

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 5 / The British Are Coming!

Course Code: ELA

### **COURSE INTRODUCTION:**

**Fifth grade English Language Art students will utilize higher level thinking skills and strategies necessary to interact with complex literature, topics, and themes. While studying and analyzing relevant and rigorous texts of various genres and content areas, students will be able to authentically explore the world around them. Through writing, students will create and critique persuasive, narrative, and informative pieces that are both succinct and meaningful. In the exploration of English Language Arts, students will utilize technology to express and present their research, thoughts, and demonstrate learning. As competent and participatory citizens, students will utilize speaking skills to persuade and inform as well as use listening strategies to critique and/or gain information.**

**In this document, teaching structures such as interactive writing, reading workshop, Socratic Seminar, etc. are highlighted in blue and linked directly to the State Literacy Plan in order to provide a more in-depth explanation.**

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<p><b>UNIT DESCRIPTION:</b>                  This unit will take students on an adventure as they discover the causes and effects of the American Revolution. Students will learn strategies for Identifying cause and effect relationships as well as how to compare and contrast events from multiple sources. They will utilize many different pieces of literature to build their knowledge of the events leading up to the writing of the Declaration of Independence.</p> <p>Then, as the Revolutionary War begins, students will begin the second part of their journey researching battles and events, taking notes and writing cause and effect informational texts to summarize the events. Finally students will use their summaries to create a class timeline and mural.</p> <p><i>Teachers should incorporate Reading Foundational Skills and Language Standards into this unit in meaningful ways that align with learners' needs.</i></p> <p>Diverse Learners                  Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf">http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf</a>. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p><a href="#">Provide Feedback</a></p>	<p><b>SUGGESTED UNIT TIMELINE:</b> 3-4 weeks</p> <p><b>CLASS PERIOD (min.):</b> 30-45 minutes; cross-curricular in reading, writing and social studies</p>	
<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. How are causes/effects present in your daily life?</li> <li>2. Were the causes for freedom worth the effects of the Revolutionary War?</li> <li>3. What would your life be like today if our country did not win the Revolutionary War?</li> </ol>		
<b>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</b>		<b>CROSSWALK TO STANDARDS</b>

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		CA GLE	Performance Goals	CCSS ELA Grade Level	CCSS ELA Anchor	DOK
1. Determine the meaning of content vocabulary.		R.1.E.5.a	1.5	RI.5.4		2
		R.1.E.5.b	1.6			
		R.1.E.5.c				
		R.1.E.5.d				
2. Identify the three different types of cause/effect relationships, and use the appropriate model to explain		R.3.C.5.d	1.6	RI.5.5		2
		R.3.C.5.a	3.5	RI.5.3		
		R.3.C.5.c				
		R.3.C.5.e				
3. Explain the chain of events that led to the Revolutionary War.		R.1.H.5.i	1.6	RI.5.2		2
		R.3.C.5.d	3.5	RI.5.5		
		R.3.C.5.a		RI.5.3		
		R.3.C.5.c				
		R.3.C.5.e				
4. Connect new information being learned to what is already known about the topic.		R.1.D.5.a	1.6	RI.5.10		1

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		<b>R.1.D.5.b</b>				<b>2</b>
<b>5. Identify the question/answer relationship as look for answers to questions about a text.</b>		<b>R.1.H.5.a</b>	<b>1.5</b>	<b>RI.5.1</b>		<b>1</b>
			<b>1.6</b>			
<b>6. Compare and contrast the accounts of events from multiple texts.</b>		<b>R.1.I.5.a</b>	<b>1.5</b>	<b>RI.5.6</b>		<b>4</b>
		<b>R.1.H.5.h</b>	<b>1.6</b>	<b>RI.5.7</b>		<b>3</b>
		<b>R.1.H.5.i</b>	<b>3.5</b>	<b>RI.5.9</b>		
			<b>2.1</b>	<b>W.5.8</b>		<b>3</b>
			<b>2.2</b>			<b>2</b>
<b>7. Research and take notes on relevant information about a battle of the Revolutionary War.</b>		<b>R.1.I.5.a</b>	<b>1.5</b>	<b>RI.5.9</b>		<b>4</b>
		<b>R.1.H.5.h</b>	<b>1.6</b>	<b>W.5.8</b>		<b>3</b>
		<b>R.1.H.5.i</b>	<b>3.5</b>			
			<b>2.1</b>			<b>3</b>
			<b>2.2</b>			<b>2</b>

