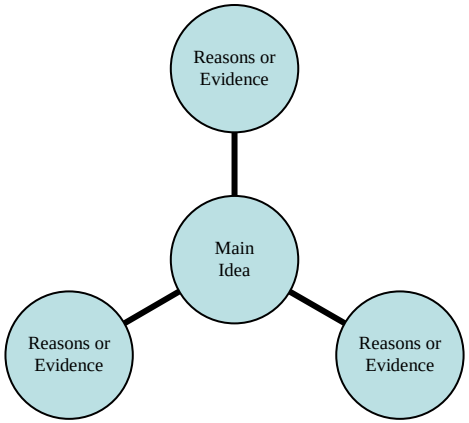
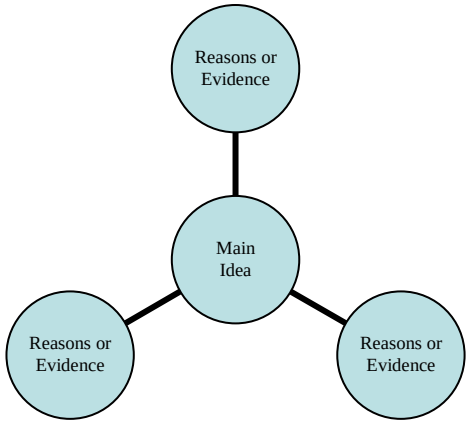
Curriculum Sample for 5th Grade Reading

Grade Level	5th	**Content Area**	Reading
Course Title (grades 9-12 Only)	n/a		
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.*	Students are expected to know how to identify main idea and supporting details. Students will need to understand how to set a purpose when reading. Students will be expected to know how to use reading strategies to comprehend text. Students will be expected to be aware of different genres in 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.*	Students will be taught using scaffolding methods as well as with direct instruction. Through lecture-discussions and demonstrations, students will develop their knowledge while practicing problem-based learning & inquiry activities.		
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.*	Students will be explaining how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) by completing a quiz on this standard. The students will read a new story called, "Vaqueros: America's First Cowboys", which the quiz is based upon. The quiz is worth 26 points; 21 points or higher = mastery which is set at 80% or higher.		
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.*	In this assessment, the students will be taking a quiz in order to identify which reasons and evidence support particular points the author is trying to make in the text. Students will be tested in order to assess whether they have mastered the given standard. Question 1 = 3 pts.; Question 2 = 3 pts.; Question 3 = 4 pts.; Question 4 = 3 pts.; Question 5 = 5 pt.; Question 6 = 2 pts; Question 7 = 2 pts.; Question 8 = 4 pts; The quiz is worth a maximum of 26 points; 21 points or higher = mastery which is set at 80% or higher.		
Materials/Resources Needed	6th Grade Teacher's Edition *Journeys*, Volume 2; Student Books; Quiz; Answer Key		

Lesson (add as needed)	**Instruction**	**Student Activities**
1	The teacher tells the students that they are moving on to a new unit to learn and explain how an author uses reasons and evidence to support particular points in a text identifying which reasons and evidence support which point(s). The teacher writes this on the board. The teacher asks the students what they think this means and if they can remember from previous years how an author supports their ideas. The teacher tells the students they are going to read an informational text called, "Cougars", by Patricia Corrigan. The students are told to complete a chart like the one below to help with their understanding of identifying how reasons and evidence support particular points in the text. Before they start, the students are asked how this chart can help them identify and organize their thoughts.  The students and teacher reads pages 252 and 253 and then the teacher asks, "What is the topic of this selection? How do you know? Choose a paragraph on one of these pages. State its main idea. How	The teachers and students discuss this with examples being provided by the students and by the students. Students draw the chart in their books so they are ready to read.  The students complete the chart. The students read and then answer the teacher's questions with a partner, listing the details in logical order. This is giving the students the opportunity to identify which reasons and evidence support which points in the text.

<table>
<tr>
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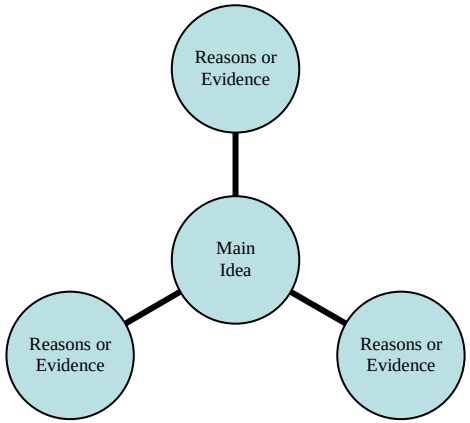
<td>can you tell the difference between the main idea and the details? Now list the details in logical order.” The teacher writes this on the board for the children to follow.

The teacher then selects students to read 1-2 paragraphs each of the next 2 pages, 254-55 and then asks, “How well do you think the author achieves her purpose of giving details of the cougar’s description? Use a chart and write an explanation under it.”

