Curriculum Sample for 6th Grade Reading

Grade Level	6th	**Content Area**	Reading
Course Title (grades 9-12 Only)	n/a		
Length of Unit	5 days	**Time of Year**	3rd 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 know how to explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. Students will be able to summarize and paraphrase information in complete sentences.		
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.*	Students will be taught using scaffolding methods as well as with direct instruction. Through lecture-discussions and demonstrations, students will develop their knowledge while practicing problem-based learning & inquiry activities. Students will also use a cooperative learning method.		
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.*	Students will need to 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, by completing a quiz on this standard. The students will read a new story called, "Bodies from the Ash: Life and Death in Ancient Pompeii", which the quiz is based upon. The quiz is worth 28 points; 23 points or higher = mastery which is set at 80% or higher.		
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 demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	In this assessment, the students will be taking a quiz in order to demon starter they can 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. Students will be tested in order to assess whether they have mastered the given standard. Question 1 = 5 pts.; Question 2 = 5 pts.; Question 3 = 5 pts.; Question 4 = 5 pts.; Question 5 = 2 pts.; Question 6 = 2 pts; Question 7 = 2 pts.; Question 8 = 2 pts; The quiz is worth a maximum of 28 points; 23 points or higher = mastery which is set at 80% or higher.		
Materials/Resources Needed	6th Grade Teacher's Edition Journeys, Volume 2; Matching 6th Grade Journeys Student Books; Assessment.		

Lesson (add as needed)	Instruction	Student Activities
1	The teacher explains to the students that they are going to learn how to 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. The teacher writes this on the board and asks the students to identify its meaning.	The students listen and raise their hands to share their feelings on this.
	The teacher explains to the students that they must determine what the main part of the particular section is about, what claims are made within the section, and which of the claims are supported with reasons versus those that are not.	The students listen to the teacher.
	The teacher writes the following on the board, "When Roger Bannister broke the 4 minute mile in England, it was the first time in history that it had been done. The time was recorded by official timekeepers and this was a remarkable achievement by Roger Bannister and one which his wife was very proud". The teacher then asks the students to read the passage to themselves to trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Students work individually.	As the students work on this, the teacher circulates and offers assistance where necessary.
	When the students are finished, the teacher explains that they will now discuss the passage as a group. The teacher asks, "What is the argument in the text?"	The students listen and answer that the argument is a man in England running the mile in the fastest time ever recorded.
	The teacher then asks, "What are the specific claims made in the text"?	The students answer that the specific claims made in the text are that Roger Bannister broke the 4 minute mile, it was a remarkable achievement, and that his wife was proud.
	The teacher then tells the students to copy the incomplete table below from the board and complete it.	Students copy the table and then complete it with a partner.

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<tr>
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<table>
<tr><th>Argument</th><th>Claims</th><th>Evidence</th></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
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The teacher then discusses the table and allows students the opportunity to show their understanding of the given standard.
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<table>
<tr><th>Argument</th><th>Claims</th><th>Evidence</th></tr>
<tr><td>A man in England running the mile in a fast time.</td><td>Broke the 4 minute mile.</td><td>YES – Official timekeepers were recording it.</td></tr>
<tr><td></td><td>Remarkable Achievement.</td><td>YES – this had never been done before. He was the fastest man ever!</td></tr>
<tr><td></td><td>His wife was proud of him.</td><td>NO – there was no evidence to support this.</td></tr>
</table>
Students listen and answer questions whilst participating in the class discussion.
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<td>2</td>
<td>At the start of lesson 2, the teacher tells the students that they will continue with their studies that will allow them to understand how to 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.

The teacher tells the students they will read a story called “Onward” which is a photo biography of African-American Polar Explorer, Matthew Henson. The teacher explains to the students that there are many examples throughout the story of specific claims being made in the text that are supported with reasons and evidence, and others that are not. It is up to the students to determine which ones are which. The teacher selects students to read 2-3 paragraphs each, switching the students, for pages 331-5.

After reading page 332, the teacher asks the students to trace the argument and specific claims.</td>
<td>Students listen to the teacher and ask questions if necessary.

The students read and follow along.

The students will know or be guided to answering that the argument is an introduction for Matthew Henson who is the explorer.</td>
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<td>The teacher will then ask the students to identify the claims in the argument that have reasons to support them.

The teacher then writes a passage on the board from page 332. “Much of the warm spirit and decent character that endeared Henson to many people is shown in this candid photo”. The teacher asks the students if this argument and claim is supported with any reasons. The teacher asks if the photo can show character or warm spirit and if this is supported with any other reasons in the text. The students are then told to copy the passage into their book and then write a paragraph explaining the argument, its claims and the lack of evidence and reasons supporting that claim.

The teacher then tells the students to work with a partner and come up with 2 other examples of claims that are supported by reasons and evidence and 2 that are not using the table below.
<table>
<tr><th>Argument</th><th>Claims</th><th>Evidence</th></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
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The teacher then circulates, checking for understanding and then holds a class discussion on the students’ findings.</td>
<td>The students will know or be guided to answering that Henson is giving it another try to reach the North Pole which is evidenced by the fact that he has tried 4 times before and that he has assembled a new crew for another try.

