internet and select a famous woman associated with the Suffrage Movement. • Read the information and write specific points in the text that the author uses to indicated the importance of each woman • With a partner, determine if each point is a reason or piece of evidence used to support the points. • Together write a summary how the author used the reasons and evidence to demonstrate how each woman contributed to the movement. **Excelling student** will read independently a different biography with a focus on the institutions each woman started or was a part of **Tier 1** Create and complete a chart and determine which points are "reason" and "evidence" from the post-it notes **Tier 2** Determine which teacher supplied points are "reasons" or "evidence" from the biography **Tier 3** Copy reasons and evidence into appropriate columns. • Complete the mini-assessment
3	**Anticipatory set:** Write the words "reasons" and "evidence" on the board. Ask scholars to define each word and give an example of each from what they remember from yesterday's lesson.	• Recall yesterday's lesson and be prepared to discuss the definitions and examples of "reasons" and "evidence" an author uses to support specific points in text • Scholars will read "My Librarian is a Camel"

	Lesson: Teach the scholars "how" the author uses reasons and evidence to support specific points in the text. Divide the scholars in to learning groups. Read "My Librarian is a Camel" After all groups have read the story the teacher will address the entire class in summarizing the main points of the story. Each point will be written in a blue marker, with a green marker write and explanation of "how" the reasons and evidence supports the author's point. Teacher assigns each scholar the following: What are ways the author has influenced your way of thinking? **Closure:** Journal entry: What did you learn from this lesson?	Tier 1: Scholars will read independently Tier 2: Read with a partner Tier 3: Teacher will read the story to the group • Take part in the class discussion identifying specific point as evidence or reasons • Determine how the author used the points to support the point • Scholars will answer the teacher's prompt • Write a journal entry
4	Give the Reading Assessment	Students will take the assessment

Paste Summative Assessment Here:

5th Grade Reading Assessment -- rubric
Suffrage Movement in America

Name_____

Directions: Read the passage "Changing Women's Rights: Individuals, Groups, and Institutions".

1. What is a reason from the text that supports the author's point: "Suffrage movement caused conflict"
    a. American Woman Suffrage Association was formed
    b. In 1920 women voted in the Presidential Election
    c. Giving the women a right to vote would upset the family life
    d. Women were seldom home

2. How does the author use the above reason to support the claim?

3. What evidence supports the Suffrage Movement
    a. People did not like change
    b. People protested in public areas
    c. Two organizations were formed, Women Suffrage Association and The American Woman Suffrage Association
    d. Susan B. Anthony was a leader in the Suffrage Movement

4. How does the author use the evidence to support the claim?

Paste Answer Key/Scoring Rubric Here:

Directions: Read the passage "Changing Women's Rights: Individuals, Groups, and Institutions".

1. What is a reason from the text that supports the author's claim: "Suffrage movement caused conflict**" (5 points)**

a. American Woman Suffrage Association was formed
b. In 1920 women voted in the Presidential Election
c. Giving the women a right to vote would upset the family life
d. Women were seldom home

2. How did the author support the claim by using reasons? **(5 points)**

Student response should include: **The author supported the claim by using reasons. The author presented details life experiences of the people who lived during the suffrage movement. Scenarios depicted the results each family and society faced as a result of the Suffrage Movement.**

3. What evidence supports the Suffrage Movement **(5 points)**

a. People did not like change
b. People protested in public areas
c. Two organizations were formed, Women Suffrage Association and The American Woman Suffrage Association
d. Susan B. Anthony was a leader in the Suffrage Movement

4. How did the evidence support the claim? **(5 points)**

Student responses: **The author presents evidence supporting the claim by describing the two organizations that were formed as a result of the movement. Evidence is factual data that can be documented throughout history.**