Grade Level	5	**Content Area**	English Language Arts – Reading
Course Title (grades 9-12 Only)	NA		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students know how to use MLA format to cite texts they use for their work. They know how to search tables of contents, indices, etc. to find relevant information within a larger text. The students know how to search for and find informational text online. The students have practice in comparing and contrasting important points and key details presented in two more texts on the same topic. They integrate information from those texts in order to write or speak knowledgably on the topic.		
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.*	In reading and writing, we have made a shift to include more informational text. This is true not only in English Language Arts, but also in science, social studies, and technology. Students engage in cross-curricular opportunities, utilizing and advancing reading, writing, and speaking skills, while exploring social studies, science, and technology.		
Standard Number and Description *List the Number* and full description for the Required Standard or Science Performance Objective listed in section A.6.*	**5.RI.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		
Materials/Resources Needed	Multimedia presentation: "Great Inventors and Thinkers from the Middle Ages through the Industrial Revolution" and student copies of the corresponding timeline, question cards, computers with internet access, printer Variety of informational texts, including: (*E indicates a CCSS exemplar text) • *Toys! Amazing Stories Behind Some Great Inventions* *E, by Don L. Wulffson and Laurie Keller • *The New How Things Work*, by David Macaulay and Neil Ardley • *So You Want to be an Inventor?*, by Judith St. George and David Small • *Women Inventors* (series), by Jean F. Blashfield • *Telescopes: The New Book of Knowledge* *E (Scholastic), by Colin A. Ronan • *About Time: A First Look at Time and Clocks* *E, by Bruce Koscielniak • *Outrageous Women of the Renaissance*, by Brendan January • *Girls Think of Everything: Stories of Ingenious Inventions by Women, by* Catherine Thimmesh • *Amazing Leonardo da Vinci Invention You Can Build Yourself* (Build It Yourself Series), by Maxine Anderson • *Galileo for Kids: His Life and Ideas,* by Richard Panchyk • *Isaac Newton for Kids: His Life and Ideas,* by Kerrie Logan Holihan • *Neo Leo: The Ageless Ideas of Leonardo da Vinci*, by Gene Barretta • *Now & Ben: The Modern Inventions of Benjamin Franklin*, by Gene Barretta • *Timeless Thomas: How Thomas Edison Changed our Lives,* by Gene Barretta • *Odd Boy Out: Young Albert Einstein,* by Don Brown		

* ***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)	**Instructional Strategies** **The teacher will:**	**Student Activities** **The students will:**
1	**Introduction**: Hand out student copies of the timeline and investigate together the multimedia presentation, highlighting inventors and thinkers from the Middle Ages through the Industrial Revolution. **Interaction**: Ask students if any of the information they learned today surprised then. Pose a question like this: "Did you know, for example, that Leonardo da Vinci, who lived from 1452 to 1519, envisioned and sketched several flying machines, including ideas for a glider, a helicopter, and a parachute?" Ask students what people, inventions, and ideas intrigued them most and why. **Independent Practice**: Explain that each student will choose one inventor or thinker about which to read. The will find at least three texts to read and answer the following research questions: • What is the full name of your person? • Where did he/she live? • When did he/she live? • What did he/she do that made him/her famous? (Choose at least 3 things.) • What are some additional facts about his/her life or work that you found interesting? (Choose at least 3 facts.) • Choose one of your person's inventions or ideas. How does it relate to our current understanding of science or technology? Explain that together, with other students, they will participate in an "Oprah"-style talk show. They will each be a guest on the show, taking on the persona of their chosen person. They must be prepared to address the above questions and to anticipate and respond to questions from classmates.	**Introduction**: Follow along on the student copy of the timeline as the class investigates and discusses the multimedia presentation. Jot down additional notes or interesting points. **Interaction**: Give feedback and engage in discussion about people, inventions, and ideas that surprised or intrigued them. **Independent Practice**: Consider the timeline presentation and investigate texts provided by the teacher. Choose a person to research and begin to gather and read sources.
2	**Demonstration/Interaction:** Choose a person not already chosen by students and demonstrate how to gather sources, including online resources, relevant to that person. Project research questions on the Smart Board. Assign students to groups. Tell students that each group will have a question card. The question cards have the following questions. Card 1: Where did he/she live? When did he/she live? Card 2: What did he/she do that made him/her famous? (Choose at least 3 things.) Card 3: What	**Demonstration/Interaction:** Each group should read choose at least three resources that will help them answer the question(s) on their question card. Each group should assign roles to each individual: the questioner, the reader, the scribe, the editor, the writer, and the speaker. The questioner will read question(s) again to the group and remind them of their focus whenever they seem to go off topic. The reader will find and read relevant passages. The scribe will record answers to their