The teacher concludes the first lesson by recapping the fact that students are learning how to explain how an author uses reasons and evidence to support particular points in a text identifying which reasons and evidence support which point(s).</td>
<td>Students read the 2 pages and then determine how well the author achieves her purpose of giving details of the cougar’s description by using a chart and writing an explanation. Students are identifying which reasons and evidence the author is using and how she is using them to support particular points in a text. Students use this chart below.

Students listen to the teacher and ask any questions they have.</td>
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<td>2</td>
<td>The teacher tells the students that for the next lesson, they will be using a table to specifically chart the reasons and evidence linking them to the particular point in the text. The chart will also allow the students to explain how the author uses the reasons and evidence to support the particular points in the text. The teacher will draw the table on the board and tell the students to complete the chart in logical order for the first 4 pages of the story.

The teacher circulates at this time and works with individual students</td>
<td>The students listen and then complete the chart below.

<table><tr><td>Key Point in Text</td><td>Reason/Evidence</td><td>Explanation of how the author uses this for support.</td></tr><tr><td></td><td></td><td></td></tr></table>
When complete with their table, students work with a partner</td>
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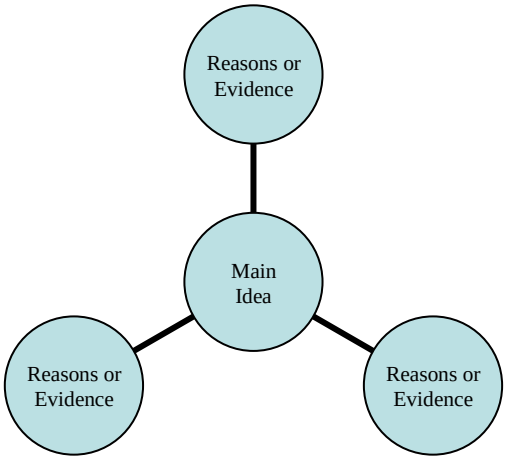
</table>

	to check for understanding of the given standard. The teacher asks the students for examples of their table and then writes them on a giant table on the board for all to see. The teacher and students then read pages 256-260 together. The teacher asks the students to write a paragraph explaining how the author uses reasons on pages 258 and 259 to support the section on how a mother cougar protects its young. The teacher tells the students, "With a partner, identify the most interesting ideas in "Cougars". Then discuss how the author presents these ideas and what her message to readers might be?" Students are told that they will select an idea to discuss in front of the group to show their understanding of the given standard. Students are told by the teacher that they will now complete their table they started at the beginning of the lesson for the entire story on "Cougars". During this time the teacher will circulate, talk with individual students, and assess for understanding of the given standard.	to compare their tables. The teacher and students then discuss this. The students read and follow along. The students read the pages and then write their paragraphs while the teacher circulates and checks their understanding and writing. Students work with a partner and discuss this. Students then present one idea and how it is supported with reasons and/or evidence. Students work independently to complete their table from the start of the lesson and discuss with the teacher their understanding of the given standard.
3	The teacher starts lesson 3 by reviewing the completed tables the students did in lesson 2. This will allow all of the students an opportunity to reinforce their understanding of the given standard and to see if their knowledge presented in their table was correct. The teacher explains to the students that cougars are sometimes known as "ghosts of the wilderness" or "ghost walkers". The teacher then asks the students, "What details about cougars does the author provide that might help explain and support these nicknames?" The students are then told to write a paragraph about the ghost-like qualities of the cougar by including ideas and details from the selection.	Students listen as the teacher writes the table on the board, filling it with the main ideas, supporting reasons, and explanations of how the author uses these reasons and/or evidence. The students listen and then write a paragraph per the instructions of the teacher explaining how an author uses reasons and evidence to support the particular points in the text, identifying which reasons and evidence support which point(s).

	The teacher then writes the following questions on the board, where for each one, the students must answer individually: 1) What reasons and/or evidence given by the author support the main idea that it might be helpful for a cougar to be unobserved by humans or other animals? 2) What is the main idea and supporting details of paragraph 2 on page 252? 3) What reasons and/or evidence given by the author support the main idea that cougars have good eyesight? 4) What reasons and/or evidence given by the author support the main idea that cougars will try to look ferocious when it sees an enemy? The teacher concludes the lesson by circulating and checking the work of the students thus far to determine understanding of the given standard.	Students answer the following questions in their books, explaining for each one which reasons/evidence support the point and how the author does this? Teacher circulates and is available for answering questions when students are doing this. For each question, students must complete the chart below, in addition to the paragraph. 
4	The teacher introduces lesson 4 by reminding students that main ideas give general information and that details tell you more about the main idea. A discussion will then occur about this. The teacher asks the students to read page 260 by themselves and afterwards asks, “What is the main ideas of this page and what details does the author give to support this? How does the author support this section of the text?” The students are then told to work with a partner to discuss the answer.	Students listen to the teacher and discuss the main ideas of the story. Students listen and then work with a partner to discuss the question. Students then share their answers with the class if called upon by the teacher.

