Curriculum Sample Template
Max. 8 Pages

Grade Level	6th grade	**Content Area**	Reading
Course Title (grades 9-12 Only)	N/A		
Length of Unit	3 days + 1 day for the summative assessment	**Time of Year**	4th quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students will be able to read grade-level text fluently. Students will be able to express ideas through writing and speaking in full sentences. Students will understand there are many different genres of text, and that persuasive text is one type. Students will understand what a fact is, and what an opinion is. Students will have content knowledge of Oceans, water conservation, and the effects of pollution on the earth's oceans.		
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 Core Knowledge Sequence. The domain of Oceans will be concurrently taught in Writing and Science at the sixth grade level; content from these subjects will be used as much as possible in the texts for Reading lessons. The skill of comprehending informational/explanatory text is revisited at increasingly higher levels of rigor as set forth in the ADE 2010 ELA Standards (CCSS). The content knowledge of life sciences is spiraled throughout the Core Knowledge Sequence from Kindergarten to 8th grade. As described in the Program of Instruction, Cooperative Learning will take place throughout this unit. Each lesson includes a combination of teacher-led instruction, small group interaction, independent practice, and ongoing assessment. Prior to beginning instruction, the teacher will administer an aligned pre-test to assess student understanding, and use data from this to target individual students' needs throughout the unit. Students will individually graph their results on both the pre- and post-tests, and graph their results in an individual portfolio, which serves as a visual representation of progress towards their "Big Goal" in Reading.		
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.*	At the end of this unit, students will be asked to read a persuasive text, titled "Saving Water is a Cinch!" Students will have to identify the issue, the author's stance on the issue, the claims made, and the evidence provided for the claims (and where this evidence can be found in the text). Then, students will evaluate the author's use of evidence, and write a short essay on whether or not the text was a quality persuasive piece. Please see a copy of the assessment attached.		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded,*	Items 1 and 2 will be worth one point each. Item 3 will be worth a total of eight points—one point for each component of the chart that is answered correctly. The essay will be worth a total of four points, based on the scoring rubric. Thus, a total of fifteen points are possible. Grading will be based on the following scale: 0-8 points=		

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.	Falls Far Below; 9-11 points= Approaches; 12-13 points= Meets; 14-15 points= Exceeds According to the program of instruction, mastery will be indicated by a score of 80% or higher on assessments. Therefore, a score of 12, 13, 14, or 15 points will indicate student mastery of this standard.
Materials/Resources Needed	Copies of persuasive texts for modeling, guided practice, and independent practice; audio recording of Martin Luther King's "I Have a Dream" speech; document camera, highlighters, graphic organizers

Lesson (add as needed)	**Instruction** TW= Teacher will; SW = Student will; TPS= Think, Pair, Share; INM = Introduction to new material; CFU = Check for understanding; GP= Guided practice; IP = Independent practice	**Student Activities**
1	**Activation of Prior Knowledge:** TW ask students to think of every type of genre they've learned about in school. TW allow students to share, and emphasize that persuasive text is what they'll begin studying today. **Objective:** SW read a persuasive text and identify: 1. The issue and 2. The author's stance on the issue. INM: Key Points: 1. In persuasive text, an author writes about a particular topic, called the "issue." 2. The author usually has an opinion, or stance, on the issue; meaning he/she has an opinion about it. 3. In persuasive text, the author tries to convince his/her audience to agree with his/her opinion on the issue. **Modeling:** TW display a graphic organizer, with two boxes labeled, "Issue" and "Stance." TW explain that she's going to listen to a speech, and write the speech's issue in one box, and the author's stance in the other. TW play Martin Luther King's "I have a Dream" speech, and stop it at predetermined points. TW use the "Think Aloud" strategy to illustrate how she determines the issue of the speech, and the author's stance. TW say: "I know the main issue here is racial equality, because…" and "MLK's stance is that all people should be treated equally. I know this because I just heard him say…" TW ask questions to ensure students understand how to summarize the issue and the author's stance. TW explain students can do the same thing with persuasive text. **Guided Practice:** TW give each student a copy of the graphic organizer, as well as a persuasive reading passage about the effects of water	SW TPS abut the types of genres they know. SW repeat today's objective, and discuss how it will help them reach their Big Goal in Reading this year. SW actively listen to today's key points. SW actively listen as the teacher plays the "I have a Dream" speech, and discusses its key issue and what the speaker's stance on the issue is. SW answer questions to demonstrate an understanding of the key points. SW partner read the text about the effects of water pollution. Then, SW

