



Science Exemplary Text Student Handout

Horses move in four natural ways, called gaits or paces. They walk, trot, canter, and gallop. The walk is the slowest gait and the gallop is the fastest.

When a horse walks, each hoof leaves the ground at a different time. It moves one hind leg first, and then the front leg on the same side; then the other hind leg and the other front leg. When a horse walks, its body swings gently with each stride.

When a horse trots, its legs move in pairs, left front leg with right hind leg, and right front leg with left hind leg. When a horse canters, the hind legs and one front leg move together, and then the hind legs and the other foreleg move together.

The gallop is like a much faster walk, where each hoof hits the ground one after another. When a horse gallops, all four of its hooves may be flying off the ground at the same time.

Horses are usually described by their coat colors and by the white markings on their faces, bodies, legs, and hooves.

Brown horses range in color from dark brown bays and chestnuts to golden browns, such as palominos, and lighter browns such as roans and duns.

Partly colored horses are called pintos or paints. Colorless, pure-white horses—albinos—are rare. Most horses that look white are actually gray.

Skewbalds have brown-and-white patches. Piebalds have black and white patches. Spotteds have dark spots on a white coat or white spots on a dark coat.

Simon, Seymour. (2006). *Horses*. New York: HarperCollins.

This is an example of exemplary text found in *Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Appendix B Text Exemplars and Sample Performance Tasks*. Retrieved from http://www.corestandards.org/assets/Appendix_B.pdf

Science Exemplary Text Teacher Resource

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EFL 3
Word Count 253

Teacher introduces the text with minimal commentary and students read it independently. Teacher then reads passage aloud. Give a brief definition to words students would likely not be able to define from context (underlined in text). Teacher guides the students through a series of text-dependent questions. Complete the performance task as a cumulative evaluation of the close-reading.

Text-Dependent Questions

1. In the first sentence, find the definition of horses' gaits or paces.
2. Using words from the text, explain how a horse walks
3. Compare and contrast each of the movements.
4. What are the names given to brown horses?
5. How common are pure white horses? Are most white appearing horses actually white? If not, what color are they?
6. Describe two kinds of horses from the reading and explain why they are different from another kind of horse.
7. Is the author using likenesses or differences to organize this selection? Give evidence from the text for your answer.
8. Write a summary of the text.

Performance Tasks for Informational Texts

Students identify the overall structure of ideas, concepts, and information in Seymour Simon's *Horses* (based on factors such as their speed and color) and compare and contrast that scheme to the

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one employed by Patricia Lauber in her book
Hurricanes: Earth's Mightiest Storms. [RI.5.5]

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