Curriculum Sample Template
Max. 8 Pages

Grade Level	7th grade	**Content Area**	Reading
Course Title (grades 9-12 Only)	N/A		
Length of Unit	4 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 speaking and writing in complete sentences and paragraphs. Students will understand and demonstrate acceptable group discussion behaviors, listening to one another and sharing their own ideas appropriately. Students will understand the differences between genres of text. Students will be able to use comprehension strategies to recall key information from text, heard or read.		
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 "History of the Earth and Life Forms" will be concurrently taught in Writing and Science at the seventh grade level. Topics of texts used in this Reading unit will align with the content being taught in other subject areas, in order to build on prior knowledge. 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.*	7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.		
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 given a summative assessment consisting of a persuasive article, and six short answer response questions. Students will have one full class period to read the article and respond to the questions. Please see attached assessment.		
Scoring Scale and Mastery Level	Each of the six short answer questions will be worth a maximum of three points, leading to a total of eighteen		

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.	possible points on this assessment. A score of 1, 2, or 3 points will be awarded for each response, according to the attached scoring rubric. Grading will be based on the following scale: 0-10 points= Falls Far Below; 11-14 points= Approaches; 15-16 points=Meets; 17-18 points= Exceeds. According to the program of instruction, a score of 80% or higher will indicate mastery. Thus, a score of 15, 16, 17, or 18 points will indicate student mastery of this standard.
Materials/Resources Needed	Document camera, chart paper, graphic organizers, copies of National Geographic and New York Times Op-Ed articles, highlighters

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 show a picture of a popular billboard. TW facilitate a discussion on what students think the advertisement is trying to sell, and whether or not it will persuade people to buy the product. **Objective:** SW identify the central issue of a persuasive text. **INM:** Key Points: 1. Persuasive text is written in order to change, or affirm, someone's belief or stance on an issue. 2. In most persuasive text, there is one central issue, or topic, being discussed. 3. The issue of a persuasive text will be a question, or a "whether or not" statement. 4. In order to identify the central issue, one should do the following: a. Read and think about the title; b. Read the entire text and highlight key words and phrases; c. re-read the article to confirm your idea. **Modeling:** TW project a copy of a National Geographic article on the document camera. The article will be about the 2010 Gulf of Mexico Oil Spill. TW model the 3 steps noted above; TW read the title and text aloud, TW highlight key phrases and words, and TW state the issue of the article is: "Is BP responsible for the Gulf Coast Oil Spill?" and write this question on a piece of chart paper, which is similar to the graphic organizer students will complete throughout this unit. Then, TW reread the article and confirm that this is what the article is about. TW use the "Think Aloud" strategy throughout the demonstration. **Guided Practice:** TW direct students to work in pre-assigned groups of	SW participate in a discussion, sharing their thoughts on the purpose of the billboard 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 engage as the teacher reads the National Geographic article about the Gulf of Mexico Oil Spill. SW see the teacher work through each of the steps: reading and thinking about the title, reading and highlighting the text, stating the issue, and re-reading to confirm. SW answer questions to demonstrate understanding of these key points.