	pollution. The class will partner read the text. Then, the TW lead a group discussion about what issue is being discussed, and what stance the author takes. **Independent Practice:** TW provide each student with a copy of "Protecting the Earth's Water Supply," by Ron Fridell. TW direct students to read the text, and complete a similar graphic organizer independently. **Assessment:** TW review the IP from today. TW provide remediation for any student who was not able to identify the issue and the author's stance.	participate in the class discussion about what issue is being discussed, and how the author feels about the issue. SW cite specific examples in the text that led them to their opinion of the author's stance. SW explain whether or not they agree with their classmates, and why. SW read "Protecting the Earth's Water Supply," and complete a graphic organizer to identify the central issue and the author's stance on the issue. Any student who did not show adequate mastery of the objective will meet with the teacher in a small group setting and further practice the skill.
2	**Activation of Prior Knowledge:** TW refer to yesterday's graphic organizer. TW ask students to summarize what they learned yesterday, with a partner. **Objective:** SW identify claims that an author states in a persuasive text, and determine whether or not they are supported by evidence. **INM:** Key Points: 1. In order to try to persuade his audience to agree with him, and author will make claims, or statements, about the issue. 2. Sometimes, the author provides evidence for these claims, sometimes he will not. 3. Evidence for a claim comes in the form of facts: things that you can prove. 4. It is critical that you be able to determine which claims are supported by evidence, and which are not. **Modeling:** TW display two statements: 1. "Rainy days are the best." 2. "It rained two days in Phoenix last month." Then, TW explain that the first statement is an opinion, it cannot be proven. TW explain that the second is a fact; a person can go to a newspaper or other resource and research the rainfall in Phoenix last month. TW explain that authors who write persuasive texts will make claims, or statements, that are sometimes opinions and sometimes facts. TW read aloud two short persuasive passages. TW use the "Think Aloud" strategy to fill out a chart, organizing the claims made, the evidence to support them, and where the evidence was found. If a claim is only supported by opinions, TW explain why that is not evidence.	SW TPS with a neighbor to summarize what they learned yesterday—how to identify the central issue and author's stance in a persuasive text. SW repeat today's objective and discuss how it will help them reach their Big Goal in Reading. SW actively listen to today's key points. SW actively listen and watch as the teacher demonstrates how to decipher between a fact and an opinion. SW listen as the teacher explains how authors will use claims, or statements, that are sometimes opinions and sometimes facts, to support his/her stance on an issue. TW watch as the teacher completes a chart, illustrating the claims made in the passages, the evidence to support them, and where the evidence was found in the text.

	Guided Practice: TW direct students to work in pre-assigned pairs. Each group will receive a third persuasive passage, and blank copy of the organizational chart. TW direct students to partner read the passage, discuss the issue, claims, and evidence, and record their ideas on the chart. TW work with each group to guide the learning. **Independent Practice:** TW again give each student a copy of "Protecting the Earth's Water Supply," by Ron Fridell. TW direct students to read the text again, look at their graphic organizer from yesterday, a chart indicating the claims, and whether or not evidence was provided. **Assessment:** TW use the IP as an assessment of student learning. TW remediate for any student who did not master the objective.	SW work with a partner. Each pair will read a persuasive text and complete the graphic organizer to show what claims the author makes and what evidence is used to support them. SW read "Protecting the Earth's Water Supply," and determine what evidence the author provided for each claim. If there was evidence found, students will record it and where it can be found in the text. Any student who did not show adequate mastery of the objective will meet with the teacher in a small group setting and further practice the skill.
3	**Activation of Prior Knowledge:** TW direct students to TPS what they learned about yesterday. **Objective:** SW evaluate the strength of an author's persuasive text, based on the evidence provided to support claims made. **INM:** Key Points: 1. Persuasive text can be strong or weak, depending on the evidence an author provides to support his/her stance. 2. In order to be considered "strong," an author must provide at least one fact for each claim he/she makes. 3. Another test of a text's strength is whether or not the author persuaded YOU to agree with him. **Modeling:** TW explain today's key points, and then project two different persuasive texts on the topic of water pollution. One text will be rich with facts and details, the other will be opinion-based. TW use the "think aloud" strategy to determine which text is better and why. In the well-written passage, TW model using a color-coding system, highlighting each claim and its corresponding fact (s) the same color. Then, TW draft a short essay, explaining why the well-written text is a strong persuasive work. **Guided Practice:** TW direct students to work in pre-assigned groups of three. TW explain that students need to read the passage given to them, and use the color-coding system to locate facts for each claim the author	SW TPS what they learned about yesterday. SW repeat today's objective, and describe how it will help them reach their Big Goal in Reading. SW actively listen to today's key points. SW actively listen as the teacher reads two texts aloud. SW listen to the teacher's explanation of which text is better and why. SW watch the teacher highlight claims in the text, along with the evidence that is written to support it. Then, SW watch as the teacher writes a short essay evaluating the strength of the persuasive text, based on evidence in the text. SW work in groups of three. SW read a persuasive passage, and highlight claims written by the author and their corresponding evidence. SW work with their partners to write an essay, evaluating the strength of the

