



**Literacy Design
Collaborative**

Reasons for Exploration

★ TASK ★ LADDER

by Kim J. Offerman

This module is meant to be completed with Colorado Department of Education Instructional Unit Sample for the 5th grade Social Studies unit, "The Melting Pot?", learning experience #3.
<http://www.cde.state.co.us/standardsandinstruction/ss5-themeltingpot-pdf>

Through read aloud books, whole and small group discussion, close reading, and individual research on explorers, students will discover the 7 reasons for exploration and research various explorers to determine these reasons. Students will synthesize this information into an essay describing some of these reasons.

GRADES

5

DISCIPLINE

 **Social
Studies**

COURSE

 **Social
Studies 5th
Grade**

PACING

 **26hr**

Section 1: What Task?

Teaching Task

Task Template 4-5.12 - Informational or Explanatory

After reading "Explorers," "Age of Exploration," and other informational texts, write an essay in which you describe some of the reasons for exploration during the Age of Exploration. Support your response with evidence from the text/s.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RI.5.9

Focus

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Custom Standards

History

5.2.a Identify variables associated with discovery, exploration, and migration.

Texts

🌀 **Encounter by Jane Yolen (760L) (engagement)**

🌀 **Destination: Antarctica. Story of Robert Swan who walked to the S. Pole in order to follow in the footsteps of Robert Falcon Scott. (900L) (used as a read aloud to model and teach variables encountered during explorations) Editorial Review from School Library Journal: Swan takes readers on a personal journey, a trek following in the footsteps of Robert Scott and his companions, on foot, from McMurdo Sound to the South Pole, without air support, radio, or emergency beacons. He describes the rather long process of gaining experience and obtaining companions, funding, supplies, and transportation for a late summer landing on the shores of Antarctica. Here they must wait out the winter until the coming of spring allows them to set off, towing their supply sleds behind them. The difficulties were enormous. Heavy loads, rugged terrain, bitter cold, personal injury, and sled problems slowed their pace. Exhaustion depleted their energy to the point where it was difficult to summon the strength to prepare the food they so desperately required. All in all, the expedition was successful, even though their supply ship was crushed by the Antarctic ice pack, fortunately without loss of life. Members of the staff stayed behind an extra dark winter to assure that the shore was left in its original pristine condition (even the walkers in their weakest condition towed their trash with them!). The spare text is complemented perfectly by a profusion of color photos. A modern epic journey, presented to young readers in a graceful, colorful package. Patricia**

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🔗 **"Age of Exploration" (1250L) (used for close reading)**

🔗 **"Explorers" text from ReadWorks.org (1140L) (used for close reading)**

🔗 **Enchanted Learning website, "Explorers". Online Encyclopedia. (1170L) (additional research resource)**

🔗 **"Age of Exploration" (1340L) (additional research resource)**

🔗 **"Vikings & European Explorers Amerigo Vespucci" (830L) (additional research resource)**

🔗 **"Vikings & European Explorers - Ponce de Leon" (870L) (additional research resource)**

🔗 **"The Vikings" (770L) (additional research resource)**

🔗 **"Vasco da Gama" (820L) (additional research resource)**

🔗 **"Ferdinand Magellan" (750L) (additional research resource)**

🔗 **"Christopher Columbus" (850L) (additional research resource)**

📄 **Modern Explorers - Biography.pdf (1190L) (Group Note-Taking and RT)**

🔗 **"Modern Explorers" article website**

📄 **Henry the Navigator.pdf (1060L) (Class Note Taking Charts)**

Student Work Rubric - Informational or Explanatory Task - Grades 4-5

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Topic / Main Idea	Introduces the topic and an unclear main idea.	Introduces the topic and a clear main idea with an inconsistent focus on the main idea.	Introduces the topic and a clear main idea with a consistent focus on the main idea.	Introduces the topic and a clear and specific main idea with a consistent focus on the main idea.
Use of Sources	Includes few relevant details from sources.	Summarizes, paraphrases, or quotes relevant details from sources with minor inaccurate or incomplete elements . Includes a list of sources.	Summarizes, paraphrases, or quotes relevant details from sources. Includes a list of sources.	Summarizes, paraphrases, or quotes well-chosen details from sources. Includes a complete list of sources.
Development	Includes minimal facts, definitions, details, and/or quotations related to the main idea, or that are loosely related to the main idea.	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate).	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that help develop the main idea .	Explains facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that develop the main idea.
Organization	Sequence of sentences or sections lacks a logical order or an evident beginning, middle, and end.	Sequences sentences and groups related information in paragraphs or sections, with a clear beginning, middle and end . Uses transitions (e.g., another, for example, also, because) to connect information .	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a conclusion. Uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a unifying conclusion. Consistently and precisely uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information
Conventions	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing. Language use is inappropriate	Errors in standard English conventions appropriate to the grade level sometimes interfere with the clarity of the writing. Uses language and domain-specific vocabulary with minor errors .	Consistently applies standard English conventions appropriate to the grade level. Minor errors , while noticeable, do not interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, with few errors . Attempts to use untaught conventions, appropriate to grade level .
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Why would some people leave the comforts of their home and risk their life for low pay, poor working conditions, and a hostile environment to explore an unknown place? Our mission is to research the lives of several explorers in order to understand the reasons these adventurers explored. We will watch videos, read primary sources, close read secondary sources about exploration, discuss and discover reasons that motivated these explorers, study informational writing, and write an essay in which you will describe two to three reasons for exploration and how these reasons affected the course of the expedition, citing evidence and quoting accurately from the texts you have read.

