Grade Level	5	**Content Area**	**English Language Arts- Reading**
Course Title (grades 9-12 only)			
Length of Unit	5 days	**Time of Year**	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.*	5.RI.1-7, Student should have a clear understanding of Cause/Effect relationships. Student should know the definitions of "reason" and "evidence" in a literary context. Student should have developed an ability to "skim/scan" reading texts efficiently.		
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.*	1-Direct instruction 2- Measurable assessment (Test Format) 3- Curriculum Verification 4-Mastery Based Teaching 5-Ability Grouping 6 - Group learning		
Standard Number and Description *List the Number* and full description for the required Standard.*	Grade: 5 Strand: 5.RI.8 - Reading Standards for Informational Text (RI) Cluster: Integration of Knowledge and Ideas Standard: #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*	Students will read a given story or text regarding the ecosystem (see attached) This comprehensive summative assessment will measure the student's ability to complete a Bridge Map, and locate and analyze the cause and effect relationship in the text, summarize and evaluate the author's argument, direct claim, and reasons which provide the student the ability to describe the evidential details that support the argument and reasons (Target learning objective)		
Scoring Scale and Mastery Level	School grading scale as follows: Assessment has 5 questions @20 points each =100% 94% - 100% = A 87% - 93% = B 80% or higher = standard mastery 80% - 86% = C 70% – 79% = D 69% - 0% = Needs remediation		
Materials/Resources Needed	Dictionaries, White Board, Double-Bubble Graph Worksheet Templates *Pathways to Adventure* (For in-class)		

Lesson (add as needed)	Instruction	Student Activities
1	Teacher will explain and discuss difference between Cause/Effect	Students will be given opportunities to read text out loud to the class and write effect on white board per teacher prompt.
2	Teacher will review the previous day instruction briefly, then split the classroom into small groups of 2-3 students. Groups will read text to each other and will look up formal definitions of words and terminologies used in the text to acquire a better understanding of the text. Using group effort, groups will be challenged to define reason, evidence, literary detail	Use dictionary to obtain formal definition
3	Formative assessment: Teacher will observe student progress by observing their actions as they participate in the class discussions and practice the double-bubble graph. Teacher will introduce a new text and read in class and students will be given opportunities to come to the front of the class individually to practice using the double bubble graph and participate in open discussion of the text: "Seeing Earth From Space"	Outline the main points of reading using "Double-Bubble" graph Oral reading of text Individually go in front of class to participate in class discussions and be verbally assessed by the teacher.
4	Continuation of prior lesson - Illustrate Reasons, Evidence, Details from text	1) On paper list Reasons, Evidence, Details from text
		2) Discuss findings in groups & share with class
5	Formative assessment: Teacher has students discuss findings in groups to determine student ability to explain how an author uses reasons and evidence to support particular points in any grade level text and their ability to identify which reasons and evidence support which point(s) (Target learning objective).	Re-do list if students cannot relate lessons to text

***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.).

Reading Comprehension (5.ELA.RI.8)

Reasons and Evidence to Support Textual Points

"Alien Invasion"

Student: _____ Date: _____ Score: _____ / 100

Students: Read the attached article entitled "Alien Invasion." Reference the teacher's instruction regarding cause and effect relationships to answer the first question. Apply your understanding of reason and evidence relationships to answer the remaining questions.

1. Complete the Bridge Map below by locating a cause/effect example from the text reading that relates to the cause/effect relationship already provided! (20 points)

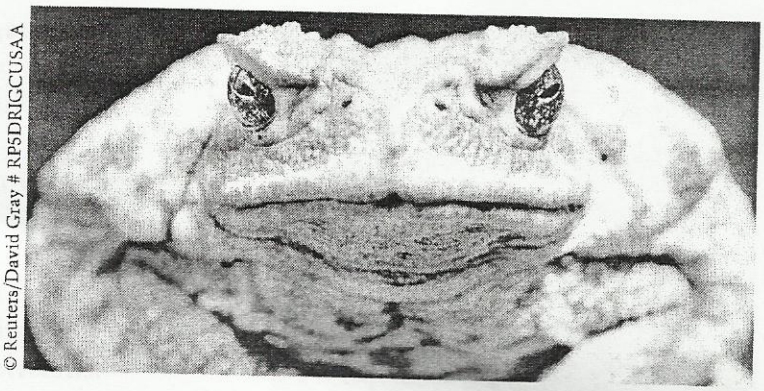
Zebra Mussels	/\	Ash Borer
_____		_____
RUSSIA		

2. Summarize the argument made by the author, including a direct claim / quote! (20 points)

3. Evaluate the argument by offering three specific "reasons" used by the author! (20 points)

4. List three random details in the article that are not specifically related to the argument! (20 points)

5. Describe three evidential details that support the argument and reasons of the article! (20 points)



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Thousands of cane toads are wreaking havoc in Australia.

ALIEN INVASION

In the 1930s, beetles with a sweet tooth gulped down a lot of sugarcane in Australia. Angry sugarcane farmers needed to do something quickly. Farmers in Hawaii gave them a tip: Cane toads like to munch on the beetles. Desperate Australian farmers imported a boxful of the fist-sized toads from Hawaii and let them loose.

Bad idea. Instead of chowing down on the beetles, cane toads gobbled anything they could swallow—pet food, garbage, honeybees, termites, snails, and mice.