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<p><b>8. Use the information gathered to write a cause/effect informational text summarizing the battle.</b></p>		<p>R.1.I.5.a R.1.H.5.h R.1.H.5.i W.3.A.5.a W.2.B.5.a W.2.B.5.b W.2.D.5.a</p>	<p>1.5 1.6 3.5 2.1 2.2</p>	<p>RI.5.9 W.5.2.a W.5.2.b W.5.2.c W.5.2.d W.5.2.e W.5.8</p>		<p>4 3 3 2</p>
<p><b>9. Share the informational text with the class and combine the events to create a class timeline/mural of the American Revolution.</b></p>		<p>R.1.I.5.a R.1.H.5.h R.1.H.5.i I.1.A.5 W.3.A.5.a W.3.A.5.b W.3.A.5.c</p>	<p>1.5 1.6 3.5 2.1 2.2</p>	<p>RI.5.9 W.5.8 W.5.9.a W.5.9.b</p>		<p>4 3 3 2</p>
<p><b>10. Discuss and share information others to create a class timeline and mural.</b></p>		<p>L.1.B.5 L.2.A.5.a</p>	<p>1.5 2.3</p>	<p>SL.5.1.a SL.5.1.b SL.5.1.c SL.5.1.d</p>		<p>2</p>

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		SL.5.4
<p><b>ASSESSMENT DESCRIPTIONS*:</b> (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc. )</p> <p><b>ASSESSMENT DESCRIPTIONS*:</b> Formative (Exit slips, graphic organizers and/or diagrams of cause/effect relationships, and a cause/effect paragraph, Venn diagrams comparing and contrasting multiple accounts of events, comprehension quizzes and battle notes)</p> <p><b>ASSESSMENT DESCRIPTIONS*:</b> Summative Assessment of students’ ability to identify a cause/effect relationship will be integrated into a written summary of a battle of the American Revolution.</p>		
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>	
1	<p><b>1. VOCABULARY</b></p> <p>a. Before each lesson introduce students to vocabulary that they will need to know to understand the content.</p> <ul style="list-style-type: none"> <li>• Examples: revolution, liberty, united, patriot, independence, minutemen, rebel, loyalist, traitor</li> </ul> <p>b. Choose &amp; model a strategy for learning vocabulary such as the <a href="#">Fray Model graphic organizer</a>.</p> <p>c. Prior to each mini-lesson, integrate vocabulary review to help students become familiar with meaning.</p>	
2 3	<p><b>2. Cause/Effect: Asking questions</b></p> <p>a. Activate prior knowledge about cause and effect by allowing a student to act out what happens when he or she stays up too late at night. When the student is finished ask the class what the end result is (i.e., feeling tired); explain that this is the <i>effect</i>. Ask students to tell what has <i>caused</i> this effect (i.e., not getting enough sleep). Create an anchor chart explaining difference between a cause and effect.</p> <p>b. Explain that there are <b>three strategies</b> that can be used to figure out the cause and effect. The first strategy is to <b>ask questions</b>. Write the following sentence on the board:</p>	

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*The class had a party because everyone reached their reading goal.* To find the effect, teach students to ask themselves “What happened? To find the cause ask, “Why did this happen?” Provide students with several examples of everyday events with which to practice before introducing an example with content from the American Revolution.