Extension

1. Debate with your classmates whether or not present day explorers explore for the same reasons as during the Age of Exploration.
2. Use your essay to create a narrative diary from the perspective of an explorer including the reasons for his/her exploration.

Section 2: What Skills?

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

ACTIVE READING: Ability to integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

Transition to Writing

PREPARING FOR WRITING: Ability to begin linking reading results to writing task.

Writing Process

PLANNING: Ability to plan a clear and coherent piece of informational writing in which the development and organization are appropriate to task, purpose, and audience

CONTROLLING IDEA: Ability to establish a controlling idea and Introduce the topic clearly.

DEVELOPMENT: Ability to develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic

CONCLUDING PARAGRAPH: Ability to provide a concluding statement or section related to the information or explanation presented.







REVISION: Ability to develop and strengthen writing as needed by revising, rewriting, or trying a new approach with guidance and support from peers and adults.

EDITING: Ability to develop and strengthen writing as needed by editing the conventions of standard English capitalization, punctuation, spelling, grammar, and usage with guidance and support from peers and adults.

COMPLETION: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
1 hr	TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns	ENGAGING READ ALOUD AND DISCUSSION You will discuss the reasons that motivated explorers and native peoples during a read aloud of <i>Encounter</i> by Jane Yolen.	Anecdotal information from whole group discussion.	<ul style="list-style-type: none"> Summary of <i>Encounter</i>: "When Christopher Columbus landed on the island of San Salvador in 1492, what he discovered were the Taino Indians. Told from a young Taino boy's point of view, this is a story of how the boy tried to warn his people against welcoming the strangers, who seemed more interested in golden ornaments than friendship. Years later the boy, now an old man, looks back at the destruction of his people and their culture by the colonizers." The teacher reads aloud this book to the whole class, stopping often to discuss content and inferences, and point out reasons for Columbus's exploration. Teacher encourages the class to discuss the new information they are learning and inferences they are making about Christopher Columbus and the Taino natives. I have included a link to a website that shows a map of the world from 1482. Compare to a current day map. Discuss. Optional: On the first day, read aloud the text without showing the pictures so students create their own images. The next day, read again showing the pictures. Discuss misunderstandings.
Standards: 2.2.A. : Identify variables associated with discovery, exploration, and migration SL.5.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. RI.5.3 : Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.4 : Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. RI.5.8 : Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).				
Additional Attachments: 📍 Map of the World Columbus Knew in 1482				
15 mins	TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	TEACHING TASK ANNOTATIONS Close read and annotate the task: underline important words, box the verbs, circle the words or	Student meets expectations if he/she annotates the task, following directions.	<ul style="list-style-type: none"> Students work individually or in pairs to annotate the teaching task. Conduct a whole group discussion to identify and clarify expectations and requirements of the teaching task.

		phrases you don't understand, write 3 questions you have about the prompt.		
	<p>Standards:</p> <p>RI.5.4 : Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>Additional Attachments:</p> <p> large task to post in classroom.docx</p> <p> large task to post in classroom.pdf</p> <p> Reasons Annotate the Task.pdf</p> <p> Reasons Annotate the Task.docx</p>			
30 mins	<p>TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.</p>	<p>TEACHING TASK REWRITE As a whole class lesson, we will discuss and write "I will" statements in order to deepen our understanding of the prompt.</p>	<p>Student meets expectations if he/she accurately completes the graphic organizer and participates in the discussion as an active participant and/or engaged learner.</p>	<ul style="list-style-type: none"> • Whole class discusses each part of the prompt. • All students write "I will" statements on their own paper. • For example: <ul style="list-style-type: none"> ◦ After reading "Explorers" and "Age of Exploration", and other informational texts, <ul style="list-style-type: none"> ■ Discuss what the kids will actually have to do for this part of the task. ■ They may write, "I will use 5th grade informational reading strategies to read the informational texts titled, "Explorers" and "Age of Exploration" and some other informational texts about explorers.
	<p>Standards:</p> <p>SL.5.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>RI.5.4 : Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>Additional Attachments:</p> <p> Reasons Teaching Task Rewrite.docx</p> <p> Reasons Teaching Task Rewrite.pdf</p>			
2 hrs and 30 mins	<p>TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.</p>	<p>RUBRIC ELEMENTS POSTER With a small group, make a poster about one element on the informational rubric that includes the title, a definition in your own words (this may be a list of the essential elements), and a graphic.</p>	<p>Students effectively participate in their small group discussion, assist in completing a poster for one of the rubric elements, and assist in the presentation of that poster.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Participate • Have eyes on the speaker and only one speaker at a time • Elaborate or ask clarifying 	<ul style="list-style-type: none"> • Teacher will display teaching task, reminding students of the end goal • Teacher will display rubric and hand out rubric to each student • Posters will be around the room titled reading/ research, development, organization, conventions, content understanding. • Teacher will model creating a poster for "focus" by reading the rubric and then deconstructing it, using kid friendly language. • Next teacher will ask 5 students to come into a circle with the poster for "Controlling Idea". • They will read and teacher will guide them to make a poster using kid friendly language, adding a

