Curriculum Sample Template
Max. 8 Pages

Grade Level	8th grade	**Content Area**	Reading
Course Title (grades 9-12 Only)	N/A		
Length of Unit	5 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 be able to read grade level text fluently. Students will be able to identify different genres of text, including informational text and persuasive text. Students will be able to identify the main idea of a text. Students will be able to identify supporting details in a text. Students will be able to write complete sentences, to express their thoughts. Students will be able to structure a paragraph around a central topic.		
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 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.*	8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.		
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 article, and complete a graphic organizer to identify elements of the text. Then students will write a short essay to evaluate the author's reasoning. Please see assessment attached.		
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*	Scoring for this assessment will be based on two separate rubrics, one for each section of the text. In Part I, students will earn 1, 2, or 3 points based on the rubric; in Part II, students will earn 0 or 4 points, based on the rubric. Thus, there are a total of twenty possible points. Grading will be based on the following scale: 0-12 points= Falls Far		

demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.	Below; 13-15 points= Approaches; 16-18 points=Meets; 19-20 points= Exceeds. According to the program on instruction, a score of 80% will indicate mastery. Thus, a score of 16, 17, 18, 19, or 20 points will indicate student mastery of this standard.Please see assessment rubrics attached.
Materials/Resources Needed	Document camera; persuasive articles for Modeling, Guided Practice, and Independent Practice; green and red 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 discuss what they already know about reading persuasive texts. **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 an Op-Ed article from the nytimes.com Science website. TW show an enlarged graphic organizer, with 4 columns; the first column will be labeled "What is the central issue?" TW read the article aloud. TW use the "Think Aloud" strategy to demonstrate her thought process as she determines the main idea, or central issue of the article. TW record the issue, in question format, on the graphic organizer. TW ask relevant questions to check for understanding. **Guided Practice:** TW direct students to work in pre-assigned groups of two. TW provide each pair with a second Op-Ed article on the same Science topic, and a similar graphic organizer. TW direct students to read the article, and record the central issue in question format on the graphic organizer. TW direct each group to share their answers with the class, and students will discuss one another's responses.	SW TPS what they already know about 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 engage in the teacher's demonstration of identifying the central issue. SW watch the teacher read the article aloud, and then stop to think about what question or issue the article is written about. SW watch as the teacher writes the central issue, in question format, on the graphic organizer. SW answer questions to demonstrate understanding. SW work in pairs. Each pair of students will read the guided practice article, and discuss what the central issue of the article is. Then, SW record the issue, in question format, on their graphic organizer. Then, each group will share their ideas, and discuss one another's responses.

	Independent Practice: TW provide each student with a third article from the New York Times. TW direct students to read the article independently, and record the central issue on to an independent graphic organizer. **Assessment:** TW review today's IP as an assessment of student learning. TW remediate for any student who did not show mastery of the objective.	SW read the article and independently identify the central issue. SW record the central issue on their independent graphic organizer. Any student who did not show adequate progress towards the objective will meet in a small group setting with the teacher, for remediation.
2	**Activation of Prior Knowledge:** TW ask students to recall what they learned yesterday. **Objective:** SW identify an author's stance on the issue in a persuasive text. **INM:** Key Points: 1. The author of a persuasive text always has an opinion about 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 Op-Ed article from yesterday. TW also project the graphic organizer from yesterday. TW read the text aloud, stopping at predetermined points in the text and using the "Think Aloud" strategy to explain what the author's stance on the issue is. TW use language like "I can tell the author believes this because…" **Guided Practice:** TW direct students to work with their partner from yesterday. Each pair will receive the guided practice article and the graphic organizer from yesterday. TW direct students to read the article, highlight terms that give clues to the author's stance, and then write a statement using this sentence frame: "The author believes_____. We can tell because _____." TW direct students to share their answers and discuss one another's ideas. **Independent Practice:** TW direct students to read the independent practice article from yesterday, and record the author's stance on the graphic organizer. **Assessment:** TW review today's IP as an assessment of student learning. TW remediate for any student who did not show mastery of the	SW TPS to recall what they learned yesterday—how to identify the central issue of 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 engage as the teacher models how to read a text and use context clues to determine the author's stance on the central issue. SW answer questions to demonstrate understanding. SW work in pairs. SW review the central issue they identified yesterday, then partner read the article to find evidence of the author's stance on the issue. SW record the author's stance into their graphic organizer. Then, SW share their answer with the class, and discuss one another's responses. SW work independently to read the third article, and identify the author's stance on the central issue. SW record the author's stance in the next area of the graphic organizer. Any student who did not show adequate understanding of the objective

