Curriculum Sample Template
Max. 8 Pages

Grade Level	5th grade	**Content Area**	Reading
Course Title (grades 9-12 Only)	N/A		
Length of Unit	4 days + 1 day for the summative assessment	**Time of Year**	4th 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 read grade-level text fluently and accurately. Students will be able to express ideas verbally, and in full sentences. Students will be able to express ideas through writing, and apply appropriate conventions to their writing. Students will know that there are several genres of text, including nonfiction and informational text. Students understand what a main idea is, and what a supporting detail is. Students will have some background knowledge of Science content related to conservation of the Earth.		
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 unit aligns to the Core Knowledge Sequence. The domain of "Plant Structures and Processes" will be concurrently taught in Writing and Science at the fifth grade level. Text for this reading unit will be selected to integrate this content as much as possible. The skill of comprehending informational/explanatory text is revisited at increasingly higher levels of rigor as set forth in the ADE 2010 ELA Standards (CCSS). The content knowledge of life sciences is spiraled throughout the Core Knowledge Sequence from Kindergarten to 8th grade. As described in the Program of Instruction, Cooperative Learning will take place throughout this unit. Each lesson includes a combination of teacher-led instruction, small group interaction, independent practice, and ongoing assessment. Prior to beginning instruction, the teacher will administer an aligned pre-test to assess student understanding, and use data from this to target individual students' needs throughout the unit. Students will individually graph their results on both the pre- and post-tests, and graph their results in an individual portfolio, which serves as a visual representation of progress towards their "Big Goal" in Reading.		
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.*	At the end of this unit, students will be asked to read an article about beetles. Then, students will identify the topics of two paragraphs in the text, and provide three supporting details the author provided for each topic. Then, students will write a short essay evaluating the author's use of facts to support the topic. Please see a copy of the assessment attached.		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include*	Each item in Part I will be worth one point each. The essay in Part II will be worth two points. Thus, there will be a total of ten possible points. Grading will be based on the following scale: Grading scale: 0-5 points= Falls Far		

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.	Below; 6-7 points = Approaches; 8-9 points= Meets; 10 points= Exceeds According to the program of instruction, mastery will be indicated by a score of 80% or higher. Thus, a score of 8, 9, or 10 points on this assessment will indicated student mastery of this standard. Please see the answer key and scoring rubric attached.
Materials/Resources Needed	Copies of informational text for modeling, guided practice, and independent practice; chart paper; document camera; graphic organizers

Lesson (add as needed)	**Instruction** TW= Teacher will; SW = Student will; TPS= Think, Pair, Share; INM = Introduction to new material; CFU = Check for understanding; GP= Guided practice; IP = Independent practice	**Student Activities**
1	**Activation of Prior Knowledge:** TW direct students to Think, Pair, Share about what they know about photosynthesis and plants from their current Science and Writing lessons.	SW TPS about what they know about photosynthesis from Science and Writing.
	Objective: SW partner read "Using Energy Wisely" by Jen Green, and use a graphic organizer to identify the text's main ideas and supporting details.	SW repeat today's objective, and discuss how it will lead them to achieve their Big Goal in Reading by the end of the school year.
	INM: Key Points: 1. Informational text provides readers with a main idea, and facts or reasons supporting that idea. 2. Authors use facts and reasons as "evidence" to support their main idea. 3. As intelligent readers, it's important to identify an author's main idea and evidence, so that we can form an educated opinion on the topic. 4. We can use graphic organizers to help us identify the main idea and supporting details.	SW actively listen to each key point.
	Modeling: TW show a student-friendly YouTube video about why it is important to save the environment. When it's finished, TW introduce today's key points, and explain that students must be able to identify the main idea and evidence in books, just as she will show them how to do with the video. Then, TW replay the video, and stop it at predetermined points and use the "think aloud" strategy to demonstrate identifying the main idea and evidence, and recording them on a graphic organizer.	SW watch the YouTube video on saving the environment. Then, SW listen and watch as the teacher models how to identify the main idea and evidence and record them on the graphic organizer.
	Guided Practice: TW read aloud "Once There Were No Trees," by Claudia Johnsen. During reading, TW stop at predetermined points and ask questions about the main idea and topic. TW guide class in	SW listen to the teacher's read aloud of "Once There Were No Trees." SW share ideas about what the main idea and supporting details are in the book. As they share, SW record the information on their graphic