			<p>questions of each other to show engagement</p> <ul style="list-style-type: none"> • Show understanding of language in rubric by using kid friendly language accurately • Show understanding of prompt and rubric expectations 	<p>unique graphic to help remember each element of the rubric.</p> <ul style="list-style-type: none"> • Next each table group will have one poster (reading/research, development, organization, conventions, content understanding). • Teacher will read each one and then hand them out. Students will work on putting the words in kid friendly language and adding a graphic. • Students will then present. Each time, teacher will ask a person from each table group what the speakers said in their own words. • Teacher will ask each student to write a goal for themselves on sticky note based on the rubric and previous informational writing. Students will post these stickies on the appropriate rubric elements poster. (Teacher will verify students chose a relevant personal goal.) • Teacher may recreate a rubric using the kid-friendly language created in the posters.
<p>Standards:</p> <p>CCR.SL.1 : Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>				
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 📄 Thompson School District Informational Rubric 📄 Content Understanding poster 📄 Controlling Idea poster 📄 Conventions poster 📄 Development poster 📄 Focus poster 📄 Organization poster 📄 Reading/Research poster 				
Reading Process				
30 mins	<p>ESSENTIAL VOCABULARY:</p> <p>Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.</p>	<p>CLASS WORD WALL</p> <p>Create a class word wall of key vocabulary from explorer readings.</p> <p>Use class generated vocabulary list for word study writing and activities.</p>	<p>Student meets expectations if he/she does the following:</p> <ul style="list-style-type: none"> • Uses appropriate phrases and content specific vocabulary words in discussions and writings. 	<ul style="list-style-type: none"> • While reading texts and viewing video clips about explorers and exploration, discuss and add vocabulary words to a class poster. • Use key vocabulary during discussions, and refer to the vocabulary poster as words are mentioned. • Encourage students to use the key vocabulary when discussing content and refer to the word wall as students use a key vocabulary word. • Content specific vocabulary will be used for weekly word study writing and activities. • Critical Language: Circumnavigate, discovery, exploration, cartography, identification, migration, explorer, trade, religion, national pride, foreign goods, navigate
<p>Standards:</p> <p>L.5.4.C : Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.5.4.B : Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph,</p>				

photosynthesis).

L.5.4.A : Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

RI.5.4 : Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Additional Attachments:

 **Age of Exploration article Vocabulary.pdf**

 **Explorers article vocabulary.pdf**

 **Vocabulary Word Chart.pdf**

5 hrs and
30 mins

ACTIVE READING:













Ability to integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CLASS NOTE-TAKING CHARTS

Over several days, teacher reads aloud *Destination: Antarctica* by Robert Swan, *So You want to be an Explorer* by Judith St. George, "Henry the Navigator" article, and view the videos "Age of Exploration" and "Magellan" with the purpose of creating 7 whole class charts of the seven reasons for exploration with supporting details/evidence from the text.

Students participate in class discussion and demonstrate focused learning.

- This lesson is conducted as whole class lessons for approximately 30 minutes a day, over 2-3 weeks.
- Two books, two videos, and one article will be read/viewed in order for students to discover the 7 reasons for exploration.
 - The teacher will provide the first reason, modeling how to fill out a reasons and evidence chart.
 - After the teacher models a few times, encourage the students to participate. Stop reading after a reason for exploration is mentioned in the text. Reread that part and ask students to discuss with a partner: What reason for exploration did the author just write? What evidence supports this reason?
 - When students are getting the hang of this activity, allow them to come up to write the reasons and evidence on the chart.
 - These class charts will be used as a reference for the upcoming essay.
- Teacher reads aloud the book, *So You want to be an Explorer* by Judith St. George. Stop often to discuss vocabulary and attributes of explorers.
- Begin the Explorer Word Wall poster with the reading of this book. Suggested vocabulary: explorers, unexplored, quest, scout, conquer, voyage, natives, coastline, circumnavigate, route.
- Begin the reasons and evidence charts. On the first poster, write the reason: "curiosity." (found on page 3). For example- Reason: Curiosity. Evidence 1: Marco Polo was curious about Asia. He traveled from Italy to Asia to learn about that culture for 24 years. Evidence 2: Mary Kinglsey traveled alone in the 1890s to study the cannibals in Africa.
- Watch the video, *Age of Exploration*. Stop often to discuss vocabulary and the reasons of exploration. Add vocabulary to the explorer word chart and add to the appropriate reason and evident to a reasons for exploration chart. For example, the reason "wealth" is discussed when explorers become rich from trading Asian goods, "national pride" is discussed when Columbus established colonies in the name of Spain. Video should be watched at least a second time to clarify meaning and find other reasons of exploration.
- Teacher reads aloud, *Destination: Antarctica* by