	three. TW provide a copy of a new article to students, about the Gulf Coast Oil Spill. Each student will be assigned a role: one student will read aloud, one student will highlight key phrases, and one will record the group's decision about what the issue is. TW monitor each group as they read the article and discuss what the issue is. **Independent Practice:** TW give students a copy of an Op-Ed article written about the Gulf Coast Oil Spill. SW read the article, then write a response to this question: "What is the central issue of this article?" at the center of a graphic organizer. **Assessment:** TW review the IP as an assessment of student understanding. **Closure:** TW refer again to the image of the billboard, and ask students to discuss what the central issue of the advertisement is.	SW work within their groups of three. SW each perform a different role in the groups: one student will read aloud, one student will highlight key phrases, and one will record the group's decision about what the issue is. SW answer the teacher's questions as they work with her in small groups. SW read the Op-Ed article about the oil spill. SW follow the key steps (reading the title, reading and highlighting the text, stating the issue, and re-reading), and then record the central issue of the article on their graphic organizer. Any students whose response does not adequately identify the central issue of the Op-Ed article will meet with the teacher for remediation before the next lesson. SW discuss the billboard, this time using what they've learned in this lesson to explain the central issue: whether or not consumers should buy the product.
2	**Activation of Prior Knowledge:** TW refer to the chart paper created yesterday, with the question, "Is BP responsible for the Gulf Coast Oil Spill?" written on it. TW ask students to recall what they learned yesterday. **Objective:** SW analyze a persuasive article to determine the author's stance on the issue. **INM:** Key Points: 1. The author of a persuasive text always has an answer to the issue. This defines their stance on the issue. 2. We can use clues from the text to determine what the author's stance on the issue. 3. The author's stance can be written as "The author believes…" **Modeling:** TW project the National Geographic article from yesterday. TW summarize the issue, of the text. Then, TW read the article aloud and use the "Think Aloud" strategy to highlight key clues from the text that provide insight into the author's stance. TW explain why certain statements are key in identifying the author's stance. TW ask relevant questions. **Guided Practice:** TW direct students to work in their groups from yesterday. TW direct students to summarize the issue the identified	SW review the chart paper from yesterday. SW TPS what they learned about persuasive text yesterday. SW repeat the day's objective, and discuss how it will help them achieve their Big Goal in Reading. SW actively listen to today's key points. SW actively engage while the teacher demonstrates how to highlight key clues from the text that provide insight into the author's stance on the central issue. SW ask and answer questions, to clarify their understanding of this skill. SW work with their groups of three from yesterday. SW summarize the central issue of the article, which they identified yesterday. Then, SW re-

	yesterday. Then, TW direct students to re-read the article, and look for clues that define the author's stance on the issue. TW work with each group of students to guide the learning. TW direct each group to share out their ideas with the class when finished. **Independent Practice:** TW provide each student with the article from yesterday's Independent Practice. TW provide each student with the graphic organizer, which they began completing yesterday. TW direct students to read the Op-Ed article again, and identify the author's stance on the issue, and record it on the graphic organizer. **Assessment:** TW review the IP as an assessment of student understanding. **Closure:** TW ask students to summarize what they've learned today.	read the article, and highlight (in a different color) the context clues that give insight to the author's stance on the central issue. Each group will share their thoughts on what the author's stance is, and what evidence they've used to determine that stance. SW read the op-ed article from yesterday's IP. SW highlight phrases and sentences in the text that give clues as to the author's stance on the central issue. Then, SW record the author's stance on their graphic organizer (The author believes that…). Any students whose response does not adequately identify the author's stance will meet with the teacher for remediation before the next lesson. SW TPS to discuss what they've learned today.
3	**Activation of Prior Knowledge:** TW refer to the graphic organizer she's been writing on all week. TW ask students to summarize what they've learned from the article so far. **Objective:** SW identify the reasons an author uses to support his/her stance on an issue. **INM:** Key Points: 1. An author will use reasons, or claims, to support his/her stance on an issue. 2. In order to identify these reasons, we must read the article and stop to think how each statement connects to the author's stance. 3. The author's reasons will come in the form of facts, statistics, or opinions. **Modeling:** TW project the National Geographic article. TW summarize the issue and the author's stance on the issue. Then, TW read the article aloud again, stopping after each paragraph and using the "Think Aloud" strategy to determine how the statements connect to the author's stance. If a statement connects to the author's stance, and is a fact or opinion about the stance, TW record that statement on the graphic organizer. TW emphasize that a reason does not necessarily have to be true…it just has to be used by the author to support his stance. **Guided Practice:** TW direct students to work in their pre-assigned groups of three, and read the guided practice article they've been	SW review the graphic organizer the teacher has been using this unit. SW discuss what they've learned about persuasive text thus far. SW repeat today's objective, and discuss how it will help them achieve their Big Goals in reading this year. SW actively listen to today's key points. SW actively engage as the teacher reads the National Geographic article, and emphasizes points in the text where the author provides reasons and/or evidence to support his stance. SW see the teacher record the supporting reasons/evidence on the graphic organizer, showing the connection between these sentences and the author's view. SW work with their group of three. They will read the article, and discuss which sentences the author uses as reasons or evidence to support his