- c. Model how this strategy is important because sometimes the author presents the CAUSE first (ex. We *left the gate open* so the dog got out of the yard.) and, at other times, the EFFECT may be first (ex. We *went to the mall* because we were bored). Asking questions can help you identify the cause and effect no matter where it comes in a sentence.

*Examples:*

- *The window was left open so the rug was wet.*
  - *I scraped my knee therefore I had to get a bandage.*
  - *Bobby earned \$5.00 because he raked the leaves for his dad.*
  - *The British placed taxes on goods to help pay for the French and Indian War. As a result, the colonists were unhappy and refused to pay the tax.*
- d. Begin a shared reading of an informational book that will give students lots of experience with finding causes and effects such as, *You Wouldn't Want to Be at the Boston Tea Party* by Peter Cook. As you begin, read short sections and ask students to identify, “What happened?” and “Why did it happen?” Stop after several pages, and tell students that you will continue the story in the next session. At the end of the lesson, add the two questions to the anchor chart.
- e. *Formative Assessment:* Distribute an exit slip with the following sentence on it: “The cat got scared and ran up the tree.” Direct students to ask themselves the two questions, then underline the cause and circle the effect in the sentence. Use the door pass to determine if students have a general understanding of cause and effect using the asking questions strategy.

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2  3	<p><b>3. Cause/Effect: Signal Words</b></p> <p><i>a.</i> Introduce the next strategy used to identify cause and effect: <b>signal words</b>. Using the previous examples given, have students identify words that signal a cause (because, as a result of) and words that signal an effect (so, therefore). Add these signal words to the anchor chart.</p> <p><i>b.</i> Prior to this session choose some of the cause/effect relationships the class identified in the read aloud, and write them on the board or chart paper for students to view. Be sure to collect sentences <i>with</i> and <i>without</i> signal words. Ask students to identify the signal words used in each sentence, noting that not every sentence will use a signal word, so it is important to utilize the questioning strategy as well.</p> <p><i>c.</i> Continue a shared reading of the informational book you began in the prior session, stopping periodically to allow students the opportunity to use the questioning strategy and the signal words to identify cause and effect relationships. As the unit continues, other signal words may be added to the chart.</p> <p><i>d. Formative Assessment:</i> Choose several sentences out of the read aloud to put on an exit slip. Have students use either the signal words or the questioning strategy to identify the cause and effect in each sentence. Use the door pass to determine if students can identify cause and effect using one of these two strategies.</p>
2  3	<p><b>4. Cause/Effect: Single Event or Chain Reaction?</b></p> <p><i>a.</i> The third strategy is to use <b>visual representations or graphic organizers</b> to identify the type of cause/effect relationship. Use the previous examples to model a <i>single event</i>, which has one cause and one effect. Then demonstrate a <i>chain reaction</i> where one cause can lead to an effect, which leads to another cause, which has another effect. Use the example: <i>The British placed taxes on goods to help pay for the French and Indian War. As a result, the colonists were unhappy and refused to pay the tax.</i> Use the <a href="#">chain reaction organizer</a> or draw your own diagram to show students how the French &amp; Indian</p>