				<p>Robert Swan, stopping when a vocabulary word and reason for exploration is discovered. Add to the vocabulary to the vocabulary chart and add the reasons to the reasons for exploration posters, including text evidence. "Curiosity," "Fame"</p> <ul style="list-style-type: none"> View the video <i>Ferdinand Magellan</i>. Stop often to discuss the vocabulary and the reasons of exploration. Add additional vocabulary and new words to the corresponding charts, including text evidence. For example, the reasons "national pride," "new trade routes," and "foreign goods" are discussed when referring to Vasco da Gama and Magellan. Read the article "Henry the Navigator". Discuss vocabulary and add any new words to the vocabulary chart. Discuss and add the reason "religion" to the last poster. Add the text evidence found in this article, in paragraph 4, "He developed a desire to learn about the Muslims who lived there primarily in hopes of conquering them and spreading Christianity."
	<p>Standards:</p> <p>2.2.A. : Identify variables associated with discovery, exploration, and migration</p> <p>RI.5.1 : Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2 : Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.4 : Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.8 : Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>			
	<p>Additional Attachments:</p> <p> Reasons for exploration posters curiosity fame.pdf</p> <p> reasons for exploration class posters foreign goods national pride.pdf</p> <p> reasons for exploration class poster religion.pdf</p> <p> reasons for exploration class poster new trade routes wealth.pdf</p> <p> Ferdinand Magellan video</p> <p> Age of Exploration video</p> <p> So You Want to be an Explorer? by Judith St. George (840L)</p> <p> Destination Antarctica (900L)</p> <p> Henry the Navigator.pdf (1060L) (Active Reading to discover reasons of exploration)</p> <p> Motives for Exploration</p> <p> Seven Reasons for Exploration during the Age of Exploration</p> <p> Reasons for European Exploration</p>			
40 mins	<p>ACTIVE READING:</p> <p>Ability to integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>MINI BOOK</p> <p>In order to help you write your essay, you will create a mini book illustrating the seven reasons for exploration (i.e. curiosity, national pride, trade routes,</p>	<p>The flipbook must be accurately and neatly completed to receive full credit. The flipbook includes a page for each of the seven reasons for exploration. On each reason page, students need to have the reason, a general statement explaining</p>	<p>If you have access to Active Inspire software, the Promethean Flipchart will take you through this lesson, step by step, reviewing the 7 reasons for exploration and how to create the "Seven Reasons for Exploration" mini book.</p> <p>If you do not have Active Inspire, use the following steps to instruct this lesson:</p> <ul style="list-style-type: none"> Review the Reasons for Exploration the class and

		<p>religion, fame, fortune, desire for foreign goods). Each page should list a reason on the top, an icon representing the reason and a complete sentence to explain the reason for exploration.</p>	<p>the reason, and a colored icon representing the reason.</p>	<p>RT groups have come up with. Negotiate the reasons in order to group them into the 7 categories.</p> <ul style="list-style-type: none"> Have students follow the steps to make the mini-book as the teacher demonstrates each step. Use the Promethean Flipchart, or other links included in the Teacher Resources to see the mini-book instructions. After the mini-book is created, students will then fill out each page. <ul style="list-style-type: none"> The cover should be titled "Seven Reasons for Exploration," include the student's name, and have a simple illustration to represent exploration. Each page should be titled one of the reasons of exploration. Students then decide on an icon (simple representation) to draw of each reason and write a sentence to explain each reason. <p>Differentiation:</p> <ul style="list-style-type: none"> Students may be provided with visual representations of the 7 reasons for exploration. Students may be given a pre-populated mini-book that identifies the seven reasons for exploration.
	<p>Standards:</p> <p>2.2.A. : Identify variables associated with discovery, exploration, and migration</p>			
	<p>Additional Attachments:</p> <ul style="list-style-type: none"> Reasons for European Exploration Motives for Exploration Seven Reasons for Exploration during the Age of Exploration How to make your own mini-book How to make an eight page mini-book The Seven Reasons for Exploration mini-book instructions Promethean Flipchart including a Discover Ed video about the Age of Exploration, the 7 reasons for exploration, and a step by step instructions and visuals for creating the mini book. 			
1 hr and 30 mins	<p>ACTIVE READING: Ability to integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>GROUP NOTE-TAKING CHART Small groups of 3-4 students use reciprocal teaching strategies to read the article, "Modern Explorers," with the purpose of completing a chart of reasons for exploration and supporting details/evidence from the text.</p>	<p>Students participate in group discussion, complete a group chart of reasons for exploration with evidence supporting these reasons from the text, and demonstrate focused learning.</p>	<ul style="list-style-type: none"> Assign students to groups of 4. Each group uses Reciprocal Teaching strategies, taught earlier in the year, to read the text. (Predict, Clarify, Question, Summarize) This protocol promotes comprehension, holds each participant responsible for the level of learning, and allows all students access to the text. (More information about Reciprocal Teaching is included in the Teacher Resources below.) Students mark the text, looking for reasons that motivated explorers on their expeditions and evidence to support these reasons. Students should refer to their 7 Reasons for Exploration mini-book and the whole class Reasons for Exploration posters. Groups fill out the reasons and evidence chart after reading about each of the 5 explorers found in the article.

