Grade Level	8th	**Content Area**	Reading
Course Title (grades 9-12 Only)	N/A		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Required Standard(s).*	Scholars will have mastered how to determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. Scholars will have already read the Reading A-Z booklet "Early Moments in Rock Music History" as part of a Social Studies unit.		
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the application package.*	The Grande Innovation Academy utilizes the Arizona's College and Career Ready Standards for English Language Arts which are built upon year to year. The Reading A-Z program, which increases comprehension and fluency, will be used as supplemental materials to attain grade level reading standards practice and for the use of specific types of text to align with grade level standards.		
Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	**8.RI.6** *Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints*.		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Language Arts notebook Copy of *The Omnivore's Dilemma*. ASIN: B000SEIDR0 for each scholar Copy of Patrick Henry's *Give Me Liberty or Give Me Death* speech for each scholar Copy of the *Second Inaugural Address* by Abraham Lincoln for each scholar Reading A-Z booklet "Early Moments in Rock Music History" –class set		

* ***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, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).*

Lesson (add as needed)	**Instructional Strategies -** *List and describe teacher actions, lesson by lesson, which will provide students with opportunities to engage the grade-level rigor defined by the Required Standard(s). Indicate alignment of instructional strategies to specific component(s) or content/skill(s) of the Required Standard/component.*	**Student Activities -** *Describe the activities, lesson by lesson, in which students will engage to allow them to master the grade-level rigor defined by the Required Standard(s). Indicate alignment of student activities to specific component(s) or content/skill(s) of the Required Standard/component.*
1	**Anticipatory Set:** TW engage scholars in a discussion about differing points of view. TW initiate by writing the following statement on the board. "All children should not play video games". TW call on students to give their point of view. TW remind students of what discussion should look like, sound like, feel like—calm input. TW walk scholars through thinking aloud when they disagree. TW help students verbalize how to disagree. **Objective and Purpose:** TW instruct scholars to write the following objective into their writing notebooks. SW apply their knowledge of responses to conflicting viewpoints by producing appropriate written replies. **Instructional Delivery: Whole Group** TW ask students for several items they believe are issues or controversial topics for young people; trying to illicit: uniforms, extended school days, driving earlier than 16, mandated homework and testing, etc. TW remind students that while they all have an opinion on the matter there are always opposing views. TW inform students that they will learn how to write out their oppositions properly in this lesson. **Key Points:** • Scholars must come up with their own list of issues/topics **Modeling:** TW ask students write down all of their responses to the earlier prompt of "All children should not play video games" under the objective in their notebook. TW direct scholars to create a T-chart. One side titled pros the other side titled cons. TW instruct students to write all of the pros and cons they can think of giving several minutes. TW then ask scholars to share their lists with a neighbor. TW ask for volunteers for three pros and three	**Anticipatory Set:** SW engage in discussion **Objective and Purpose:** SW write the objective in their writing notebooks. **Instructional Delivery: Whole Group:** SW engage in discussion and contribute topics. **Modeling:** SW write the issue and their pros and cons on the T chart they created. SW share their lists with a neighbor. SW write down instructor responses while he/she is writing on the board.

	cons. TW ask students how they could respond to opposing viewpoints using written language such as: While I disagree with this point I respectfully disagree however I understand where you are coming from but So what you are saying is.... _____ makes a good point but.. TW craft responses to model what students will write for their potion of the assignment. TW instruct students that for five of the topics they came up with earlier they will craft their own responses to opposing viewpoints so they must chose the "side they are one" for the lesson. **Check for Understanding**: TW randomly chose students to verbalize what the beginning of a response should be written down as. TW guide students toward response starters much like the ones used when modeling. **Guided Practice:** TW instruct students to write a T-chart for each of the five topics, write three pros and three cons for each then circle the side they are on. TW instruct students that their responses will be to the opposing sides viewpoints. TW instruct scholars to begin writing their response. TW monitor for understanding and clarify as needed. **Independent Practice:** TW allow scholars to complete the assignment on their own. **Closure/Exit Ticket:** TW randomly chose students to share their responses to opposing viewpoints.	**Check for Understanding**: SW respond when called upon randomly. **Guided Practice:** SW create T-charts for each topic and write their pros and cons. SW circle the side they agree with the most for each topic. SW being writing their responses to opposing viewpoints. SW ask questions as needed. **Independent Practice:** SW complete the assignment **Closure/Exit Ticket:** SW share their responses to opposing viewpoints.
2	**Anticipatory Set:** TW ask students to raise their hand if they have ever run for student government. TW discuss with students what that was like and how they overcame any issues. TW ask other students who saw peers run for office and get their input as well. TW ask students how they dealt with opposing viewpoints in the process.	**Anticipatory Set:** SW engage in discussion