	The teacher suggests to the students that the most interesting ideas about cougars are probably also the ones that students can remember without looking back at the story. The teacher tells the students to discuss with a partner the particular points in the text they can remember and then review the appropriate section to see how the author presents these ideas and supports the particular text. The teacher suggests to the students that the author's word choice and method of organizing ideas help convey her message about cougars. The teacher then tells the students that they play a game where the teacher shouts out a particular point from the text and the students have to shout out a reason that supports it, giving an explanation why it supports it. The teacher shouts out: 1) Found (in eleven western U.S. States.) 2) Color (tawny or orange-brown) 3) Ferocious (showing its teeth and growling) 4) Baby cougar? (kitten carried by their neck)) 5) Protect their young (cleans them and hides them) The teacher concludes the lesson by telling the students they have been learning how to explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	The students work with a partner for this exercise, writing their own answers in their books. Students listen and then shout out their answer. This will be a fun and interactive game where the students can reinforce their knowledge and understanding on explaining how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). Students listen to the teacher and answer any topic/standard related questions.
5	The teacher explains to the students that they will now be tested to see how well they can explain how an author uses reasons and evidence to support particular points in a text. The teacher and students read the story, "Vaqueros: America's First Cowboys." The teacher gives the students a "Quiz" to complete individually and determine their understanding and mastery of the given standard.	The students and the teacher read, "Vaqueros: America's First Cowboys." The students then complete the "Quiz " individually by writing their answers on the quiz sheet.

Summative Assessment:

Quiz

Name _____Date_____

Directions: Read the informational text, ““Vaqueros: America’s First Cowboys” pages 587-596, and answer the following questions in order to explain how an author uses reasons and evidence to support particular points in the text, including identifying which reasons and evidence support which point(s).

1. Explain how the author uses reasons and evidence to support the introduction of cattle to America was done by Columbus.
   _____
2. Identify which reasons and evidence support the expanding colony and explain how the author does this.
   _____
3. On pages 588 and 589, how do the details the author includes about Columbus and Cortes support the main point in the text which is “The Journeys?
   _____
4. How does the other use reasons and evidence to support your understanding of the word, “Vaqueros”?
   _____
5. How do the reasons and evidence which the author gives you on page 592 support the particular point being made in the text ?
   _____
6. Explain how the reasons and/or evidence given by the author on pages 594-5 support the main idea that caused the culture of the vaquero to change.
   _____
7. Explain how the author uses reasons to support how the traditions of the vaquero are celebrated today.
   _____
8. Write a paragraph explaining why you think vaqueros are still so popular today. Include reasons and evidence from “Vaqueros: America’s First Cowboys” to support your conclusions.
   _____

Answer Key/Scoring Rubric:

Answer Key

1. The author explains that America did not have cattle prior to Columbus arriving on his second voyage. The author explains this in a visualization bullet point and also uses reasons in the text explaining how Columbus brought over a thousand settlers, horses and cattle. (3 points)
2. The author provides evidence by using an illustrated map and text which states where their journeys took them. This is good evidence used by the author to support the text, "The expanding colony" as it gives the reader more details. (3 points)
3. The author details that Columbus and Cortes were avid explorers from Spain who undertook many expeditions or journeys. The author explains how they both discovered new lands, conquered new lands, and established communities throughout their many journeys. These reasons all support the main point in the text which is "The Journeys? (4 points)
4. The author uses a phonetic example for the pronunciation of vaqueros and explains that in Spanish, the word means "cow-men". Since the settlers were Spanish, this is how the word "vaqueros" came to be. (3 points)
5. On page 592, the particular point the author is communicating is "A Way of Life". The author supports this particular point by using reasons and evidence such as rounding up cattle and wild horses, spending most of their day in the saddle working, and sitting around a fire at night eating and singing songs (5 points)
6. The reasons and evidence given by the author on pages 594-5 support the main idea that caused the culture of the vaquero to change as they highlight how Mexico won its independence from Spain in 1821. After this independence, many American immigrants started to mix and live with the vaqueros which influenced their lives and culture.(2 points)
7. The author gives examples of holidays and events where the skills of the vaqueros can still be seen and appreciated today which support and evidence how the traditions of the vaquero are celebrated today (2 points)
8. I think the vaqueros are still so popular today as the author gives several reasons throughout the story. The author explains that although there has been a decline in vaqueros due to better fences for cattle and horses, people still enjoy watching their skills in rodeo events. The author gives further evidence as to why the vaqueros are still so popular today by highlighting that cowboys became the hero of the west, appearing in many comic books and movies.(4 points)

Total = ____/26

Points Scored	Percentage
20	77
21	81*mastery
22	85*mastery
23	88*mastery
24	92*mastery
25	96*mastery
26	100*mastery

Students scoring a minimum of 21/26 will be judged to have mastered the standard.