	completing a graphic organizer, on which they'll record the main idea and supporting facts. **Independent Practice:** TW provide each pair of students with an excerpt of the "Using Energy Wisely" text. TW direct students to partner read the text , and work with their partner to complete a graphic organizer citing the main idea of the excerpt and the details supporting it. **Assessment:** TW use today's IP as an assessment of student progress towards the objective. Any pairs who did not show adequate progress will receive remediation with the teacher. **Closure:** TW ask students to summarize what they've learned about informational text today, with a partner.	organizer. SW partner read, "Using Energy Wisely," and complete the graphic organizer, indicating the main idea and supporting evidence from the text. Any student who did not display mastery of the objective will meet with the teacher in a small group setting to further learn the skill. SW TPS what they learned about today.
2	**Activation of Prior Knowledge:** TW display the graphic organizer from yesterday. TW direct students to describe what the graphic organizer helped them do. **Objective:** SW identify the main ideas and supporting facts, and determine which facts support different topics in an informational text. **INM:** Key Points: 1. Informational text is full of topics and supporting details. 2. To be informed decision makers, we must identify which details support which topics. 3. In order to match the topics with evidence, we use a graphic organizer. **Modeling:** TW read "Using Energy Wisely" aloud, and point out that each chapter has a different main idea. TW stop at predetermined points in the text, and use the "think aloud" strategy to demonstrate her thought process in determining which facts support the different topics. TW then use a graphic organizer (set up like a matrix) to organize her thoughts, and illustrate how each piece of evidence supports a different topic of the text. TW explain that the text would not be as valuable if it did not include evidence for each topic. **Guided Practice:** Prior to this lesson, TW have posted four sheets of paper with four main ideas from "Using Energy Wisely" around the room. During GP, TW direct students to work in pre-assigned groups and visit each of these signs around the room. At each, students must locate	SW describe what they learned yesterday, and how the graphic organizer helped them to identify the main idea and supporting evidence in the text. SW repeat today's objective and discuss how it will help them reach their Big Goal in Reading. SW listen to today's key points. SW actively listen and watch as the teacher demonstrates her thinking while reading "Using Energy Wisely" aloud. SW watch as the teacher organizers her thoughts on the graphic organizer, listing how each piece of evidence relates to a topic of the text. SW work within their groups to read each of four excerpts from "Using Energy Wisely." SW discuss each topic, and find evidence in the text that supports it. SW share their findings with the class, and respond to

	evidence in the text that supports it, and write the evidence (including page number) on the signs. Then, each group with share their ideas. Students and the teacher will discuss any disagreements. **Independent Practice:** TW provide each student an informational reading passage, and a graphic organizer. The graphic organizer will have three main ideas from the text visible on it. TW direct students to read the text, and then record evidence for each topic on the graphic organizer. **Assessment:** TW use today's IP as an assessment of student learning. TW remediate with any students who do not show adequate progress towards the goal. **Closure:** TW direct students to summarize what they learned about today.	one another's ideas. SW read the text, and record evidence for each of the three topics listed. Any student who did not master the objective will meet with the teacher in a small group setting to further practice the objective. SW TPS to summarize what they've learned today.
3	**Activation of Prior Knowledge:** TW direct students to TPS about what they learned yesterday. **Objective:** SW participate in debates about the quality of supporting facts and details in "Using Energy Wisely." **INM:** Key Points: 1. We use our reading skills to identify the main idea and supporting details of a text. 2. When we know which evidence supports the topics, we use this information to make a decision. 3. We can decide we agree with the author's points, disagree with them, or need more information. **Modeling:** TW display the graphic organizer from yesterday, and reread "Using Energy Wisely." TW summarize the main ideas, and the evidence the author provides to support each. Then, TW explain that two people reading this text might have two different views on it. One reader might agree, the other might disagree. TW explain that in order to be intelligent scholars, students will need to use the facts and evidence and decide for themselves. Whatever they decide, they must have reasons to support their decision. TW call on a student to volunteer. TW model having a debate with the student, and citing evidence and examples from the text to support her ideas.	SW TPS what they learned about yesterday: connecting evidence with topics in a text. SW repeat today's objective, and discuss how it will help them reach their Big Goal in Reading. SW actively listen to today's key points. SW watch and listen as the teacher reads the text aloud. SW listen as the teacher summarizes how to evaluate an author's use of evidence and details, and then defend one's stance with evidence from the text. SW answer questions as they arise.