	objective.	will meet with the teacher in a small group setting.
3	**Activation of Prior Knowledge:** TW direct students to discuss what they learned about yesterday. **Objective:** SW identify the reasons an author provides to support his/her stance. **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 op-ed article from yesterday. TW read the article aloud. While reading, TW use a green highlighter to illustrate reasons in the text, and explain how she identifies those reasons (a fact, a statistic or use of data, or a sentence in the form of an opinion). TW ask relevant questions to check for student understanding. **Guided Practice:** TW distribute the guided practice articles from yesterday, as well as the graphic organizers to each group of students. TW also distribute green highlighters. TW direct students to read the article with their partner, highlight the reasons the author provides to support his/her stance, and then record at least 3 reasons on the graphic organizer. TW work with each pair of students, to guide the discussion. TW direct students to share out their answers when finished. **Independent Practice:** TW direct students to retrieve their independent practice articles, as well as graphic organizers. TW direct students to read the article, highlight the reasons the author gives in green, and record them on the graphic organizer. **Assessment:** TW review today's IP as an assessment of student learning. TW remediate for any student who did not show mastery of the objective.	SW TPS to review what they learned yesterday—how to use clues from the text to indentify the author's stance on the central issue. 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 engage as the teacher demonstrates how to read the text and highlight sentences that the author wrote as reasons to support his stance on the central issue. SW listen as the teacher uses the "think aloud" strategy to illustrate her thought process in locating reasons and connecting them to the author's stance. SW work with their partner to read the article and highlight the reasons the author gives to support his stance. Then, students will record at least three reasons from the text onto the next section of the graphic organizer. SW share out their answers when finished, and discuss one another's ideas. SW independently read the third article, and highlight the reasons the author writes to support his/her stance. Then, SW record at least three of these reasons into the third section of their graphic organizer. Any student who did not show adequate progress towards the objective will meet with the teacher with a small group setting.
4	**Activation of Prior Knowledge:** TW directs students to TPS what they know about persuasive text. **Objective:** SW identify irrelevant information in a persuasive text, and	SW TPS what they learned about yesterday—how to connect an author's reasons with his stance on the central issue. SW repeat today's objective, and discuss how it will help them reach

	discuss why it is irrelevant. **INM:** Key Points: 1. Some authors of persuasive text will include irrelevant information in their writing. 2. Irrelevant information is anything that is not directly connected to the central issue. 3. We can identify irrelevant information by using the "stop and reread" strategy. **Modeling:** TW display the op-ed article on the document camera, as well as the graphic organizer. TW explain that all of the sentences highlighted in green are connected to the author's stance. TW explain that some sentences are not directly connected to the issue or the author's stance, however, and thus are called "irrelevant." TW highlight the irrelevant information in red, and explain that it adds no substance to the author's reasoning. TW ask students if they know why an author would add irrelevant information, and have them TPS. **Guided Practice:** TW direct students to work with their partner from yesterday, to read the guided practice article and highlight any irrelevant information in red. TW direct students to record the irrelevant information on their graphic organizer. TW direct students to share out their ideas with the class. TW facilitate a class discussion on whether or not certain information is irrelevant, and why. **Independent Practice:** SW independently read their IP articles, and highlight any irrelevant information in red. Then, students will record this information on the graphic organizer and complete this sentence starter: "This information is irrelevant because _____." **Assessment:** TW review today's IP as an assessment of student learning. TW remediate for any student who did not show mastery of the objective.	their Big Goal in Reading. SW actively listen to today's key points. SW actively engage as the teacher demonstrates how to locate irrelevant information, and explains why an author may add it to a persuasive text. SW watch as the teacher highlights the irrelevant information in red, and then add it to the graphic organizer, explaining why it is not relevant to the issue. SW TPS about why this information is irrelevant. SW work with their partner. SW review the article, and identify any irrelevant information. Then, SW highlight this information in red, and record it into their graphic organizer. When finished, SW share their ideas with the class, and discuss on another's answers. SW read the independent practice article, and locate any irrelevant information. SW highlight this information in the article, and record it into their independent graphic organizer. SW explain why the information is irrelevant, by stating, "This information is irrelevant because _____." Any student who did not adequately locate and explain irrelevant information will meet with the teacher in a small group setting.
5	**Activation of Prior Knowledge:** TW ask students to summarize what they've learned thus far in the reading unit. **Objective:** SW write an short essay, evaluating 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	SW TPS to summarize what they've learned about persuasive writing thus far. SW repeat today's objective, and discuss how it will help them reach their Big Goal in Reading.