	Objective and Purpose: TW instruct scholars to write the following objective in their notebooks. SW will learn how to determine the author's point of view by analyzing how he or she responds to conflicting viewpoints.	**Objective and Purpose:** SW write the objective in their notebooks.
	Instructional Delivery: Whole Group TW read President Lincoln's *Second Inaugural Address* out loud to scholars. TW clarify as needed at the end of the reading any words scholars were unsure about. TW ask students to write down the following instructions.	**Instructional Delivery: Whole Group** SW listen while teacher reads
	1. Find where the author's statements reveal similar and different points of view. 2. Mark where the author's statements show the viewpoint of those with a different point of view. 3. Ask yourself, "How do the conflicting viewpoints clarify the author's point of view?". 4. Write down ideas about the author's point of view in comparison to the conflicting points of view.	SW write instructions in their writing notebooks
	TW allow scholars to begin assignment and guide them to paragraph 3, lines 14-16 to help them answer question 1. TW ask students what they think about applying that information to the question. TW remind students of the state of the country at that point in time. TW instruct scholar to reread the text with a partner	SW begin assignment SW engage in discussion SW reread the text with a partner
	Key Points: • Allowing scholars to think about what is written without much specifics from instructor • There may be much questioning of potential answers • Allow scholars to discuss with partners if needed	
	Modeling: TW think aloud to guide answering questions	**Modeling:** SW engage in discussion as needed

	Check for Understanding: TW scholars for questions on the assignment then ask students to stand and exchange directions with a partner. **Guided Practice:** TW allow scholars to work alone for five minutes. **Independent Practice: Group Work** TW instruct scholar to work with a partner for the remainder of the questions. TW remind scholars that they are helping each other not giving answers without their partner trying. **Closure/Exit Ticket:** TW randomly call on pairs to answer the questions	**Check for Understanding**: SW ask questions as needed then verbally give instructions to partners. **Guided Practice:** SW work on their own asking questions as needed. **Independent Practice: Group Work** SW pair up and continue to answer the questions. **Closure/Exit Ticket:** SW answer questions in pair groups when called upon.
3	**Anticipatory Set:** TW refer to the Reading A-Z booklet "Early Moments in Rock and Roll History" which they read during an earlier social studies unit. TW ask scholars to skim the text as a reminder. TW refer to history lesson on rock and roll and how it was not widely accepted at the time. **Objective and Purpose:** TW direct scholars to write the following objective in their notebooks: SW review a nonfiction text focusing on the author's point of view and purpose then demonstrate understanding of opposing viewpoints. **Instructional Delivery: Whole Group** TW instruct scholars to create a T-chart in their notebooks and label the left side "author's POV" and the right side "Opposing view" TW direct scholars to review page by page in their booklet to find opposing views addressed in the writing and write them down. **Key Points:** • Ample time to review	**Anticipatory Set:** SW engage in discussion relating to booklet. SW skim the booklet to refresh their memories. **Objective and Purpose:** SW write the objective in their writing notebooks. **Instructional Delivery: Whole Group** SW create a T-chart in their language arts notebooks.

	• Prompted reminders of music views at the time **Modeling:** TW model skimming the text and point out the first opposing view: "Parents did not understand these changing times which contrasted with the more serious times they had experienced growing up" page 6. TW prompt scholars as to where this should be written on their T-charts and what should be inserted as the "author's POV" **Check for Understanding**: TW review with scholars what opposing view means and direct scholars to share instructions with a partner. **Guided Practice:** TW allow students to being assignment and monitor when needed. TW answer any questions or clarify issues that seem to be common. **Independent Practice:** TW instruct students to complete the assignment. **Closure/Exit Ticket:** TW randomly call on students to share points from their T-charts.	**Modeling:** SW follow along with the reading and engage in discussion **Check for Understanding**: SW share with a partner the instructions. **Guided Practice:** SW begin assignment and listen for clarification as needed. **Independent Practice:** SW continue with assignment on their own. **Closure/Exit Ticket:** SW respond to being called upon to share.
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S.A.	*Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. In the Student Activities column, provide a brief description of the summative assessment (S.A.) items that will allow students to demonstrate mastery of the rigor of the Required Standard(s)/components, and the context in which the items will be administered.*	Scholars will read an excerpt from *The Omnivore's Dilemma*, and Patrick Henry's *Give Me Liberty or Give Me Death* speech and answer questions about the author's point of view or purpose I and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. In the final assessment scholars will crete their own text with a clear point of view and purpose and respond to conflicting viewpoints.

