Curriculum Sample: 6th Reading
Max. 8 Pages

Grade Level	6	**Content Area**	English Language Arts
Course Title (grades 9-12 Only)			
Length of Unit	Five 55-minute periods	**Time of Year**	Third Quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	The specific skills and knowledge they will have mastered related to this standard are: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably		
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.*	The school's program of instruction stresses alignment with research-supported instructional techniques, including Hunter's Essential Elements of Instruction.		
Standard Number and Description *List the Number* and full description for the required Standard.*	6.RI.8 Grade: 6 Strand: Reading Standards for Informational Text RI Cluster: Integration of Knowledge and Ideas Standard: #8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reason 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.*	Students will identify the argument presented in the article "Oh, 180-day-old Happy Meal, why won't you rot?" Students will identify claims that are supported by reason and evidence. Students will evaluate the argument.		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points*	A rubric will be used to score the summative assessment. The rubric has three categories: argument, evidence, and evaluation. Each category is scored, based on the rubric criteria, on a 1-4 point scale. Each category is equally weighted. The highest possible score is 12, and grades are as follows: A=11-12; B=10; C=8-9; D=7; F=0-6. Mastery will be set at 10/12 or higher.		

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.	
Materials/Resources Needed	•Sample bumper stickers • "The Need for Specificity (Why Bumper Sticker Arguments Are Bad)" or access to the blog http://www.maderalabs.com/blog/the-need-for-specificity-why-bumper-sticker-arguments-are-bad/ •"I Want a Wife" Judy Brady •"Oh, 180-day-old Happy Meal, why won't you rot?" By Laura T. Coffey

* ***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	**Ethos/Pathos/Logos** Student will be able to (SWBAT) define ethos/pathos/logos. SWBAT explain the importance of "giving the opposition a nod" SWBAT identify author, audience and purpose. **Key Points:** Aristotle's use of evidence for persuasive writing was just as useful to the ancients of his day as it is to writers today. Ethos/Ethical Appeal Ethical appeal is your credibility and trustworthiness as a writer. Pathos/Emotional Appeal Focus on the audience. You want your reader to be effected emotionally. Logos/Logical Appeal The text of your essay focuses on the reader's ability to think. Giving the Opposition a Nod Who is Going to Read Your Argument? **WEB:** SW create a web. "The 3 Appeals" will be at the center of the web, "ethos", "pathos", "logos" are paths off of the web. SW record examples of each appeal on the path where they think it belongs. **Anticipatory Set:** Have you ever tried to convince your mom or dad that you really, really, really, needed something? • $5 bucks • Permission to stay the night at a friend's house • Dessert for breakfast Have you ever tried to convince a teacher that you really, really, really needed something? • Less homework • A movie day	Student will (SW) participate in Argument discussion. SW watch Three Appeals Presentation and youtube.com video clips. SW create web and complete in small groups. Each group will then report out on assigned topic. SW make an entry in their reflection journals.

	• Extra credit Did it work? How did you do it? What advice would you give to someone who was trying to convince their parents or a teacher? Whether you realized it or not at that moment you were trying to get what you want you were practicing in an age old tradition called argument. **Lecture/Shared Reading:** Teacher will present Three Appeals Prezi with youtube.com video clips.	
2	Bumper Sticker Arguments SWBAT communicate the importance of supporting an argument with detail. SWBAT give examples of valid evidence and invalid evidence. **Key Points:** Logos Most arguments are based on the logical appeal. The focus of the logical appeal is usually the text of our essays when we're writing. Strategies often used in the logical appeal include: statistics, examples, quotes, expert opinions, graphs, cause and effect, division into parts and comparison contrast. Ethos is Logos' partner. Information provided must be reliable and come from a trust worthy source. Additionally, original work must be credited to its source. **EXPLORE:** SW use EXPLORE reading strategy with the article "The Need for Specificity (Why Bumper Sticker Arguments Are Bad)" **Anticipatory Set:** Yesterday we discussed the three appeals and how you have used them to convince a teacher or parent to agree to a request. I know that parents and teachers usually don't say "Yes" the first time a request is made. What techniques did you use to convince your audience? • Begging? • Whining?	SW participate in evidence/detail discussion. SW read "The Need for Specificity (Why Bumper Sticker Arguments Are Bad)" in 6 small groups and analyze it using EXLPORE. EX—this is an *example* of genre/author/style P—what was the author's *purpose* for writing this text? L—what are the key *lines* (words/names/phrases) worth remembering? O—what *organizational* features or supports helped me read this article or got in the way of my understanding? R—how can I *relate* to what I just read? E—*evaluate* by thinking about my ah-ha's, questions and connections. One representative from each group will report out their findings on an assigned element. SW make an entry in their reflection journals.