	makes. TW direct students to then work in their groups to write a brief paragraph explaining their evaluation of the passage. TW work with each group to guide learning, and ensure understanding. **Independent Practice:** TW provide students with their copies of "Protecting the Earth's Water Supply," by Ron Fridell. TW direct students to use what they've learned today to evaluate Fridell's book, and write a paragraph evaluating it. **Assessment:** TW review the IP as today's assessment. TW provide remediation to any student who did not master today's objective.	author's work by citing evidence used in the text. SW read the text, and then write an evaluative essay independently. SW use evidence form the text to support their opinions. Any student who did not show adequate mastery of the objective will meet with the teacher in a small group setting and further practice the skill.

Reading Assessment

Name: _____

ADE 2010 ELA Standards (CCSS). 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.

Directions: Read the persuasive text below. Then, answer the questions.

Saving Water is a Cinch!

Water is the single most important natural resource on Earth. And though 72% of our planet is covered in water, we cannot take it for granted. Instead, we must be careful to use water only when necessary. The less water that we waste, the more clean water we will have in the future.

There are a number of ways to save water. The best place to start is in the bathroom. Why? Because studies show that three-fourths of the water we use indoors is used in the bathroom. Therefore, it is in the bathroom where we should pay close attention to our habits.

For example, what do you do when washing your hands? Many people turn the water on and then lather up with soap while the faucet is running. No big deal, right? After all, washing your hands takes only ten seconds or so.

But then, imagine how many times in your life you will wash your hands. Now imagine how much water you will save by turning off the faucet while you lather up with soap. Talk about an easy way to save a huge quantity of water!

In general, saving water involves changing only a few wasteful habits. Most people find that these habits are actually pretty easy to change. Give it a try yourself and you'll agree: saving our most important natural resource is easy!

1.) What is the issue?

_____

_____

2.) What is the author's stance on the issue?

_____

_____

3.) Now, identify and write the claims the author makes to support his opinion. Evaluate the claim, and decide if the author provides evidence for it or not. If the author does provide evidence, write "yes" in the second column, and cite where it can be found. If the author does not provide evidence, write "No."

Supporting claim	**Does author provide evidence for this claim?**	**Where is evidence found?**
1.		
2.		
3.		

4.) Do you think the author did a good job of persuading readers? Why or why not?

_____

_____

_____

_____

_____

_____

_____

Total Score: _____/ 15

Answer Key:

1. The issue is whether or not to save water.
2. The author believes that we should save water, and that it is easy to save water.
3. Each item in the chart will be worth one point. A student receives a point if: 1. He/she writes a claim made by the author correctly; 2. He/she identifies whether or not there is evidence for the claim correctly; and 3. He/she cites where the evidence can be found, if applicable.

Essay Rubric

Descriptor	Yes (2 points) or No (0 points)
The student explains his or her stance on the author's use of supporting evidence, by stating he/she believes it is a strong work, or a weak one. (I feel that the author's use of evidence was strong/weak…)	
The student provides evidence from the text to support his/her stance (I feel this way because in the text, the author writes…)	

Grading Scale: 0-8 points= Falls Far Below; 9-11 points= Approaches; 12-13 points= Meets; 14-15 points= Exceeds