The toads multiplied, spreading across the northern coast of Australia. Today toads are such a problem that a member of the Australian government recently suggested that citizens use golf clubs to whack the warty amphibians!

Australia isn't the only country dealing with unwelcome animal guests. In the United States, hundreds of invasive species pose a threat to the environment.

The Aliens Are Coming

An invasive species is nonnative, or alien, to the ecosystem. An ecosystem is a group of plants, animals, and other living organisms that live together in the same area. Although invasive species don't damage their own ecosystem, they can cause massive destruction when they invade another area.

For example, fingernail-sized zebra mussels hitchhiked from Russia to the Great Lakes in the water tanks of ships. When those ships landed in the United States, the zebra mussels began gobbling up food and oxygen, leaving nothing for other underwater creatures to eat.

They also irritated humans. Each year, a female zebra mussel can produce 30,000 to 1 million eggs. When those eggs hatch, the mussels clog pipes that provide drinking water to houses and schools.

A beetle called the emerald ash borer arrived in the United States from China in wood packing material carried aboard cargo ships or airplanes.

The adult emerald ash borer nibbles on the leaves of the ash tree. The larvae of the beetle, however, cause far more damage by chomping through the inner bark of ash trees. The insects destroy the tunnels that

allow water and nutrients to travel from the roots to the leaves. Emerald ash borers have killed 8 million to 10 million trees in Michigan, Ohio, and Indiana.

Another invasive species that is wreaking havoc is the snakehead fish.

Snakeheads arrived in the United States from Asia as exotic pets. When pet owners grew tired of the snakeheads, they threw the fish into nearby lakes and streams.

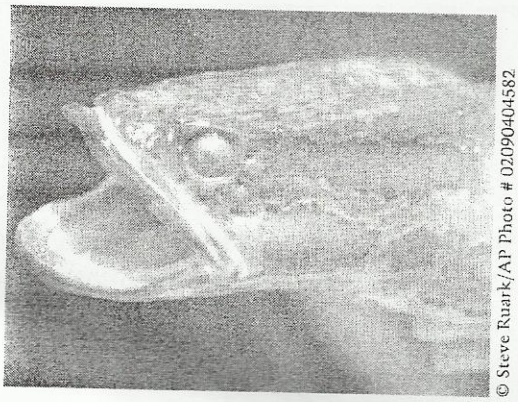
The snakehead fish now live in several states and can move over land from one body of water to another body. They dine greedily and can clear a pond of all its fish. The snakehead was recently spotted in a lake in Queens, N.Y., a part of New York City.

"The world has changed so much in the last 100 years," Jodie A. Ellis, a scientist at Purdue University, told *Senior Edition*. "We are now able to share so many things with other countries, which is mostly a good thing. But there are costs, and one of those costs is the constant threat of invasive species."

Why Should We Care?

In addition to destroying an ecosystem, the devastation caused by invasive species can be costly. In the United States, the damage caused by the pesky critters is roughly $137 billion per year.

"Our natural ecosystems are the primary sources of our food and drinking water," Lisa Gould, a senior scientist at the Rhode Island Natural History Survey, told *Senior Edition*. "Ecosystems help keep our air clean. They give us medicines and materials for our industries. Without them, we could not exist for long."



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The snakehead fish kills native fish in many waterways in the United States.

Battling the Cane Toad

Back in Australia, the government has devoted $1 million to combating that country's pesky toad problem. Scientists are researching what kinds of poisons can kill the creature.

Wildlife officials are also setting up traps to catch the toads, which are now hitchhiking across Australia in the backs of cars and trucks.

"We cannot tolerate a situation where cane toads are getting a free ride across the continent," says one Australian official.

VC173972

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Reading Comprehension (5.ELA.RI.8)

Reasons and Evidence to Support Textual Points

"Alien Invasion"

Student: ANSWER KEY Date: _____ Score: _____ / 100

Students: Read the attached article entitled "Alien Invasion." Reference the teacher's instruction regarding cause and effect relationships to answer the first question. Apply your understanding of reason and evidence relationships to answer the remaining questions.

1. Complete the Bridge Map below by locating a cause/effect example from the text reading that relates to the cause/effect relationship already provided! (20 points)

Zebra Mussels	Λ	Ash Borer
RUSSIA		***CHINA***

2. Summarize the argument made by the author, including a direct claim / quote! (20 points)

   Possible Answer: "Although invasive species don't damage their own ecosystem, they can cause massive destruction when they invade another area."

3. Evaluate the argument by offering three specific "reasons" used by the author! (20 points)

   Possible Answer: 1) Zebra Mussels use of food and oxygen that native species need. 2) Zebra Mussels clog up pipes that bring water to houses and schools. 3) Emerald Ash Borers can destroy the bark on ash trees.

4. List three random details in the article that are not specifically related to the argument! (20 points)

   Possible Answer: 1) Jodie Ellis is a scientist at Purdue University. 2) The Australian government has devoted $1 million to eradicate beetles. 3) Citizens were told to use golf clubs to destroy toads.

5. Describe three evidential details that support the argument and reasons of the article! (20 points)

   Possible Answer: 1) Zebra Mussels can produce 30,000 to 1 million eggs in foreign lands. 2)Zebra Mussels hitchhike rides on water tankers traveling from Russia to the US. 3) Snakeheads were brought from China to the US as pets and discarded into rivers.