Summative Assessment Items and Scoring: *Below, provide at least three Summative Assessment Items that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard(s). For each assessment item, provide an answer key or scoring rubric which clearly describes how assessment items are to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an acceptable score.*

Summative Assessment Item 1 (clearly identify answer key/scoring rubric, and acceptable score):

Scholars will be asked to read page 25 of *The Omnivore's Dilemma* and answer the following questions correctly.

1) What claim is the author making? (1 point)
2) What evidence does the author use to support the claim? (3 supporting claims) (3 points)
3) What conflicting viewpoints has the author put forward? (1 point)
4) How has the author responded to the conflicting viewpoints? (1 point)

Answer Key:

1. ***Seed companies make life difficult for farmers by making farmers pay a lot of money each year for hybrid and GMO seeds, even when they are facing hard times.***
2. ***"Soon the only way for a farmer to compete was to buy hybrid seed from seed companies. Even if farmers face hard times, the seed companies continue to make money year after year, selling farmers something they used to grow themselves."***
    a. ***"These new GMO seeds could be a bonanza for the seed companies."***
    b. ***"When Monsanto, or some other corporation, invents a new type of corn, it belongs to them and they can charge farmers for the right to grow it.***
3. ***Michael Pollan uses GMO corn to provide another reason for why the seed companies are bad, but he also mentions the good things about GMO corn that we can infer would be positive for farmers. He says, "Genetically modified corn seed (or GMO, for genetically modified organism) promises even higher yields than hybrid seed.... This opens up a whole new world of possibilities for the plant and its breeders."***
4. ***He has mentioned a few good things about GMO corn, but rather than elaborating and providing details about how this could be positive for the farmers, he leads into continuing to explain why the seed companies are bad.***

A total of 5 points or 80% equals mastery

Summative Assessment Item 2 (clearly identify answer key/scoring rubric, and acceptable score):

Scholars will read the handout of Patrick Henry's *Give Me Liberty or Give Me Death* speech and answer the following questions correctly and in complete sentences.

1) What is Patrick Henry's argument in his speech? (1 point)

2) In his speech Patrick Henry response to opposing viewpoints by...? (1 point)
3) What is the main reason Patrick Henry uses several questions throughout his speech? (1 point)
4) What claim does Patrick Henry make in the beginning of paragraph three? How does he support his claim? (2 points)

Answer key:

1) The main argument in Patrick Henry's speech is that country should go to war against the British.
2) Patrick Henry responds to opposing viewpoints by admitting that the members of the House of Burgesses were patriotic and worthy of their positions.
3) The main reason that Patrick Henry uses questions throughout his speech is to give the reader something to think about.
4) Patrick Henry's claim is that the country must go to war or risk losing freedom. He reminds us now that the country is now strong and many are ready to join the fight. They also must join those in battle because the war has already begun.

A total of 4 points or 80% equals mastery.

Summative Assessment Item 3 (clearly identify answer key/scoring rubric, and acceptable score): (add as needed):

Scholars will produce a five-paragraph essay written to the following prompt. The essay will include a clear point of view and responses to potential conflicting viewpoints.

Topic: School uniforms should be required at all schools.

A total of 3 points is required for mastery.

Author's Point of View and Response to Conflicting Viewpoints Rubric

	0	1	2
Author's point of view	The author does not include a point of view.	The author's point of view is there but disconnected.	The author's point of view is clear and connected to the writing.
Response to conflicting viewpoints	The writing does not include a response to conflicting viewpoints.	The author includes a limited response to conflicting viewpoints.	The writing includes a thorough response to conflicting viewpoints.