Curriculum Sample Template
Max. 8 Pages

Grade Level	Fifth Grade	**Content Area**	Reading
Course Title (grades 9-12 Only)	n/a		
Length of Unit	4 days (Assessment on Day 5)	**Time of Year**	January
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	By January, Vista College Prep fifth grade students will have mastered earlier skills on identifying author's purpose in a piece of literature (RL). They will be able to use this prior skill to identify an author's reasoning and evidence in a piece of informational text (RI).		
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 lesson follows the gradual release model that Vista College Prep teachers will be expected to uphold in lesson planning and delivery (moving from guided practice to independent practice). This unit takes advantage of "think-pair-share"-a strategy used by teachers to check for understanding. Throughout the lesson as discussed in Vista College Prep's Program of Instruction, teachers are taking advantage of smaller class sizes and targeting their instruction through individualization and working with smaller groups during the "you do" portion of the lesson.		
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 complete a formative unit test in which they will demonstrate mastery by explaining how an author uses reasons and evidence to support particular points in a text. The assessment will include a multi-paragraph article in which students will read and answer free-response questions that specifically address this skill. In addition, the students will identify the author's reasons and evidence that support his or her point by responding to a short answer question in paragraph format.		
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.*	Students will receive one point for each sentence frame. The short answer section is worth four points. The students must include all of the following to receive four points: 1. Student has identified the author's purpose in writing the article. 2. Student has identified the author's main point. 3. Student has included reasons and evidence from the article to support the main point. 4. The paragraph has fewer than two errors in spelling, punctuation, capitalization, and/grammar mistakes. A score of 7 out of 8 indicates mastery.		
Materials/Resources Needed	Articles "Shark Attack," "Heroes in Time of Need" (Time for Kids selection – assume this subscription is donated),		

	"The World's Best Neighbor," Reader's Notebook, Highlighters, Pencil/Pen

* ***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)	**Instruction**	**Student Activities**
1	**Objective: Students will be able to (SWBAT) explain how an author uses reasons and evidence to support particular points in a text by distinguishing between fact and opinion, with teacher support.** **Weekly Vocabulary: Impact, supplies, survived, violent, involved** Teacher passes out Do Now and students have 3 minutes to complete. **Read Aloud/Mini-Lesson:** A fact is a statement that can be proven true through established methods. An opinion represents someone's feelings or beliefs but is not necessarily false. Authors often state opinions and support them with facts. Words and phrases such as *I think*, *I feel*, *perhaps*, and *the best* often signal an opinion. Good readers need to distinguish between facts and opinions as a way to evaluate what they read, hear, view, and write. They must also identify supported inferences. Teacher will model this strategy with the article "Shark Attack." **Guided Practice: T**eacher will help students determine facts and opinions in the second paragraph of "Shark Attack" by displaying a copy of the article on a transparency and asking students to distinguish between the two. Students will then turn to a partner and discuss how determining the author's facts, opinions, and supported inferences can help them become more discriminating readers. **Independent Practice:** Teacher instructs students to look at another article and students independently identify facts and opinions.	**Do Now:** Students will practice skill of decoding accented syllables in homographs by looking up a selection of words in the dictionary, writing the meanings and noting which syllable is accented for which meaning. Students listen to mini-lesson from their desk and take notes. Students read the paragraph and at the teacher's prompting students are asked to distinguish between the two. Students will then turn to a partner and discuss how determining the author's facts, opinions, and supported inferences can help them become more discriminating readers. Students work independently completing their independent practice. **Homework:** Students complete a practice page in which they underline statements of fact and circle statements of opinion. Then, they will list two opinions from the practice page and give the supported inferences