	working with. TW monitor each group, as they read the article and identify reasons the author gives to support his/her stance on the issue. TW direct each group to share out examples of the reasons they recorded on their graphic organizer with the class, and students will discuss one another's ideas. **Independent Practice:** TW provide each student with a copy of the Op-Ed article, and direct students to independently identify three reasons the author gives in support of his/her stance. **Assessment:** TW use today's IP as an assessment of student learning. **Closure:** TW ask students to discuss what their stance on this issue is, and why. TW direct students to write their stance down on a piece of paper, which they'll refer to tomorrow.	stance on the issue. The group will record these reasons on their graphic organizer, showing their connection to the issue and the author's stance. When finished, SW share their ideas with the class, and discuss one another's ideas. SW read the Independent Practice article, and highlight or underline any sentences that are used as support or evidence of the author's stance. SW write the evidence and reasons on their graphic organizer. Any student who did not adequately capture the author's reasons will work with the teacher to master this objective before the next lesson. SW discuss their own stance on the central issue of the National Geographic article, and write it down on a piece of paper, to be reviewed and reflected upon tomorrow.
4	**Activation of Prior Knowledge:** TW direct students to summarize their stance on the issue of the National Geographic article. TW allow the class to discuss their reasoning for their stance. **Objective:** SW evaluate the author's reasoning in a persuasive text. **INM:** Key Points: 1. As educated readers, it is important that we evaluate, or determine the strength of an author's reasoning. 2. We can evaluate an author's reasoning by examining the reasons he/she give to support his/her stance. 3. We must answer these questions when evaluating an author's reasoning: a. Are the reasons given based in fact? B. Are the reasons given related to the central issue? And C. Are the reasons given strong enough to change your mind? 4. There is no right or wrong answer when we evaluate an author's reasoning, but we must provide reasons for our decision. **Modeling:** TW project the National Geographic article. TW also display the graphic organizer she's been adding to all week. The last section of the graphic organizer will have three questions on it: "1. Are the reasons based on facts? 2. Are the reasons related to the central issue? 3. Does the author change or confirm your stance on the issue? 4. Is the article persuasive?" TW read the article aloud, and use the "Think Aloud"	SW summarize their stance on the central issue of the National Geographic article. SW repeat today's objective and discuss how it will help them reach their Big Goal in Reading this year. SW actively listen as the teacher explains today's key points. SW actively engage as the teacher explains the key questions to answer when evaluating an author's use of reasons and evidence: 1. Are the reasons based on facts? 2. Are the reasons related to the central issue? 3. Does the author change or confirm your stance on the issue? 4. Is the article persuasive? SW listen as the teacher thinks aloud to answer these questions, based on

	strategy for answering each of these questions. TW model writing answers on the graphic organizer, based on the reasons given by the author and the teacher's own evaluation of the reasoning. TW ask questions to check for understanding. **Guided Practice:** TW direct students to work in their pre-assigned groups of three, and read the guided practice article. TW direct students to complete the answers on their graphic organizer, and then share their thoughts with the class. As students read and evaluate, TW work with each group to guide the discussion. **Independent Practice:** TW direct students to evaluate the Op-Ed article author's reasoning. TW direct students to complete their IP graphic article independently, evaluating the author's reasoning. **Assessment:** Teacher will use the IP from today to assess student mastery of the objective. **Closure:** TW ask students to summarize what they've learned about persuasive text in this unit.	evidence from the article. SW answer questions to demonstrate understanding. SW work with their group of three. SW discuss their answers to the key questions, and evaluate the author's use of reasons and evidence in the guided practice article. SW record their final evaluation, in paragraph form, using evidence from the text to support their ideas. When finished, each group will share their paragraph, and discuss one another's ideas. SW use the same questions and methods to independently evaluate the Op-Ed article they've been analyzing this week. SW write a short essay to explain their evaluation of the article, and use evidence from the text to support their ideas. Any student who did not display adequate progress towards the objective will meet with the teacher in a small group setting. SW TPS to summarize what they've learned about persuasive text in this unit.

