Grade Level	5th Grade	Content Area	Reading
Course Title (grades 9-12 Only)			
Length of Unit	**5 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.*	5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text		
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 following methods of instruction are aligned to the Program of Instruction: (1) Common Core State Standard: instruction aligned to 3.RI.8. (2) Direct Instruction: instruction is teacher-led and driven. (3) Understanding by Design (UbD): UbD lesson plan template used; title/objective identified for every lesson. (4) RTI & Differentiated Instruction: tier-2 and 3 students identified with DORA school-wide screenings and/or formative assessments. Tier-2 differentiated instruction takes place in small homogenous groups of 3 to 5 students using the RTI core curriculum (*SRA Reading Mastery, K-6*), and/or the RTI remedial curriculum *(SRA Corrective Reading, Gr3-6)* since the two curricula address the five major components of reading (comprehension, fluency, phonemic awareness, phonics, and vocabulary). Intensive instruction takes place 3x to 5x per week for 20 to 40 minutes with a focus on the three major components of reading where students are the most deficient. Differentiated instruction with scaffolding tools provides more teacher-student interaction (demonstrations, modeling with thinkalouds, teaching and re-teaching, visual aid presentations), frequent opportunities for student practice (pre-reading, guided reading, independent reading, extra-practice and summarizing,), and specific feedback (structured discussion and reflection) (Gersten et al., 2008). Tier-3 differentiated instruction is conducted one-on-one by the teacher, the special education teacher or by volunteers.		
Standard Number and Description *List the Number* and full description for the required Standard.*	**5.R1.8**. 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 demonstrate analysis of informational text by explaining how the author uses reasons and evidence to support points in a text and by identifying which reasons and evidence support which points.		

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 be scored using an answer key. Each of five questions is assigned a point value. Mastery is demonstrated with a score of 80% or above. A score of 10 = 100%. A score of 9 = 90%. A score of 8 = 80%. A score of 7 = 70%. A score of 6 = 60%.
Materials/Resources Needed	*Pearson Learning Core Knowledge History and Geography Grade 5* by E.D. Hirsch Jr. *SRA Corrective Reading* teaching materials. Gersten et al., 2008. http://ies.ed.gov/ncee and http://ies.ed.gov/ncee/wwc/publications/practiceguides/.

Lesson (add as needed)	**Instruction**	**Student Activities**
1	**Day 1: Objective – Identify key points that support the main idea of a text and explain how reasons and evidence support these points.** • Ask the students how a reader might determine the main idea of a text. Discuss student responses. Guide students to understanding that the author often uses multiple points to support the main idea of a text. • Read page 42-43, "A New Dream" from the text as students follow along. Ask students to identify the main idea of the text. Write student responses on the board. Guide students to understand that the main idea of this selection is that the Renaissance was a time of change in Europe. • Ask students to reread the text and look for key points that support the main idea of the text. Write student responses on the board. • Ask students which point they think is most important to understanding the main idea. Guide students to understand that a main point in the text is the idea that the Renaissance was a time of "rediscovery of classical learning." • Instruct students that to understand the author's point, it is necessary to explain how the evidence supports that point. Use one of the student responses as an example and explain how it supports the author's point. • Ask students to explain how this evidence supports this idea. Discuss student responses with the class and correct any misunderstandings.	The students will participate in a class discussion about identifying the main idea of a text. The students will follow along quietly as the teacher reads aloud. The students will read independently from a grade level text. The students will identify key points that support the main idea and evidence that supports these key points. The students will explain how this evidence supports key points in the text. If needed, students will work one-on-one or in small group with the teacher to receive extra time or assistance.

	• Students who need extra time or assistance or are at risk of academic failure are identified with DORA screening and/or formative assessments, and pooled in tier-1 and 2 RTI groups. • Tier-2 and 3 at-risk students will be provided respectively with small groups or one-on-one differentiated instruction with scaffolding tools such as pre-reading, guided reading, post reading, reflection, modeling with thinkalouds and summarizing. Remedial reading instruction with *SRA Corrective Reading* will also be available to at risk students.	
2	**Day 2: Objective – Identify key points that support the main idea of a text and explain how reasons and evidence support these points, identifying which evidence supports which point.** • Review the previous day's lesson and text selection with students. Instruct students that authors attempt to make a point in a text, and that they support that point with evidence. • Using student responses from the previous day's lesson, ask students to look for a second key point that the author uses to support the main idea of the text that the Renaissance was a time of change in Europe. Discuss student responses with the class and guide students to identify the point that there was a focus on an "appreciation of humanity." • Using this main point, ask students to reread the text and look for evidence that supports this idea. Ask students to explain how this evidence supports this idea. Discuss student responses with the class and correct any misunderstandings. • Check for understanding by citing evidence from the text, and asking students to identify which of the key points the evidence supports. • Provide at-risk RTI tier-2 and 3 students with differentiated reading instruction with scaffolding and/or *SRA Corrective Reading* remedial instruction.	The students will participate in a class discussion about identifying the main idea of a text. The students will read independently from a grade level text. The students will identify key points that support the main idea and evidence that supports these key points. The students will explain how this evidence supports key points in the text. The students will listen to evidence from the text and identify the key points it supports. If needed, students will work one-on-one or in small group with the teacher to receive extra time or assistance.
3	**Day 3: Objective – In small groups, identify and explain the evidence that supports the author's point in the text.** • Review the previous day's lesson with students. Remind students that author's support their main points with evidence from the text. • Instruct students to read pages 44-45 beginning with the section sub-titled "Italy the Innovator." Assign students to work in pairs to locate evidence that supports the main point of the text selection.	The students will read independently from a grade level text. The students will work in pairs to identify evidence that supports the main point of a text selection. The students will share their ideas with the class, explain how their evidence supports the main point, and participate in a class discussion.