		for each. [In addition to nightly reading]
2	**Objective: SWBAT explain how an author uses reasons and evidence to support particular points in a text by distinguishing between fact and opinion and recognizing the distinguishing features of expository text.** Teacher passes out Do Now and students have 3 minutes to complete. [Typically the Do Now tests a skill learned the day prior, however, this week the Do Now is being used for vocabulary review.] **Read Aloud/Mini Lesson:** An expository article in a newspaper magazine presents facts and information. Students will be reminded to look at the pictures and captions that describe different places as they read. During the reading of the first two pages of the article "Heroes in Time of Need," the teacher pauses at various places in the reading to think aloud and monitor comprehension: *The author states facts about three disasters. There are also two opinions: citizens were generous and that they acted like heroes. What reasons or evidence does the author give for these opinions?* **Guided Practice:** Teacher will help students explain how an author uses reasons and evidence to support particular points in a text. The teacher will call on students to re-read sections out loud while periodically stopping to call on students to apply this strategy to the text. **Independent Practice:** Teacher asks students to respond in writing to the next paragraph, identifying sentences that are fact and opinion, and writing what reasons he gives to provide support for the facts that he cites.	**Do Now:** Students will use the Define/Example/Routine to practice the weekly vocabulary words: <u>Define</u>: When there is an *impact*, one thing hits another very hard. <u>Example:</u> The *impact* of the bat sent the ball over the fence. <u>Ask</u>: What is a synonym for *impact*? Students read along with the teacher as the teacher thinks aloud with reading comprehension questions. Students respond to the questions that are asked by the teacher. Students are cold called to read a certain paragraph, respond to questions as they are asked and remain engaged with the text during guided practice. Students continue the skill on their own while the teacher circulates to check for understanding. Students are independently responding in writing to the previous prompts. **Homework:** Students write a paragraph in which they explain how the author makes the reader believe that natural disasters bring out the best in people. [In addition to nightly reading]
3	**Objective: SWBAT explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).**	**Do Now:** Students will identify the Greek and Latin roots of the weekly vocabulary words in their notebooks.

	Read Aloud/Mini-Lesson: The author uses facts to support his or her opinion in the article "Heroes in Time of Need." Opinion: "Bake sales and fundraisers are great ideas"; "There are many creative ways to help". Fact: "Project Backpack filled more than 10,350 backpacks with school supplies for Katrina's youngest survivors"; "Kids participated in reading-for-relief fundraisers to benefit tsunami victims. " As the teacher continues reading s/he stops when she gets to evidence, goes back and identifies what reasons the author provides. The teacher models this strategy for the final pages of the article as s/he determines whether or not s/he agrees with the author as a result of the reasons he provides to support his point. **Guided Practice:** The teacher creates comprehension questions that follow the article selection. The teacher and the class do one together. The teacher identifies the main point and then asks the class which reasons in the paragraph support the specified point. These questions ask students to identify the reasons and evidence the author gives to support his or her opinions in two additional paragraphs. **Independent Practice:** Students continue to answer the comprehension questions in their notebooks. The teacher circulates at this time to assist struggling students.	Students listen for the difference between fact and opinion and observe how the teacher explains how to look for the support an author provides for a specific point. Students also begin thinking about whether they are convinced by the author's reasons and evidence. Students and teachers complete one comprehension question together. Students respond in writing to the comprehension questions. Students list the main point of a paragraph and list which reasons and evidence are given to support the point. **Homework:** Students create word squares for each of their new vocabulary words. Square 1: the word Square 2: own definition and any synonyms Square 3: simple illustration to help them remember the word Square 4: non-examples [In addition to nightly reading]
4	**Objective: SWBAT explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point (s) in a test practice format.**	**Do Now:** Student pairs will choose three homographs from their list and compose two sentences for each word, one for each meaning of the word.

	Read Aloud/Mini-Lesson: The teacher will model how to use the strategies students have learned when in a test-taking environment. Good test takers know how to answer the question that's asked by reading the selection, reading the question and all the answers, paraphrasing the question, rereading or scanning the selection to determine the best answer, and using clues and evidence from the text or analyzing the text evidence to determine the answer. The students read the article "The World's Best Neighbor" as a class. **Guided Practice:** The teacher leads the students in answering the questions following the article by identifying the key points and then identifying what reasons or support the author provides for the point. The students are given a copy of the article and are asked to highlight the clues and evidence that help to support the author's point(s). **Independent Practice:** Teacher instructs students to start on the independent practice. The teacher pulls a small group of students if they are struggling.	Students are familiar with the objective, but need an additional day of practice in how to apply this objective while taking an exam. Students observe the strong test taking strategies demonstrated by the teacher and start reading the article in front of them. Teachers and students work to answer the comprehension questions by identifying the key points and then identifying what reasons or support the author provides for the point. Students underline the key point and then use a highlighter to highlight the reasons and evidence which support the point that he is trying to make. Students continue reading, highlighting, and answering the remainder of the questions on their own. The teacher circulates at this time to assist struggling students. **Homework:** [Nightly reading]
5	**Assessment: SWBAT 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 will help students prepare for their assessment by asking: How did the authors of the different articles that you read this week make you more aware of the issues of natural disasters?	**Do now:** Students will complete an assessment on the five new weekly vocabulary words by filling in the sentence with the correct word and writing a sentence using each word correctly. Students will complete the unit assessment. **Homework** [Nightly reading]

Paste Summative Assessment Here:

Text for Assessment: "Bug Robots" (McMillan/McGraw Hill)

Investigating the world takes scientists to amazing places. They take rockets into space to explore the moon and planets. They travel deep beneath the ocean to explore the sea floor. Many places scientists want to investigate are dangerous for them to explore or impossible for them to reach, however. To solve this problem, they use robots built like insects. Scientists observe insects so they can learn how the insects move. Then they make robots that can move as quickly and easily as bugs do.