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	<p>War led to the British needing money to pay for the war. In turn, the British placed taxes on goods, which caused the colonists to be unhappy. As a result, the colonists refused to pay the tax.</p> <ul style="list-style-type: none"><li>b. Using cause/effect relationships found previously in the read aloud, have students practice identifying them as a single cause and effect or as a chain reaction, and have them construct a diagram to display the relationship.</li><li>c. Continue a shared reading of the book from the previous session or select another, and continue to scaffold the students as they identify causes and effects and use a diagram or graphic organizer to display the relationships.</li><li>d. <i>Formative Assessment:</i> Provide students with an example and allow them to draw a diagram to display the cause/effect relationship.</li></ul>
2 3	<p><b>5. Branching Tree Diagram</b></p> <ul style="list-style-type: none"><li>a. Introduce students to the <a href="#">branching tree</a> diagram. Explain that one cause can have multiple effects. Use the diagram to model the following example: <i>Cause:</i> snow storm <i>Effect:</i> snow covers everything, roads are closed, school is canceled, kids go sledding, kids build snowmen. Then show students how one effect can have multiple causes. Use the diagram to model the following example: <i>Effect:</i> The Boston Massacre <i>Causes:</i> colonists are irritated by the presence of the British soldiers, boys throw snowballs at soldiers, crowd grows and becomes more aggressive, British soldiers are worried for their safety, soldiers fire into the crowd</li><li>b. Continue a shared reading of the book used in the previous session, and continue to scaffold the students as they identify causes and effects and use a diagram or graphic organizer to display the relationships.</li><li>c. <i>Formative Assessment:</i> Provide students with an example of an event with multiple causes such as the Boston Tea Party. Allow students to draw a diagram to display the cause/effect relationship.</li></ul>

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2 3 10	<p><b>6. Practice with a Partner</b></p> <p>a. Now that students are familiar with the three strategies for identifying cause and effect, distribute the <a href="#">Cause-and-Effect Graphic Organizer Rubric</a> and review it with students. Explain that you will use it to assess the organizers they create with their partner and that they will be using their graphic organizers to write paragraphs in a future lesson.</p> <p>b. Distribute copies of an American Revolution piece such as <a href="#">“The Boston Massacre,”</a> from <a href="#">www.mrnussbaum.com</a>. For the first reading of the text, partners should focus on discovering the cause-and-effect relationships within the text. Partners may then have a short discussion of their ideas.</p> <p>c. As students read the text for a second time, they should record the cause-and-effect relationships they encounter in the <a href="#">chain reaction organizer</a> or the <a href="#">branching tree diagram</a>. Partners should find at least three cause-and-effect relationships from their text.</p> <p>d. When the students are finished completing their organizers ask students about the key words they found in their text. Questions for discussion include:</p> <ul style="list-style-type: none"><li>• How many cause-and-effect relationships did you find in your text? Can you share one example?</li><li>• What key words made you think that this was a cause-and-effect relationship?</li><li>• How will these words help you to think about cause-and-effect relationship in books you read in the future?</li></ul> <p>e. <i>Formative Assessment:</i> Use the <a href="#">Cause and Effect Graphic Organizer Rubric</a> to assess students’ ability to identify cause and effect relationships.</p>
2 3	<p><b>7. Cause/Effect Informational Text</b></p> <p>a. Distribute and review a sample paragraph and the <a href="#">Cause-and-Effect Paragraph Rubric</a>. Read over the sample paragraph and draw students’ attention to the introductory sentence, the cause/effect relationships listed, the use of signal words and the conclusion. Have students use the rubric to grade the sample paragraph.</p> <p>b. Show students the <a href="#">sandwich</a> organizer and have them use the template to plan out their</p>

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	<p>paragraphs about the Boston Massacre. They should use their graphic organizers or diagrams created during the previous lesson.</p> <ul style="list-style-type: none"> <li>• They should write their introduction in the <i>Main Idea</i> box.</li> <li>• They should list the three cause-and-effect relationships in the boxes labeled <i>Details</i>.</li> <li>• They should write a concluding sentence in the <i>Conclusion</i> box.</li> </ul> <p>c. Students should use the information on their sandwich organizer to write clear paragraphs about the cause/effect relationships they identified in “The Boston Massacre”.</p> <p>d. Students write several paragraphs showing cause and effects relationships that go with the battle they have chosen, determine the order of the paragraphs, write an to the introduction and conclusion to the informational text.</p>
	<p><b>ADDITIONAL ACTIVITIES FOR CONTINUED PRACTICE:</b></p> <ul style="list-style-type: none"> <li>• Download the Smart Board lesson <a href="#">“Road to Revolution”</a> to take the class through a “Choose Your Own Adventure” experience. This lesson guides students through the events leading up to the Revolutionary War by placing them in the role of colonists and asking them to make decisions about their future. Each decision is accompanied by a short informational video so that students gain understanding of historical events as well as cause/effect relationships. A <a href="#">chain reaction organizer</a> could be completed as students complete this lesson.</li> <li>• <a href="#">“Liberty’s Kids”</a> is an animated series about the American Revolution. Each episode breaks down various events of the time and allows students the opportunity to gain a better understanding of these events. Choose an episode and allow students to practice identifying cause and effect relationships as they watch!</li> </ul>
4	<p><b>8. Connecting New Information to Background Knowledge</b></p> <p>a. Access prior knowledge by reviewing the events that have led up to the Battle of Lexington and Concord.</p> <p>b. Use a during-reading activity such as <a href="#">NKQ (New-Knew-Questions)</a> which will help students make connections between their background knowledge and new learning.</p>