				<ul style="list-style-type: none"> Representatives share out their information. Groups add to their charts if new information is discovered. Teacher records new reasons and evidence on the class reasons charts. This class chart is used as a reference for the upcoming essay.
	<p>Standards:</p> <p>2.2.A. : Identify variables associated with discovery, exploration, and migration</p> <p>RI.5.8 : Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>SL.5.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>RI.5.8 : Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.1 : Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Additional Attachments:</p> <p> Modern Explorers article website</p> <p> Modern Explorers chart.docx</p> <p> Modern Explorers chart.pdf</p> <p> Modern Explorers - Biography.pdf (1190L)</p> <p> Motives for Exploration</p> <p> Seven Reasons for Exploration during the Age of Exploration</p> <p> Reasons for European Exploration</p> <p> RECIPROCAL TEACHING STRATEGIES at Work: Improving Reading Comprehension, Grades 2–6: Videotape Viewing Guide and Lesson Materials by Lori D. Oczkus</p>			
2 hrs	<p>ACTIVE READING:</p> <p>Ability to integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>CLOSE READING ROUTINE</p> <p>Over several sessions, you will read the articles, "Age of Exploration" and "Explorers" following the Close Reading Routine steps.</p>	<ul style="list-style-type: none"> Students complete each step of the Close Reading handout. Student work is thoughtful and complete. Students clarify the words they don't know, write the gist of each paragraph in the margins, and add reasons for exploration to their charts. 	<ol style="list-style-type: none"> 1. Read the Close Reading Routine handout with the class. Model how to complete each step using a sample article about an explorer from EnchantedLearning.com, such as Magellan. 2. Ask students - how did your understanding of the article change after completing the Close Reading Routine? 3. Assign students "Age of Exploration" to read alone or with a partner. Ask students to read the article several times and complete each step of the routine. 4. Share out. Which steps were the most challenging? Which steps came more easily? 5. Repeat with "Explorers" text from ReadWorks. <p>** Teachers can read the following blog post for more information about each the close reading strategies - http://iteachicoachiblog.blogspot.com/2012/06/five-simple-close-reading-strategies.html</p> <p>** If this is a new strategy in the classroom, teacher may need to scaffold students with a less complex text between steps two and three.</p>
	Standards:			

2.2.A. : Identify variables associated with discovery, exploration, and migration

CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR.R.10 : Read and comprehend complex literary and informational texts independently and proficiently.

CCR.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Additional Attachments:

 **Close Reading Routine.pdf**

 **Close_Reading_Routine.docx Used for comprehending anchor texts.**

 **Close Reading Strategies**

 **Magellan article from Enchantedlearning.com (Used to model close reading routine)**

1 hr and
30 mins

NOTE-TAKING:

Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

TWO-COLUMN NOTES

As you read the articles "Age of Exploration", "Explorers", use the 2 column notes organizer to record facts (specific examples and quotations) about reasons for exploration.

Student meets expectations if he/she does the following:

- Notes are organized according to a subtopic.
- Adequate amount of notes based on the time spent working and difficulty of topic.

- Review the steps we completed earlier in the module with this type of note taking about *So You Want to Be an Explorer*, "Age of Exploration" and "Magellan" videos, *Destination Antarctica*, "Henry the Navigator" and "Modern Explorers".
- Display the Reasons for Exploration class charts where students can see it.
- Students chart the reasons for exploration discovered in the texts, along with several pieces of evidence from the text to support each reason.
- Check that early student work is in the assigned format.
- Meet with small groups to provide more guided support.

Standards:

RI.5.9 : Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.1 : Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Additional Attachments:

 **2 column notes.docx**

 **2 column notes.pdf**

 **"Age of Exploration" text**

 **"Explorers" text**

Transition to Writing

1 hr

PREPARING FOR WRITING:

Ability to begin linking reading results to writing task.



SKIT

In groups of 4, plan and act out an the adventures of an explorer. Choose an explorer we studied in class and plan a 3-5 minute skit demonstrating 2-3 reasons this explorer was motivated to explore.





All group members participate in creating the skit plan and presentation.

The skit demonstrates 3 reasons the chosen explorer was motivated to explore.

- Teacher models acting out 1-2 reasons.
- Review group work expectations and protocols previously set up during the school year.
 - Everyone participates
 - Disagree respectfully
 - Shared product
 - Focus on task
- Set a reasonable time limit for planning and practicing skit.
- Groups present a 5 minutes skit. Remind presenters to speak up, look at the audience, and avoid distracting behaviors. Remind the rest of the

				class appropriate audience behavior: eyes on the performer, listen, think about what is being said/performed, and following the skit provide positive feedback and/or ask deep thinking questions.
<p>Standards:</p> <p>SL.5.4 : Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.5.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>2.2.A. : Identify variables associated with discovery, exploration, and migration</p>				
Writing Process				
40 mins	PLANNING: Ability to plan a clear and coherent piece of informational writing in which the development and organization are appropriate to task, purpose, and audience	PLANNING ORGANIZER Using a graphic organizer, plan your writing to include a lead, the reasons that motivated of your explorer including evidence from the text, and a conclusion.	<p>Student meets expectations if he/she does the following:</p> <ul style="list-style-type: none"> • Completes a planning organizer. • Includes 2-3 reasons for exploration and evidence from texts for each reason. 	<ul style="list-style-type: none"> • Provide and teach an example of a planning organizer. • Invite students to generate questions in pairs about how the format works, and then answer questions. • Conference with students or give feedback through written comments. • Meet with small groups to offer more guided assistance.
<p>Standards:</p> <p>W.5.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>				
<p>Additional Attachments:</p> <p> Informational Organization poster.pdf</p> <p> Informational Writing Organizer from The Common Core Writing Book by Gretchen Owocki</p>				
1 hr	CONTROLLING IDEA: Ability to establish a controlling idea and Introduce the topic clearly.	OPENING PARAGRAPH Write an opening paragraph that includes the reasons for exploration and uses one of the 5th grade opening strategies that is engaging to the reader.	<p>Student meets expectations if he/she writes a draft opening that uses one of the 5th grade opening strategies, includes 2-3 reasons for exploration, and hooks the reader.</p>	<ul style="list-style-type: none"> • Offer several examples of opening paragraphs that introduce the topic and hook the reader. Seymour Simon is an author who writes very engaging informational books for kids. (A link to his web page is included in the Teacher Resources below.) • Ask class to discuss what makes the examples strong or weak. If looking at a below grade level example, discuss how to improve the sample. • Try different opening techniques. Make a class chart of the techniques and add an example to each technique you list. Students should try out 2-3 different types of opening techniques. • Confer with a peer or team to determine the strongest introduction.
<p>Standards:</p> <p>W.5.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>				