Scientists make bug robots that have many legs, such as crickets, centipedes, cockroaches, and spiders. The bugs' legs are connected by joints, which allow them to bend in different directions. Some scientists who study bugs set up labs that are like gyms. There, bugs can move, or exercise, in different ways.

One lab has a treadmill for centipedes and cockroaches, for example. As the bugs run on the treadmill, scientists take pictures of them using special cameras. Those cameras can capture thousands of images in seconds. By viewing these images, scientists can gain insight on how insects move their legs. Then they build robots with legs that move in the same way.

The bug robots have computers for brains, and scientists can program those computers to tell the robots' legs how to move. Then, when they release the robots onto the field, they make them move using remote controls. Some scientists are trying to make a robot with legs that can be removed and replaced with different ones. This would allow the robot to move just as easily in small spaces as in large ones.

Bug robots have been used in a number of investigations. They have traveled on rockets to Mars, crawled over Martian soil, and squeezed between Martian rocks. As scientists improve bug robots, they will become even more important. They may be able to crawl into tiny places on the space station and make repairs. They may be able to withstand the heat of volcanoes. They may also be able to climb through dangerous areas on Earth and rescue people who are trapped or hurt. Bug robots will help scientists make new discoveries and conquer problems they have been struggling with.

One thing to remember about bug robots is that they are really tiny computers. As they continue to improve, they will do more important things. It is especially important to put tiny cameras in the robots. That way, when a robot walks on Mars, it can take pictures that scientists could never see otherwise.

Name: _____ Date: _____

Directions: Answer the following questions. Make sure you check for spelling, punctuation, capitalization, and/grammar mistakes.

1) Why does the author include examples of jobs that can be dangerous for scientists?

2) What evidence supports the author's point that scientists can make robots that can move as quickly and easily as bugs do?

3) Why does the author mention the planet Mars?

4) What evidence supports the author's point that it is especially important to put tiny cameras in the robots?

Short Answer: In paragraph form, answer the following. What is the author's purpose for writing this article? What is his main point? What evidence or reasons are given to support that point? Be sure the use details from the article to support your answer.

Paste Answer Key/Scoring Rubric Here:

Students will receive one point for each multiple choice question. The short answer section is worth four points. The students must include all of the following to receive four points:

1. Why does the author include examples of jobs that can be dangerous for scientists?
   Because he is using that as evidence for the need of the bug robots—robots can go where people can't.

2. What evidence supports the author's point that scientists can make robots that can move as quickly and easily as bugs do?
   The bugs' legs are connected by joints which allow them to move in different directions.

3. Why does the author mention the planet Mars?
   He gives Mars as an example of where humans cannot go yet, but that a robot could go to bring back pictures and help humans learn more about the planet.

4. What evidence supports the author's point that it is especially important to put tiny cameras in the robots?
   When a robot walks on Mars it is critical for the robots to have cameras so they can take pictures for the scientists back on earth to study.

Short Answer

5. Student has identified the author's purpose in writing the article: **Persuade the reader that bug robots are a new technology that can help scientists and be useful in investigations by taking pictures in places humans can't go.**
6. Student has identified the author's main point**: Bug robots are an exciting new technology that can help scientists and investigations because they are computer-based and fast-moving.**
7. Student has included reasons and evidence from the article to support the main point. [There are several right answers]
   - **They travel deep beneath the ocean to explore the sea floor.**
   - **They use robots built like insects.**
   - **The bugs' legs are connected by joints, which allow them to bend in different directions.**
   - **Robots have computers for brains, and scientists can program those computers to tell the robots' legs how to move.**
   - **They traveled on rockets to Mars, crawled over Martian soil, and squeezed between Martian rocks.**
8. The paragraph has fewer than two errors in spelling, punctuation, capitalization, and/grammar mistakes.

A score of 7 out of 8 indicates mastery.