	Guided Practice: TW direct students to read "Using Energy Wisely" with a partner, and review the graphic organizers they've created thus far. Then, TW direct students to get in pre-assigned teams, and sit on opposite sides of the room. TW begin a debate by asking a question, and then guide the discussion allowing each team to review their notes, state their answers, and provide evidence for their answers. **Independent Practice:** TW provide each student with an informational article. TW direct students to read the article, complete a graphic organizer illustrating the main ideas and evidence, and then form an opinion. Then, TW meet with each student individually, and ask them to defend their viewpoint. TW track whether students use evidence from the text, and to what extent. **Assessment:** TW use the IP as an assessment of student progress. TW remediate with any students who do not show adequate mastery of the objective. **Closure:** TW direct students to TPS what they learned about today.	SW partner read the text, and review everything they've recorded thus far in their graphic organizers. SW work with their teams, on opposite sides of the classroom. Then, SW participate in a debate over the quality of the author's work, supporting their ideas with evidence from the text. SW read the article, complete a graphic organizer to identify the topics and supporting evidence, and then form an opinion on the author's quality of work. SW meet individually with the teacher, to explain whether or not they believe the author's work is quality. SW give evidence from the text to explain their stance. Any students who did not show adequate progress towards mastery will meet with the teacher in a small group setting to further practice the skills. SW TPS to summarize what they learned today.
4	**Activation of Prior Knowledge:** TW ask students to TPS what they learned about in Reading yesterday. **Objective:** SW write a critical review of an informational text, evaluating the authors' use of reasons and evidence to persuade an audience. **INM:** Key Points: 1. We've learned how to identify a text's main ideas, supporting evidence, and determine which details support which topics. 2. We can use these skills to write our own informational text. 3. Our writing must include a main idea, and our own evidence stating why we think what we think. **Modeling:** TW model writing a critical review of Jen Green's "Using Energy Wisely." TW use the "think aloud" strategy to demonstrate how to form a topic, or thesis, and use evidence from the text to show why she feels the author did an excellent job of providing supporting facts and evidence to write a strong informational book. TW complete the first two paragraphs of the review.	SW TPS what they learned in Reading yesterday. SW repeat today's objective and explain how it will help them reach their Big Goal in Reading. SW actively listen to today's key points. SW watch as the teacher demonstrates how to write a critical review of an informational book. SW see the teacher explain the topic, or thesis of the review, and then use evidence from the text to support her claims. SW answer questions to demonstrate understanding.

	Guided Practice: TW direct students to aid her in writing the remainder of her review. TW ask questions, and call on students to share their thoughts and evidence from the text. TW act as the scribe, while students share their ideas aloud.	SW aid the teacher in writing the remainder of the essay, citing reasons from the text for their ideas. SW watch as the teacher forms fluent sentences in explaining their ideas.
	Independent Practice: TW direct students to use the text, and their graphic organizers from previous lessons to write a critical analysis of the author's use of supporting evidence and facts.	SW review the Independent Practice text, as well as their graphic organizer they've been completing throughout this unit. Then, SW write their own critical review of the text, citing evidence to support whether or not the author did a sufficient job.
	Assessment: TW review the essays as an assessment of student understanding of the standard. Any student who does not show adequate mastery of the standard will receive remediation before the unit assessment.	Any students who did not show adequate progress towards mastery will meet with the teacher in a small group setting to further practice the skills.
	Closure: TW direct students to read their essays to a partner, and discuss one another's work.	SW read their essays to a partner.