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	<p>Pass out copies of the NKQ chart and model how students will listen as the teacher reads aloud and then stop periodically to jot down new learning, known information and questions they have.</p> <p>c. Read aloud <u>Let it Begin Here: The Battle of Lexington &amp; Concord</u>. Stop periodically to allow students time to discuss and add items to their graphic organizer. If this is the first time using an NKQ chart, the teacher may choose to create one on chart paper and model how to complete the organizer while students follow along with their own organizer.</p> <p>d. After reading, teacher follows up with a discussion to allow students to draw conclusions to the following questions:</p> <ul style="list-style-type: none"> <li>• Why was this event known as “The Shot Heard Round the World”?</li> <li>• How is this event similar to the Boston Massacre?</li> <li>• What did the battle of Lexington and Concord prove about the Americans?</li> </ul>
<p>4</p> <p>6</p>	<p><b>9. Comparing &amp; Contrasting</b></p> <p>a. Go to <a href="http://www.mrnussbaum.com">www.mrnussbaum.com</a> and find the printable comprehension <u>“Shot Heard Round’ the World: Battles of Lexington and Concord”</u> and the <u>answer key</u></p> <p>b. Give each student a copy of “The Shot Heard Round the World” and a <u>venn diagram</u> with a summary OR the <u>Compare/Contrast diagram</u></p> <p>c. Explain that students will work in partners to read the selection and compare/contrast it to the story <u>Let It Begin Here!</u> They will then write a short summary explaining their findings.</p> <p>d. Follow up with a discussion about why there are differences between the versions of the same story and explain that this will be important to understand when students begin researching battles of the revolution. Problem-solve about what to do if this happens when they are researching and how students should decide what to write down in their notes.</p> <p>e. OPTIONAL ACTIVITIES: Have students read the poem <u>“The Midnight Ride of Paul Revere”</u> by Henry Wadsworth Longfellow and complete a <u>triple venn diagram</u> to compare/contrast all three versions of the event.</p>
<p>5</p>	<p><b>10. Reading Comprehension</b></p>

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	<p>a. This lesson is based on the understanding that students have had previous training on how to use QAR (Question-Answer Relationships). If this is a new strategy, please see the guide for teaching QAR at <a href="http://www.readingquest.org/strat/qar.html">http://www.readingquest.org/strat/qar.html</a>.</p> <p>b. Students will again be given the “Shot Heard Round’ the World: Battles of Lexington and Concord” from <a href="http://www.mrnussbaum.com">www.mrnussbaum.com</a> along with the comprehension questions. Read over the questions together and identify the QAR. Then allow students time to complete the comprehension questions on their own or with a partner.</p> <p>c. OPTIONAL ACTIVITIES: If students need more practice with QAR, additional reading passages and comprehension questions on various events from the American Revolution are available at <a href="http://www.mrnussbaum.com">www.mrnussbaum.com</a></p>
7	<p><b>11. RESEARCH</b></p> <p>a. Lead students in a discussion about what important details might need to be included in a summary of a battle and brainstorm several questions to help guide their research.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"><li>• Where/when did the battle take place?</li><li>• Who was involved?</li><li>• How did it begin?</li><li>• What happened during the battle?</li><li>• What were the results?</li></ul> <p>b. Guide students in the use of the Question/Answer/Resource organizer to take notes and cite sources. Depending on the experience of the students, more explicit instruction may be needed to teach students how to locate information, paraphrase in note-taking and/or cite sources. The teacher could model note-taking with the Question/Answer/Resource organizer by using the piece “Shot Heard Round the World: Battles of Lexington and Concord” from <a href="http://www.mrnussbaum.com">www.mrnussbaum.com</a>.</p> <p>c. Allow students to choose which battle of the Revolution that they would like to research.</p> <p><b>d.</b> Provide students with various print and digital sources to gather information about the</p>

