Curriculum Sample Template
Max. 8 Pages

Grade Level	Sixth Grade	**Content Area**	Reading
Course Title (grades 9-12 Only)			
Length of Unit	4 days	**Time of Year**	3rd quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	At sixth grade, the students at Desert Star Academy are expected to be at grade level. If they have entered late, support programs would have put into place to catch them up. The prior knowledge expected of students to complete this unit include; reading informational text and identify the author's main idea or account of an event or topic, identify the author's purpose for writing the text, explain how the author uses reasons and evidence to support the text.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	This unit aligns to the program of instruction by using the Core Knowledge topic for sixth grade social studies. Identifying reasons or evidence within a text is beneficial for students read text in real world situations and determine the whether the claims are supported by facts or an opinion or bias of the author in order to persuade. Small group instruction and working with partners aligns with the program of instruction.		
Standard Number and Description *List the Number* and full description for the required Standard.*	6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.		
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	Scholars will demonstrate their mastery of the standard by reading and evaluating a text. The students will identify the author's arguments or claims throughout the text, distinguishing claims that are supported by reasons, facts or evidence. The students will identify the how the author's reasons, facts or evidence support the claim. Scholars will also determine if a claim is not support by evidence, fact or reason.		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	The summative assessment will assess the scholar's ability to demonstrate mastery of the standard. It is worth 20 points. 4 points for each correct and complete answer. The scoring rubric is on page 6. The scholar must be able to identify specific claims the author makes, determine how the reasons, facts or evidence support the claim. Each scholar will also identify if a claim cannot be traced to a fact, reason or evidence. The five question assessment is worth a total of 20 points. 16 points indicates mastery.		

Materials/Resources Needed	Teacher's materials: Various text samples of objective and subjective writing, You Tube video "I Have a Dream" speech, Hard copy of same speech. Student materials: paper, pencils, internet, journals, notebooks.

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	**Instruction**	**Student Activities**
1	**Anticipatory set**: Hand each scholar a short passage to read. They are to evaluate the text and write two claims the author makes in the text. **Lesson:** Teach the scholars how to determine if the author's claim is facts or an opinion of the author. Call on three scholars to write one claim a piece on the white board for the class to evaluate. Discuss and distinguish fact from opinion by writing each word on the board and provide an example of each. When scholars have an understanding of each term, evaluate the claims written on the board. Determine and label each claim. Students will read a famous speech and evaluate the author's claims with a partner and share. Ask students to get into their learning groups. In the learning groups the teacher will reteach one on one or small group to all students not comprehending the standard. Enrichment activities will allow excelling scholars to continue their learning achievement **Closure:** Call on two or three students to summarize there speech and identify one claim from the author. Have students rotate by choosing a factual claim and an opinion.	• Read and evaluate a short passage and write down two claims the author makes. • Take part in a class discussion to determine if the claims are opinions or facts. • Learning groups: Scholars will rotate to each group. **Group 1:** Reteach and enrichment with teacher. More guided practice with reading text and determining if the author's text is supported by evidence or opinion. **Group 2:** Scholars will work with a partner. Choose a famous speech, read it, write down points in the text, evaluate and trace each point to determine if the point is fact or opinion. Create or complete a graphic organizer documenting the author's point and writing how it is supported **Group 3:** Enrichment activity. Scholars will search for a famous speech on the internet. Print it out, read it and highlight the claims the author makes. Each point will be evaluated and traced. Each student will write a personal summary to explain how the evidence, facts or opinions give the reader a better understanding of the content. This activity will continue on each day until it is complete.