	• Nagging? • Examples? • Stories? • Chain of reasoning? • Comparison/contrast? Are there some techniques your parents or teachers just flat out ignore and other techniques they seem to respond better to? Why do you think that is? We're going to read an article today on the importance of evidence. **Lecture/Shared Reading:** Teacher will present "The Need for Specificity (Why Bumper Sticker Arguments Are Bad)". Students will do shared reading in small groups.	
3	Creating Thesis from a Bumper Sticker SW be able to explain how evidence improves the quality of an argument. SW be able to improve an argument by adding evidence. SW create a thesis statement out of a bumper sticker slogan. **Key Points:** Evidence makes weak arguments stronger. Logos Most arguments are based on the logical appeal. The focus of the logical appeal is usually the text of our essays when we're writing. Strategies often used in the logical appeal include: statistics, examples, quotes, expert opinions, graphs, cause and effect, division into parts and comparison contrast. Ethos is Logos' partner. Information provided must be reliable and come from a trust worthy source. Additionally, original work must be credited to its source. **EXPLORE:** SW use their EXPLORE notes from the day before. **Anticipatory Set:** What are some of your favorite bumper stickers? What are some bumper stickers you just can't stand?	SW help create a list of well-known bumper stickers. SW choose a bumper sticker slogan from the provided bumper stickers. In a small group students will add support to their bumper sticker slogans to make them stronger arguments. One representative from each group will explain the addition or changes they made to make their bumper sticker slogan stronger. SW make an entry in their reflection journals.

	TW generate a list of bumper sticker slogans from students' suggestions. **Case Study:** In a small group students will add support to their bumper sticker slogans to make them stronger arguments.	
4	"I Want a Wife" Judy Brady SWBAT evaluate the argument and specific claims made by the author. SWBAT determine which claims are supported evidence from claims that are not. **Key Points:** Firsthand experience can sometimes be considered "expert opinion" which falls under the category of logos. The speaker in this piece uses her expert opinion to make a claim. **Anticipatory Set:** This week we have been examining the elements that contribute to a solid argument. Today we'll read an essay together and you will identify the evidence the speaker gives to support her argument. Keep in mind the terms we have been studying this week. **Shared Reading/Independent Study:** TW Read "I Want a Wife". Students will underline evidence the author uses to support her argument.	Guided practice/shared reasoning SW make an entry in their reflection journals.
5	"Oh, 180-day-old Happy Meal, why won't you rot?" By Laura T. Coffey SWBAT evaluate the argument and specific claims made by the author. SWBAT determine which claims are supported by evidence from claims that are not. **Anticipatory Set:** This week we have been examining the elements that contribute to a solid argument. Today you'll read an article and you will identify the evidence the speaker gives to support her argument. You will also evaluate the effectiveness of the argument.	SW complete summative assessment using the article "Oh, 180-day-old Happy Meal, why won't you rot?" Questions on the summative assessment: 1. What argument does Ms. Coffey make? 2. What evidence does she use to support her argument? 3. Is her argument effective? Why or why not?

Paste Summative Assessment Here:

SW complete summative assessment using the article “Oh, 180-day-old Happy Meal, why won’t you rot?”

Questions on the summative assessment:

1. What argument does Ms. Coffey make?
2. What evidence does she use to support her argument?
3. Is her argument effective? Why or why not?

Paste Answer Key/Scoring Rubric Here:

	1	2	3	4
Argument	Student does not seem to understand the argument.	Student identifies an insignificant part of the argument.	Student identifies a major portion of the argument.	Student identifies the argument.
Evidence	Student does not seem to find any evidence.	Student identifies 1-2 pieces of evidence.	Student identifies 3-4 pieces of evidence.	Student identifies 5 or more pieces of evidence.
Evaluation	Student states opinion but does not provide support.	Student states opinion but provides minimal support.	Student states opinion and provides ample support.	Student states opinion and provides ample support which includes text evidence.

Each category is equally weighted. The highest possible score is 12, and grades are as follows: A=11-12; B=10; C=8-9; D=7; F=0-6. Mastery will be set at 10/12 or higher.