	• Ask pairs to share their findings with the class. Discuss the reasons that each piece of evidence supports the main point of the text selection. Correct any misunderstandings. • Provide at-risk RTI tier-2 and 3 students with differentiated reading instruction with scaffolding and/or *SRA Corrective Reading* remedial instruction. This instruction is provided in small groups or one-on-one.	If needed, students will work one-on-one or in small group with the teacher to receive extra time or assistance.
4	**Day 4: Objective – Independently identify the author's main point in a text, locate and explain evidence that supports the author's point.** • Review the previous day's lesson with students. Remind students that the author uses evidence to support the main points in a text. • Instruct students to read page 46 of the text. Ask students to identify the main point of the text selection. Discuss student responses and guide students to understanding that the main point is that the printing press accelerated the Renaissance. • Following their reading of the text, instruct students to use their notebooks to write down what they identify as the author's point in the selection. Instruct students to cite at least three pieces of evidence from the text selection that supports the author's point. • After students have completed the activity, ask students to share their findings and discuss with the class. Ask students to explain how the evidence supports the author's point. Correct any misunderstandings. • Provide at-risk RTI tier-2 and 3 students with differentiated reading instruction with scaffolding and/or *SRA Corrective Reading* remedial instruction.	The students will read independently from a grade level text. The students will participate in a discussion identifying the main point of the text selection. The students will work independently to locate evidence in the text that supports the main point. The students will participate in a class discussion of their findings. If needed, students will work one-on-one or in small group with the teacher to receive extra time or assistance.
5	**Day 5: Objective - Students will demonstrate analysis of informational text by explaining how the author uses reasons and evidence to support points in a text and by identifying which reasons and evidence support which points.** (Summative Assessment) • Assign students to read pages 47-48 (From Artisan to Artist) in the *History and Geography* text and answer questions. The teacher will direct the students to answer questions independently and submit their responses for scoring.	Summative Assessment: Students will independently read pages 47-48 (From Artisan to Artist) in the *History and Geography* text and answer questions. Students will submit their work to the teacher for scoring.

Summative Assessment

5.R1.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Read pages 47-48 (From Artisan to Artist) in the *History and Geography* text and answer the following questions.

1. What is the author's point in the section "A Change of Status."

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2. Identify a reason or piece of evidence from the text that supports the author's point. Use a direct quotation from the text.

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3. Explain how this reason or piece of evidence supports the author's point.

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4. Identify a second reason or piece of evidence from the text that supports the author's point. Use a direct quotation from the text.

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5. Explain how this reason or piece of evidence supports the author's point.

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Assessment Answer Key

1. What is the author's point in the section "A Change of Status." (2 pts)
The author's point is that the status of artists changed dramatically.

2. Identify a reason or piece of evidence from the text that supports the author's point. Use a direct quotation from the text. (2 pts)
"The humanists discovered that the ancient Greeks and Romans had great respect for artists and architects."

3. Explain how this reason or piece of evidence supports the author's point. (2 pts)
The Renaissance greatly influenced by Greek and Roman ideas. When it was discovered that Greek and Roman artists were admired for the beautiful work they did, Renaissance artists were viewed with more respect.

4. Identify a second reason or piece of evidence from the text that supports the author's point. Use a direct quotation from the text. (2 pts)
"The humanists also unearthed manuscripts that described forgotten artistic techniques and showed artists how to use mathematical principles to give form and structure to their work."

5. Explain how this reason or piece of evidence supports the author's point. (2 pts)
The Renaissance artists learned new ways of designing art that improved the aesthetic quality of their creations.

Scores

Each of five questions is assigned a point value.
Mastery is demonstrated with a score of 80% or above.
A score of 10 = 100%.
A score of 9 = 90%.
A score of 8 = 80%.
A score of 7 = 70%.
A score of 6 = 60%.