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	battle.
8	<p><b>12. SUMMARIZING</b></p> <ul style="list-style-type: none"> <li>a. Distribute copies of the <a href="#">Cause-and-Effect Paragraph Rubric</a> and review with students so that they are aware of how they will be assessed.</li> <li>b. Using the information gathered during research, guide students in the use of the <a href="#">sandwich organizer</a> to plan their informational texts.</li> <li>c. Guide students through the editing, revising and publishing of their summaries.</li> </ul>
9	<p><b>13. SHARE</b></p> <ul style="list-style-type: none"> <li>a. Have students do a line-up and sequence themselves by the date of their battle.</li> <li>b. Allow students to read their summaries to the class.</li> <li>c. Create a class timeline and mural of the American Revolution. Post each child’s battle summary sequentially on a long sheet of butcher paper. Then allow students to illustrate their battles. Hang the mural in a location where it can be shared with others.</li> </ul>
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>
1	<b>1.</b> Complete the selected organizer by locating various components of the word such as the definition, examples/nonexamples, pictures, synonyms/antonyms, etc.
2 3	<b>2.</b> Identify causes and effects by asking themselves, “What happened?” and “Why did it happen?” Listen as the teacher reads aloud and identify examples of cause and effect. Demonstrate an understanding of a cause and an effect by successfully completing the exit slip.
2 3	<b>3.</b> Determine the signal words that help identify cause, and the ones used to identify effect. Listen as the teacher reads aloud and identify examples of cause and effect. Demonstrate an understanding of a cause and an effect by successfully completing the door pass.
2	<b>4.</b> Determine if a cause/effect relationship is a single event or a chain reaction. Draw a diagram or complete a graphic organizer to depict a single event or a chain reaction. Listen as the teacher

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3	reads aloud and identify examples of cause and effect and use a diagram or graphic organizer to display the relationships. Demonstrate an understanding of a cause and an effect by successfully completing the door pass.
2 3	<b>5.</b> Determine if a cause/effect relationship is a single event, a chain reaction or one event that has multiple causes or effects. Draw a diagram or complete a graphic organizer to depict one of the three types of cause/effect relationships. Listen as the teacher reads aloud and identify examples of cause and effect and use a diagram or graphic organizer to display the relationships. Demonstrate an understanding of a cause and an effect by successfully completing the exit slip.
2 3	<b>6.</b> Read with a partner and identify cause and effect relationships. Construct diagrams or complete graphic organizers to display that cause/effect.
2 3	<b>7.</b> Use the Cause-and-Effect Paragraph Rubric to assess a sample paragraph so that they can see what will be expected of them when they write their own paragraph. Plan out a cause and effect paragraph using the sandwich organizer and the cause/effect relationships found in the Boston Massacre piece from the previous lesson. Use the sandwich organizer to write a clear paragraph that meets the expectations on the Cause-and-Effect Paragraph Rubric.
4	<b>8.</b> Listen to the story as it is read aloud and complete the NKQ organizer as they make connections between new and known information and as they ask questions. Draw conclusions about the events in <u>Let It Begin Here!</u>
4 6	<b>9.</b> Read the piece “Shot Heard Round the World” with a partner and complete the Venn diagram as compare/contrast it to the story <u>Let It Begin Here!</u> When finished reading the piece, students should examine the venn diagram and then write a short summary about the similarities and differences between the two texts.
5	<b>10.</b> Students will use what they know about QAR to answer comprehension questions about the