Reading Unit Assessment

Name: _____

ADE 2010 ELA Standards (CCSS): 7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Directions: Read the editorial and answer the 4 essential questions in *complete sentences*.

Protecting our Friends: Animal Treatment in America

Most people wouldn't enjoy having their livers swollen, shampoo dropped into their eyes, or being in a cage so small they can't stand up. So what makes people think that animals feel any less pain? Animals all over the world are used for their fur, in laboratory experiments, and for meat.

When showering or putting on make-up each morning, most people don't realize that somewhere in a make-up factory a rabbit is suffering so people can look and feel good. Hundreds of thousands of animals are poisoned, blinded, and killed every year to test shampoos, cleaners, hairsprays, and other products. One of the worst experiments is called the LD5O test. LD stands for lethal dose. In the LD5O test, chemicals are injected with chemicals until 50% of the animals die.

Most people believe their meat comes from happy cows that lived happy little lives on happy farms, but it rarely happens that way. Many companies produce meat by doing what is called factory farming. Instead of being able to be outside until it's time for slaughter, animals in factory farms are kept in very small pens. Veal comes from calves that are chained by the neck in two-foot wide crates. This small space makes the meat "tender" since the muscles cannot develop because the baby cows cannot move.

To help stop this animal cruelty, you don't have to become a vegetarian or stop wearing make-up; just make sure you're not buying products from factory farms, cosmetic factories that test on animals, and don't wear fur! Nothing's going to change unless the majority of people speak up, so spread the word of what's really happening and we may be able to make this world a better place.

Essential Questions: Answer in complete sentences.

1.) What is the issue? _____

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

3.) What evidence does the author have to support his or her opinion?_____

4.) Are the reasons given based in fact? Give at least two examples. _____
5.) Are the reasons given related to the central issue? Give at least two examples. _____
6.) Did the author give strong enough reasons to change your mind? Explain. _____

Answer Rubric

Question	1 point	2 points	3 points
What is the issue?	Student gives no response, or the response given is incorrect	Student gives a vague description of the issue, somewhat explaining what question the article is centered on	Student gives a clear and accurate description of the central issue, fully and succinctly explaining what question the article is centered around
What is the author's stance on the issue?	Student gives no response, or the response given is incorrect	Student gives a vague description of the author's stance, somewhat explaining the author's opinion on the central issue	Student gives a clear and accurate description of the author's stance on the issue, and provides evidence from the text to support his/her response
What evidence does the author have to support his or her opinion?	Student gives no response, or the response given is incorrect	Student provides a vague description of the reasons/evidence used by the author.	Student gives a clear description of the reasons/evidence that the author uses to support his claim; student cites specific examples from the text.
Are the reasons given based in fact? Give at least two examples.	Student gives no response, or the response given is incorrect	Student answers the question, and provides one example from the text to support the answer	Student answers the question, and provides two or more examples from the text that clearly support the answer
Are the reasons given related to the central issue? Give at least two examples.	Student gives no response, or the response given is incorrect	Student answers the question, and provides one example from the text to support the answer	Student answers the question, and provides two or more examples from the text and a clear explanation of the connection between the author's stance and reasons/evidence
Did the author give strong enough reasons to change your mind? Explain.	Student gives no response, or the response given is incorrect	Student answers the question, and gives a somewhat clear response as an explanation	Student answers the question, and gives a clear and succinct explanation as to why and how the author changed/confirmed his stance on the issue

Total Score: _____/ 18 Grading scale: 0-10 points= Falls Far Below; 11-14 points= Approaches; 15-16 points=Meets; 17-18 points= Exceeds