Reading Assessment

Name: _____
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).

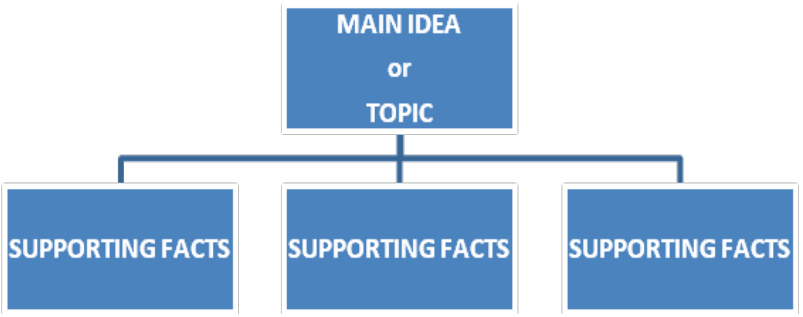
Part I: Directions: Read "Beetles" and identify the main idea, or topic, of paragraphs 2 and 3. Then, provide at least three facts the author gives to support each topic, and record them in the graphic organizer.

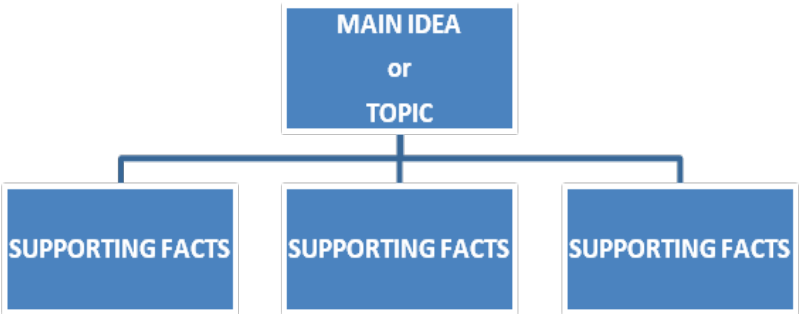
Beetles

1) Beetles are one of the biggest groups of insects. There are over 300,000 kinds of beetles. Beetles can be found in houses, yards, forests, and even ponds. The only place they do not live is the ocean.

(2) Beetles have six legs, like other insects. They have two pairs of wings. Only the back wings are used for flying. The front wings protect the beetle's body, like tough shields. Beetles come in many different shapes and sizes. Some beetles are long and thin, while others are round. Some have bright colors, while others are just black or brown. Some beetles are so small that people can barely see them. The biggest beetles are the size of a human hand.

(3) Some beetles eat other insects for food. Others eat plants. Farmers do not like some beetles because they eat crops, like lettuce and tomatoes. Many beetles, however, are useful. The lady bug is a good example. It eats harmful insects. Some beetles eat dead plants and animals. It is like they are cleaning up nature's garbage.





Part II: Short answer. Do you feel like the author provided enough quality evidence to support the topic in the story "Beetles"? Why or why not?

Answer Key/Scoring Rubric

Topic 1: Physical features of beetles
Supporting facts 1-3: Any combination of the facts given in paragraph 2.

Topic 2: Beetles can hinder or help their environment.
Supporting facts 1-3: Any combination of the facts given in paragraph 3.

Short Essay Rubric

Descriptor	Yes (1 point) or No (0 points)
The student explains his or her stance on the author's use of supporting evidence, by stating he/she believes it is a strong work, or a weak one. (I feel that the author's use of evidence was strong/weak…)	
The student provides evidence from the text to support his/her stance (I feel this way because in the text, the author writes…)	

Total Score: _____/ 10 Grading scale: 0-5 points= Falls Far Below; 6-7 points = Approaches; 8-9 points= Meets; 10 points= Exceeds