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	piece “Shot Heard Round’ the World: Battles of Lexington and Concord”.
7	11. Choose the questions to be researched and insert them into the organizer. After selecting a battle, begin researching using such resources as the encyclopedia, trade books and the internet. Take notes about the battle by answering the questions from the graphic organizer. Cite the sources in which the information was found.
8	12. Use the notes from the research and the sandwich organizer, plan a cause/effect paragraph summarizing the battle. Edit, revise and publish a clear paragraph about the event.
9	13. Read the battle summary to the class. Illustrate a scene from the battle on a large sheet of butcher paper.
10	14. Discuss and share informational texts to create a class timeline and mural.
<p><b>UNIT RESOURCES: (include internet addresses for linking)</b></p> <p><u><i>Unit Resources</i></u></p> <ul style="list-style-type: none"> <li>• Cambrel, Linda. (2005). <b>NKQ Strategy</b>. <i>Presentation at Ohio Adult and Continuing Education Conference, Columbus, OH</i>. Retrieved from <a href="http://literacy.kent.edu/eureka/strategies/new_knew_q.pdf">http://literacy.kent.edu/eureka/strategies/new_knew_q.pdf</a></li> <li>• Florida Center for Reading Research. (2007). <i>Comprehension Text Structure: Write Cause or Effect</i>. Retrieved from: <a href="http://www.fcrr.org/FAIR_Search_Tool/PDFs/4-5C_021.pdf">http://www.fcrr.org/FAIR_Search_Tool/PDFs/4-5C_021.pdf</a></li> <li>• Jones, Raymond C. (2006). <b>Question-Answer Relationships (QAR)</b>. <i>ReadingQuest.org</i>. Retrieved from: <a href="http://www.readingquest.org/strat/qar.html">http://www.readingquest.org/strat/qar.html</a></li> <li>• Jones, Raymond C. (2006). <b>Summarizing</b>. <i>ReadingQuest.org</i>. Retrieved from: <a href="http://www.readingquest.org/strat/summarize.html">http://www.readingquest.org/strat/summarize.html</a></li> <li>• Jones, Raymond C. (2006). <b>Venn Diagram</b>. <i>ReadingQuest.org</i>. Retrieved from: <a href="http://www.readingquest.org/strat/venn.html">http://www.readingquest.org/strat/venn.html</a></li> <li>• Lelia, Lisa. (2012). “Exploring Cause and Effect Using Expository Text About Natural Disasters”. <i>Read, Write, Think</i>. Retrieved from: <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-cause-effect-using-925.html?tab=4#tabs">http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-cause-effect-using-925.html?tab=4#tabs</a></li> <li>• Padua, Jennifer. (2011). <b>Text Structures: Cause and Effect</b>. In <i>Effective Instructional Strategies</i>. Pacific Resources for Education and Learning. Retrieved from <a href="http://www.prel.org/media/176015/ce_eis.pdf">http://www.prel.org/media/176015/ce_eis.pdf</a></li> </ul>	



## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 5 / The British Are Coming!