	evaluate an author's reasoning by examining the reasons he/she gives 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 my mind? 4. There is no right or wrong answer when we evaluate an author's reasoning, but we must provide reasons for our decision. Thus, we will need to include a sentence like this in our essay: " I believe this because…"	SW actively listen to today's key points.
	Modeling: TW review the graphic organizer she's completed over the past week. TW use the information she's written as evidence of whether the author makes a strong argument or not. TW use the "Think Aloud" strategy as she evaluates the article. TW emphasize the author's use of facts and statistics, relative lack of irrelevant information, as well as emotional statements, to determine that this article actually changed her opinion on the topic and thus, it is a strong argument.	SW actively engage as the teacher demonstrates how to review the graphic organizer and synthesize the information to make an evaluation. SW see the teacher's thought process in determining whether or not the author explained his stance using reasons related to the central issue that are based in fact, and could change someone's mind. SW answer questions to demonstrate understanding of how to evaluate an author's use of reasons and facts to support an opinion.
	Guided Practice: TW direct students to work in pairs to review the graphic organizer they've completed in guided practice this week. Then, TW divide the class into two groups: those who believe the author's article is a strong argument, and those who don't. TW direct each group to draft an essay explaining their reasons, and share out with the other group.	SW work with their partner to review the graphic organizer they've completed this week. SW discuss whether or not the author did a quality job of providing factual reasons in support of his stance. SW draft an essay that explains their evaluation. Then, SW share their essays with the class, and discuss one another's ideas.
	Independent Practice: TW direct students to review the graphic organizers they've created in independent practice this week. TW direct students to independently write a short essay evaluating the author's argument.	SW read the independent practice article and review the information on their graphic organizers. Then, SW write a short essay, using evidence from the text to evaluate the author's use of reasons and facts in support of a claim.
	Assessment: TW review today's IP as an assessment of student learning. TW remediate for any student who did not show mastery of the objective.	Any students not showing adequate understanding of the objective will meet with the teacher in a small group setting before the unit assessment.

Reading Assessment

Name: _____

ADE 2010 ELA Standards (CCSS) 8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

The following press release was posted on the Enron Corporation web site on February 6, 2001.

Enron Named Most Innovative for Sixth Year

HOUSTON -- Enron Corp. was named today the "Most Innovative Company in America" for the sixth consecutive year by *Fortune* magazine.

"Our world-class employees and their commitment to innovative ideas continue to drive our success in today's fast-paced business environment," said Kenneth L. Lay, Enron chairman and CEO. "We are proud to receive this accolade for a sixth year. It reflects our corporate culture which is driven by smart employees who continually come up with new ways to grow our business."

Enron placed No.18 overall on Fortune's list of the nation's 535 "Most Admired Companies," up from No. 36 last year. Enron also ranked among the top five in "Quality of Management," "Quality of Products/Services" and "Employee Talent."

Corporations are judged primarily from feedback contained in confidential questionnaires submitted by approximately 10,000 executives, directors and securities analysts who were asked to rate the companies by industry on eight attributes.

Enron is one of the world's leading electricity, natural gas and communications companies. The company, with revenues of $101 billion in 2000, markets electricity and natural gas, delivers physical commodities and financial and risk management services to customers around the world, and has developed an intelligent network platform to facilitate online business. Fortune magazine has named Enron "America's Most Innovative Company" for six consecutive years. Enron's Internet address is www.enron.com. The stock is traded under the ticker symbol "ENE."

Part I.

What is the issue?	***What's the author's stance on the issue?***	***What reasons/evidence does the author provide to support his/her stance?***	***Is there any irrelevant information provided? If so, write it here, then describe why it is irrelevant.***

Part II.

In a one paragraph essay, evaluate the argument and claims in this article. Describe whether the reasoning is sound and the evidence is relevant and sufficient. Provide reasons for your opinion.

Part I 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, using evidence from the text as necessary
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 several pieces of evidence from the text to support his/her response
What reasons/evidence does the author provide to support his/her stance?	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 one or more specific examples from the text.
Is there any irrelevant information provided? If so, write it here, then describe why it is irrelevant.	Student gives no response, or the response given is incorrect	The student provides one example of irrelevant information from the article, and gives a vague description as to why it is irrelevant.	The student provides two or more examples of irrelevant information directly from the article. The student gives a clear and logical explanation as to why it is irrelevant.

Part II Answer Rubric

Descriptor	Yes (4 points) or No (2 points)
The student provides an evaluative statement, to explain his/her opinion as to whether the author used sufficient evidence to support his stance on the central issue.	
The student provides at least three direct quotations from the article to use as support of his/her evaluation of the author's work.	

Total Score: _____/ 20 Grading scale: 0-12 points= Falls Far Below; 13-15 points= Approaches; 16-18 points=Meets; 19-20 points= Exceeds