		<p>Additional Attachments:</p> <ul style="list-style-type: none"> opening and closure.jpg Class poster of opening strategies and examples Core 4 Topic Sentences.pdf super six topic sentences.pdf Techniques for Informational Leads.JPG Copied from The Common Core Writing Book by Gretchen Owocki Seymour Simon's website 		
1 hr and 30 mins	<p>DEVELOPMENT: Ability to develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic</p>	<p>INITIAL DRAFT Write an initial draft complete with opening, development, and closing; include textual evidence.</p>	<p>Student meets expectations if he/she does the following:</p> <ul style="list-style-type: none"> Provides complete draft with all parts including 2-3 reasons for the exploration. Supports the opening in the later sections with evidence from the texts. 	<ul style="list-style-type: none"> Review the task and rubric posters, to ensure all students are clear on the end product's expectations. The essay paragraph organizer gives students a much more guided plan for organizing this initial draft of the essay. It may not be necessary for all students to complete this organizer. Knowing your students and the time of year, the teacher should decide whether it is appropriate for the whole class or only a few students. <ul style="list-style-type: none"> If students will be successful writing an initial informational draft without this structure, they should be encouraged to do so using their planner, close reading notes, 2-column notes, mini-book, and texts. For students using this paragraph organizer, the teacher should model exemplary completion of the essay paragraphs organizer. Students should be encouraged to use their planner, close reading notes, 2-column notes, mini-book, and the texts to complete the paragraph organizer. Encourage students to re-read the prompt partway through writing, to check that they are on track. Conference with students or give feedback through written comments.
		<p>Standards:</p> <p>W.5.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Additional Attachments:</p> <ul style="list-style-type: none"> paragraph organizer.pdf paragraph organizer.docx 		
2 hrs	<p>DEVELOPMENT: Ability to develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic</p>	<p>ELABORATING ON GATHERED EVIDENCE Practice aligning evidence to a reason for exploration and organizing that evidence into the graphic organizer. Then, paraphrase the</p>	<p><i>Work Meets Expectations If:</i></p> <ul style="list-style-type: none"> direct quotes align to reason(s) for exploration evidence is directly quoted from the text each direct quote is paraphrased elaboration of each quote is provided 	<ol style="list-style-type: none"> Model for students how to complete the graphic organizer (examples are provided in the teacher resources below). Think aloud, modeling how to chose a quote and think through whether or not it supports the reason for exploration. Also model/think aloud regarding the development of the paraphrase and elaboration. Model how to check the work/thinking after writing the elaboration to verify the elaboration transition was used accurately. Hand out the graphic organizer that is attached

		quote and elaborate on it using the elaboration transitions (to explain further, in other words, and for example). Teach this over multiple days, focusing on one elaboration transition per day.		<p>below in the student handouts.</p> <ol style="list-style-type: none"> As a class, choose a piece of text evidence from one of the articles to use to explain one of the reasons for exploration. Have students carefully and accurately write the quote on their graphic organizer. After students have written the quote, have them trade papers with a classmate to verify they each accurately copied the quote from the text. Students verbally practice paraphrasing the quote with a partner. Students share out their paraphrases and record the paraphrase the class decides is the best. Discuss what specific qualities made the paraphrase the best. Students verbally practice with a partner using the elaboration transition you selected to focus on first, recording their thinking on the graphic organizer. Students share out their elaborations and evaluate 1) if the transition was used correctly 2) if what was written after the elaboration transition is clear. Practice more with that transition, scaffolding students as needed. Repeat steps 1-10 using the next two elaboration transitions.
<p>Standards:</p> <p>CCR.R.10 : Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCR.R.2 : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Additional Attachments:</p> <p> Elaborating on Evidence Example.pdf</p> <p> Elaborating on Evidence Example</p> <p> Elaborating on Evidence</p> <p> Elaborating on Evidence.pdf</p>				
40 mins	<p>CONCLUDING PARAGRAPH:</p> <p>Ability to provide a concluding statement or section related to the information or explanation presented.</p>	<p>CONCLUDING PARAGRAPH</p> <p>Use a closure technique to provide your reader with a rich sense of closure.</p>	<p>Concluding paragraph includes a closure technique in order to provide the reader with a sense of closure.</p>	<ul style="list-style-type: none"> Show students endings to a few professionally published informational books. Again Seymour Simon is an excellent example of an engaging informational author for kids. Point out that authors typically leave the reader with something to think about rather than simply summarizing the content. Try out different closure techniques. Model and ask the students to share examples. Create a class chart for students to refer to. Include the techniques as well as examples. Assign students to try out 2-3 closure techniques. With a partner or team determine which technique