Course Code: ELA

### Suggested Print Resources

- 1776. (2005). *Kids Discover Magazine*.
- American Revolution. (2006) *Kids Discover Magazine*.
- Cook, Peter. (2006). *You Wouldn't Want to be at the Boston Tea Party*.
- Fradin, Dennis. *Let it Begin Here! Lexington & Concord*.
- Kroll, Steven. (1998). *The Boston Tea Party*
- Moore, Kay. (1997). *If You Lived at the Time of the Revolutionary War*.
- Osborne, Mary Pope, and Natalie Pope Boyce. *Magic Tree House Research Guide: American Revolution*.
- Yero, Judith Lloyd. (2004). *The Declaration of Independence*

### Online Digital Sources

- “Liberty’s Kids” episodes FREE on youtube.com:  
[http://www.youtube.com/view\\_play\\_list?p=2D6D08DA92D1369D&search\\_query=Liberty+Kids&rclk=pti](http://www.youtube.com/view_play_list?p=2D6D08DA92D1369D&search_query=Liberty+Kids&rclk=pti)
- “Road to Revolution” (smartboard lesson) –FREE downloadable lesson at  
[http://exchange.smarttech.com/search.html?q=road+to+revolution&subject=Social+Studies&grade=All+grades&region=en\\_US#](http://exchange.smarttech.com/search.html?q=road+to+revolution&subject=Social+Studies&grade=All+grades&region=en_US#)

### Online Text Sources

- “Boston Massacre,” *MrNussbaum.com*: [http://www.mrnussbaum.com/history/printables/boston\\_massacre.pdf](http://www.mrnussbaum.com/history/printables/boston_massacre.pdf)
- “Paul Revere’s Ride” by Henry Wadsworth Longfellow: <http://www.legallanguage.com/resources/poems/midnightride/>
- Reading Comprehension Answer Key. *MrNussbaum.com*: [http://www.mrnussbaum.com/reading\\_comprehension\\_printable2.htm](http://www.mrnussbaum.com/reading_comprehension_printable2.htm)
- “Shot Heard Round the World” *MrNussbaum.com*: [http://www.mrnussbaum.com/history/printables/lexington\\_concord.pdf](http://www.mrnussbaum.com/history/printables/lexington_concord.pdf)

### Online Graphic Organizers

- Branching Tree Diagram: [http://www.fcrr.org/FAIR\\_Search\\_Tool/PDFs/4-5C\\_021.pdf](http://www.fcrr.org/FAIR_Search_Tool/PDFs/4-5C_021.pdf)

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- “Domino Effect” Chain Reaction organizer: <http://www.ecboe.org/cms/lib6/AL01000791/Centricity/Domain/1146/5th%20grade%20social%20studies/rev%20map%20of%20events%20dominoe%20chain.pdf>
- Compare and Contrast organizer: <http://www.readingquest.org/pdf/compare.pdf>
- Frayer Model Vocab organizer: <http://wvde.state.wv.us/strategybank/FrayerModel.html>
- Sandwich Organizer: <http://www.eduplace.com/graphicorganizer/pdf/sandwich.pdf>
- Triple Venn Diagram: <http://www.readingquest.org/pdf/venn3.pdf>
- Venn Diagram with summary: <http://www.readingquest.org/strat/venn.html>
- Vocabulary Graphic Organizers: <http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html>

### Online Scoring Guides

- Cause and Effect Graphic Organizer Rubric: [http://readwritethink.org/lesson\\_images/lesson925/go-rubric.pdf](http://readwritethink.org/lesson_images/lesson925/go-rubric.pdf)
- Cause and Effect Paragraph Rubric: [http://www.readwritethink.org/lesson\\_images/lesson925/paragraph-rubric.pdf](http://www.readwritethink.org/lesson_images/lesson925/paragraph-rubric.pdf)

### Battle Research Sources:

- Battles of Revolution: [http://www.mrnussbaum.com/amrevolution/revolutionary\\_war\\_battles.htm](http://www.mrnussbaum.com/amrevolution/revolutionary_war_battles.htm)
- Interactive Battle Map: <http://www.mrnussbaum.com/amrevolution/amflash2.htm>
- Social Studies for Kids: <http://www.socialstudiesforkids.com/www/us/revolutionarywardef.htm>
- History Central: <http://www.historycentral.com/Revolt/battles.html>