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2	**Anticipatory set:** Review prior day's lesson and have scholars distinguish between an author's claim that is support by fact, reasons or evidence. Teacher will select a few scholars to share their answers. **Lesson:** Teach the scholars to evaluate each factual claim and trace it back to determine if the claim is support by facts, reasons, or evidence within the text. • Use the interactive white board to display passages for the entire class to view. Read the passage and highlight the author's claims. Teach students key words to help him determine in the claim is a fact, reason or evidence. • Document the claim and evaluate to determine how the author used it for support. Call on three or four scholars to share their answers. • Ask the students to describe what they know about Martin Luther King. Use prior knowledge and background to prep for the video. • Play the You Tube Martin Luther King "I Have a Dream" speech. On post-it notes the students will write down phrases that make a claim. After the speech display the actual speech on the doc reader and call on students to read their phrases. With the students, trace the claims to determine if they can be supported by reasons, facts and evidence. **Closure**: Students will write a journal entry about how the facts, reasons or evidence support the author's claim. Homework: Each student will bring in an article from the internet about various immigrant experiences.	1. Share individual prior knowledge of the previous day's lesson 2. As a class, read passages on the interactive white board highlight author's claims. Determine if the claim is a reason, a fact or evidence. 3. Listen and share any prior knowledge about Martin Luther King and his, "I Have a Dream" speech. 4. Watch a You Tube version of the speech. 5. Use post-it notes to write down claims he makes in the speech. Share claims with the class and find them within the text of the speech. Determine if the claim is a reason, fact or evidence. 6. Write a journal entry about how the author conveyed his message. Document the claim by using the page number and write how the claim is supported in the text.

3	**Anticipatory set:** Call on a few students to summarize their selected text and write the claims on the white board. **Lesson:** Additional practice determining how the author uses facts, reasons and evidence to support specific claims. Read, "Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940 by Winston Churchill. Assign each scholar a partner to work with. As a team they will read the text, identify three claims the author makes. Each claim will be traced to a reason, fact or evidence. Discuss how the author supported each claim. Ask scholars to get into their learning groups and use the above activity to prepare a seven page power point. **Closure**: Review the day's lesson and ask three students to present important points of the day's lesson.	1. Students will summarize the given text and write a claim on a piece of paper. 2. With a partner, read "Blood, Toil, Tears and Sweat: Address to Parliament" 3. Use a graphic organizer to state three claims the author makes; determine if the claim is supported by a reason, fact or evidence. Document the paragraph where the claim is supported. 4. Discuss "how" the author used the above to support each claim. 5. In learning groups the scholars will work together to prepare a power point presentation to present to the class
4	**All students will take the assessment** Scholars will read the text and take the assessment**.**	Students will take the assessment.

Paste Summative Assessment Here:

6th Grade Reading Assessment

Read "Letter on Thomas Jefferson" by John Adams. Evaluate the author's text and answer the following questions.

1. What is the author's purpose in writing the *Letter on "Thomas Jefferson"* ?

2. What is one reason the author gives to support his purpose?

3. Provide a quotation from the letter that supports your response to the previous question.

4. Explain how this reason supports the author's claim.

5. Describe a claim or argument the author makes that is not supported by evidence.

Paste Answer Key/Scoring Rubric Here:

	4 points	**3 points**	**2 points**	**1 point**
State the author's purpose for writing the letter	Stated a complete thought and shows the full understanding of the author's purpose	Stated a complete thought shows the partial understanding of the purpose.	Did not state a complete thought and shows partial understanding of what a purpose is.	Did not write a claim from the author.
State the reason or evidence that supports the purpose	Reason or evidence must support the purpose	State a reason that partially supports the purpose	The reason or evidence does not support the purpose	Wrote words in the box but did not provide a reason or evidence to support the purpose.
Provide a quotation from	Must use quotation marks and a correct answer	Partially correct quote	Incorrect quote	Did not provide a quotation at all
How is the quotation supported	Must determine and state a reason, fact or evidence correctly	State an incorrect reason	State a partial reason	Wrote words for the question but did not state "how"
State a claim or argument that is not supported by a claim	Claim must be an opinion or bias of the author	Claim is valid but not an opinion or bias from author	Incomplete claim	Did not provide an unsupported claim

Total points_____ **16 *points indicates mastery***