				is the favorite.
	<p>Standards:</p> <p>W.5.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Additional Attachments:</p> <p> opening and closure.jpg Example of a class poster</p> <p> conclusion.jpg example of a class poster</p> <p> Closure Techniques.JPG Picture from The Common Core Writing Book by Gretchen Owocki</p> <p> Hints for Writing Conclusions.pdf</p> <p> Seymour Simon's website</p>			
50 mins	<p>REVISION: Ability to develop and strengthen writing as needed by revising, rewriting, or trying a new approach with guidance and support from peers and adults.</p>	<p>USING ARMS TO REVISE</p> <p>You will use the ARMS strategy to systematically revise your writing and give feedback to others about their writing.</p>	<p>Complete:</p> <ul style="list-style-type: none"> Evidence of feedback: <ul style="list-style-type: none"> Added words or sentences Removed words or sentences Moved words or sentences Substituted words or sentences <p>Not Complete</p> <ul style="list-style-type: none"> Missing or incomplete feedback 	<ul style="list-style-type: none"> Explain: When we revise our writing, we are looking at the ideas and progression of the writing. To help you revise your writing, we are going to use the ARMS strategy. Display ARMS strategy: <ul style="list-style-type: none"> Add words or sentences where information is missing or lacking development Remove words or sentences that do not fit or are repetitive Move words or sentences around to help the flow of the essay Substitute weak words and/or sentences with more specific vocabulary Briefly review the ARMS strategy with the students (if it has been taught before). For students unfamiliar with this strategy, more time will be needed for modeling: <ul style="list-style-type: none"> Model how (any why) to add, remove, move, and substitute words/sentences with an example text (suggestion: use a piece of your own writing as an example to revise) Assign students partners. Instruct students to use this strategy on their partner's writing. Monitor and assist as needed Invite students to conference when revisions are complete, encouraging them to explain the changes they made to their partner. <p>Note: "Additional Peer Revision" and "Peer Checklist for Revision" below offer different revision strategies.</p>
	<p>Standards:</p> <p>CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Additional Attachments:</p> <p> arms cups poster.jpg</p> <p> Peer Checklist for Revising with a little Editing</p> <p> Peer Revision Organizer.pdf</p>			

	<div> <div>Peer Revision Organizer</div> <div>Revising and Editing Checklist.pdf</div> <div>Use ARMS to Revise</div> <div>Use ARMS to Revise.pdf</div> <div>Revising and Editing Checklist</div> </div>			
50 mins	<p>EDITING: Ability to develop and strengthen writing as needed by editing the conventions of standard English capitalization, punctuation, spelling, grammar, and usage with guidance and support from peers and adults.</p>	<p>USING CUPS TO EDIT</p> <p>You will use CUPS editing strategy to edit writing and help give systematic feedback to others to improve their writing.</p>	<p>Assess self editing and/or peer editing as complete or not complete.</p> <p>Complete:</p> <ul style="list-style-type: none"> Evidence of student feedback from self and/or peer(s) <ul style="list-style-type: none"> comments/suggestions proofreading marks Completed Checklist <p>Not Complete:</p> <ul style="list-style-type: none"> No evidence of student feedback from self and/or peer(s) No Checklist 	<ul style="list-style-type: none"> Explain: Once you've revised your writing, it's time to edit. When editing, use the CUPS strategy. Display the CUPS strategy (i.e. anchor charts, projected for students, etc. <ul style="list-style-type: none"> Check the following in your writing and when peer editing: <ul style="list-style-type: none"> Capitalization Usage Punctuation Spelling Briefly review the CUPS strategy with the students who have used it before. For students unfamiliar with this strategy, model how to edit for capitalization, usage, punctuation, and spelling with a example text (suggestion: use a piece of your own writing to edit) assign students to partners to employ the CUPS strategy with a piece of their writing <ul style="list-style-type: none"> walk around and give feedback to students where needed Invite students to conference with their partner, outlining and explaining the edits made. <p><i>Note: "NCTE Edit Checklist" and "Peer Checklist" included below in teacher resources outline alternative editing strategies</i></p>
	<p>Standards:</p> <p>CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>			
	<p>Additional Attachments:</p> <div> <div>arms cups poster.jpg</div> <div>Peer Checklist (Revision and Edit)</div> <div>NCTE Edit Checklist</div> <div>CUPS Editing Checklist</div> <div>CUPS Editing Strategy</div> <div>CUPS Editing Strategy.pdf</div> <div>CUPS Editing Checklist</div> </div>			
1 hr and 30 mins	<p>COMPLETION:</p> <p>Ability to submit final piece that meets expectations.</p>	<p>FINAL DRAFT</p> <p>Write the final draft of your Reasons for Exploration informational piece in which you describe several reasons for exploration and include evidence</p>	<p>Student meets expectations if he/she scores a 3 or 4 in all areas of the LDC informational rubric and thoughtfully completes the criteria for the goal reflection.</p>	<ul style="list-style-type: none"> Review task and rubric posters again, to remind students of assignment expectations and personal informational writing goals. Confer with students as needed. If the technology is available, students may type their final drafts. Students write a reflection on their rubric element goal. Reflection should include: <ul style="list-style-type: none"> goal