	are some additional facts about his/her life or work that you find interesting? (Choose at least 3 facts.) Card 4: Choose one of your person's inventions or ideas. How does it relate to our current understanding of science and/or technology? Allow groups to choose question cards randomly or assign question cards based on ability to read critically and use multiple sources to research. Assist groups in assigning roles, if necessary, especially if any groups have few enough students that they must double up on some roles. Circulate among groups, guiding when appropriate regarding mechanics and content. Be sure each group is using at least three sources to answer questions. When the class is satisfied with their answers, save, print, and distribute the document for student reference.	questions. The editor will be sure mechanics are correct in their writing. The writer will write answers on the document projected on the Smart Board. The speaker will present the group's findings to the class. When all information is recorded on the Smart Board, discuss content and mechanics. Suggest any editing recommendations and make agreed upon changes.
3	**Independent Practice**: Circulate around the room, monitoring student progress and answering clarifying questions.	**Independent Practice**: Focus on the person of their choice. Review all research questions. Find additional resources, if necessary. Read texts with questions in mind. Gather and record information to answer questions.
4	**Interaction**: Stage an "Oprah"-style talk show in which three to five of the students will be the guests, taking on the personas of their chosen people. The rest of the class will participate as the audience members. Invite the guests to introduce themselves. Ask them questions about their lives, inventions, and ideas. Allow audience members to ask relevant questions. Repeat until all students have had the opportunity to be guests.	**Interaction:** Participate in an "Oprah"-style talk show, taking on the persona of their chosen person. Be prepared to address the research questions and to anticipate and respond to questions from classmates. Repeat until all students have had the opportunity to be guests.

Summative Assessment Items: Attach here. For each summative assessment item, include an answer key or scoring rubric describing how points are to be awarded.

Summative Assessment: Write an article for *History and Science* magazine on one of your person's inventions or ideas and how it relates to or impacts our current understanding of science or technology. As you write, be sure that your lead paragraph introduces your person and the invention or idea about which you are reporting. The core paragraphs should contain more details, quotes, and interesting facts about the topic.

Be sure to:

- ✓ Use at least three informational texts as resources.
- ✓ Introduce the person and his/her invention or idea in the first paragraph.
- ✓ Create core paragraphs, which go into more detail about the person and his/her invention or idea and how it relates to or impacts our current understanding of science or technology.
- ✓ Include relevant interesting facts, quotes, and text references.
- ✓ Use transitional words to link information and ideas.
- ✓ Cite your sources using MLA format.

Article Rubric: A score of 8/9 demonstrates mastery.

	1 point	**2 points**	**3 points**
Integrating Texts	The reader fails to integrate information from at least three sources (uses only one text).	The reader minimally integrates information from at least sources (uses only two texts).	The reader integrates information from at least three sources to write knowledgably.
Relaying Information	The reader relays information with inaccuracies.	The read relays minimal information or information that is unrelated to the prompt.	The reader writes about the topic knowledgably.
Citing Sources	The reader correctly cites one source.	The reader correctly cites two sources.	The reader correctly cites at least three sources.