Reasons for Exploration

	from the texts to support your reasons.	<ul style="list-style-type: none">◦ evidence in the essay that shows improvement◦ explanation of how this evidence demonstrates improvement of the goal
<p>Standards:</p> <p>W.5.7 : Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.6 : With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>W.5.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>		

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

Approaches Expectations

 **Student Sample Average 1 .pdf**

 **Student Sample Average 2.pdf**

Meets Expectations

 **Student Sample high.pdf**

Teacher Reflection

The module was scaffolded with enough detailed steps to support writers who would not be successful without them. The uploaded samples were from students who are typically below grade level writers.

All Attachments

- 🔗 Encounter by Jane Yolen (760L) (engagement) : <https://s ldc.org/u/6f0rkez2g6jg21lm5ll7nhtnj>
- 🔗 Destination: Antarctica. Story of Robert Swan who walked to the S. Pole in order to follow in the footsteps of Robert Falcon Scott. (900L) (used as a read aloud to model and teach variables encountered during explorations) Editorial Review from School Library Journal: Swan takes readers on a personal journey, a trek following in the footsteps of Robert Scott and his companions, on foot, from McMurdo Sound to the South Pole, without air support, radio, or emergency beacons. He describes the rather long process of gaining experience and obtaining companions, funding, supplies, and transportation for a late summer landing on the shores of Antarctica. Here they must wait out the winter until the coming of spring allows them to set off, towing their supply sleds behind them. The difficulties were enormous. Heavy loads, rugged terrain, bitter cold, personal injury, and sled problems slowed their pace. Exhaustion depleted their energy to the point where it was difficult to summon the strength to prepare the food they so desperately required. All in all, the expedition was successful, even though their supply ship was crushed by the Antarctic ice pack, fortunately without loss of life. Members of the staff stayed behind an extra dark winter to assure that the shore was left in its original pristine condition (even the walkers in their weakest condition towed their trash with them!). The spare text is complemented perfectly by a profusion of color photos. A modern epic journey, presented to young readers in a graceful, colorful package. Patricia Manning, Eastchester Public Library, N.Y. Copyright 1988 Reed Business Information, Inc. : <https://s ldc.org/u/d2mt7o4dbnktzwdremqir0tkg>
- 🔗 "Age of Exploration" (1250L) (used for close reading) : <https://s ldc.org/u/1qq7sjooy2fnwl12vlag7kbwp>
- 🔗 "Explorers" text from ReadWorks.org (1140L) (used for close reading) : <https://s ldc.org/u/bqquzcmfbpl5vvfp4ugxjqd02>
- 🔗 Enchanted Learning website, "Explorers". Online Encyclopedia. (1170L) (additional research resource) : <https://s ldc.org/u/ea6ca9uxzsedujk1fbnm45jjb>
- 🔗 "Age of Exploration" (1340L) (additional research resource) : <https://s ldc.org/u/1qgnmv9hz1e5lys5ssg49r6g6>
- 🔗 "Vikings & European Explorers Amerigo Vespucci" (830L) (additional research resource) : <https://s ldc.org/u/deatv9apda39kdi1rwctd3v0a>
- 🔗 "Vikings & European Explorers - Ponce de Leon" (870L) (additional research resource) : <https://s ldc.org/u/3oxqpnqe656qthtd7dkq03a3f>
- 🔗 "The Vikings" (770L) (additional research resource) : <https://s ldc.org/u/8ysia9zlsgrl9a9psfzb9ypwq>
- 🔗 "Vasco da Gama" (820L) (additional research resource) : <https://s ldc.org/u/8wrvjvsmwhhrrwnovmqtioh3>
- 🔗 "Ferdinand Magellan" (750L) (additional research resource) : <https://s ldc.org/u/8jwi2vz8a7f2d0trpzmmjvqqgi8>
- 🔗 "Christopher Columbus" (850L) (additional research resource) : <https://s ldc.org/u/da5bx0pzn4t0e0nzfko2infe6>
- 📄 Modern Explorers - Biography.pdf (1190L) (Group Note-Taking and RT) :

<https://s ldc.org/u/6arrdry2xdba7myq6tjdzrskj>

🔗 "Modern Explorers" article website : <https://s ldc.org/u/4sv4r6sk4puomzv rji96fkb05>

📄 Henry the Navigator.pdf (1060L) (Class Note Taking Charts) :

<https://s ldc.org/u/f52s597clsq ltosj81lg2n0nb>

📄 Student Sample Average 1 .pdf : <https://s ldc.org/u/eqvynfcbs76gpgurftu76dajc>

📄 Student Sample Average 2.pdf : <https://s ldc.org/u/bghd4wwvhzmhr2yb dnrvr4uaw>

📄 Student Sample high.pdf : <https://s ldc.org/u/4qgs v8n025zlz4aio32odi468>