The students listen to the teacher, discuss this, and then write the passage, answering the teacher’s questions. The teacher circulates during this time and asks the students to explain what they are writing and why in order to check for understanding of and progress on the required standard.

The students use the table below to follow the teacher’s directions.
<table>
<tr><th>Argument</th><th>Claims</th><th>Evidence</th></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
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</table>
After completing the table, the students offer their answers to the group and discuss their findings. This allows the teacher the opportunity to check for understanding of the standard.</td>
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<td>3</td>
<td>The teacher introduces lesson 3 by reminding the students of the standard they are learning and by recapping some of the main concepts thus far. The teacher reminds students of the arguments</td>
<td>The students listen and ask questions accordingly.

The students first work independently to answer the question</td>
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</table>

and claims they found and whether they were supported or not with reasons and/or evidence.

The teacher and students read pages 336-338, taking turns to read. The teacher writes on the board, “Choose a detail from page 337 that supports that the number of explorers was reduced to help conserve supplies.” The teacher tells the students to write this down in their book and answer it independently. Once finished, the students are told to get a partner, compare their work, and discuss their findings.

The students are then told to complete their table which they started the last lesson. The teacher then tells the students to work individually and identify 2 other examples of claims that are supported by reasons and evidence and 2 that are not for pages 336-8 using the table below.

Argument	Claims	Evidence

The teacher then circulates, checking for understanding and then holds a class discussion on the students’ findings.

A discussion takes place with the teacher and students talking about:

How well does the author support the reasons and arguments?

Why does the author include a reason or some evidence to support a claim?

and then with a partner. The teacher circulates and talks with students about their answers and checks for understanding of the given standard.

The students use the table below to follow the teacher’s directions.

Argument	Claims	Evidence

After completing the table, the students offer their answers to the group and discuss their findings. This allows the teacher the opportunity to check for understanding of the standard.

The students listen to the teacher, discuss the answers as a group, and then write down the answer to the questions.

	Why does the author chose not to include any reasons or evidence to support a claim?	
4	After recapping the lessons so far on tracing and evaluating the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not, the teacher and students read the final pages of the story together, pages 339-341. The teacher tells the students to discuss with a partner the details that show the final push to reach the North Pole was so challenging. The teacher tells the students to look for evidence and reasons that may support this argument and claim. The teacher asks, "Does the author do a good job in giving supporting evidence/reasons to support this argument and claim?" The teacher explains to the students that they will now complete their table for the last 3 pages of the book. After completing their table, students are told, to write an explanation for each claim as to why it is or is not supported with evidence and/or reasons in the text. The teacher summarizes the lessons by giving examples of the arguments and claims in the text, which ones were supported by reasons, and which ones were not supported by reasons.	The students listen to the recap and then read along with the teacher. The students work with a partner to discuss the activity. The students work with a partner to discuss the activity and then share their answers with the group. The students complete their table individually and then write their explanations for each claim as to why it is or is not supported with evidence and/or reasons in the text. The students listen and ask/answer questions where appropriate.
5	The teacher explains to the students that they will now be tested to see how well they can explain how an author uses reasons and evidence to support particular points in a text. The teacher and students read the story, "Bodies from the Ash: Life and Death in Ancient Pompeii". The teacher gives the students a "Quiz" to complete individually and determine their understanding and mastery of the given standard per the outlined scoring section.	The students and the teacher read, "Bodies from the Ash: Life and Death in Ancient Pompeii"" The students then complete the "Quiz " individually by writing their answers on the quiz sheet.

Summative Assessment:

Read the story, "Bodies from the Ash: Life and Death in Ancient Pompeii" and *complete the following table for questions 1 – 4 to determine whether you can* 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.

For questions 1-4, complete the table with the argument and 2 claims. **Claim A** should be supported by evidence and **Claim B** should have not been supported in the text. Write the evidence in the table if supported or put **NO EVIDENCE** if not supported.

1) On page 510, trace the argument, find the claims, and find the supporting reasons and/or evidence (if any) for these claims.
2) On page 513, trace the argument, find the claims, and find the supporting reasons and/or evidence (if any) for these claims.
3) On page 508, trace the argument, find the claims, and find the supporting reasons and/or evidence (if any) for these claims.
4) On page 509, trace the argument, find the claims, and find the supporting reasons and/or evidence (if any) for these claims.

Argument	Claims	Evidence
1)	A	
	B	
2)	A	
	B	
3)	A	
	B	
4)	A	
	B	

5) For question 1 above, explain why one claim supports the argument and why the other claim does not support the argument.

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6) For question 1 above, explain why one claim supports the argument and why the other claim does not support the argument.

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7) For question 1 above, explain why one claim supports the argument and why the other claim does not support the argument.

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8) For question 1 above, explain why one claim supports the argument and why the other claim does not support the argument.

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Answer Key/Scoring Rubric:

Argument	Claims	Evidence
1) The severity of the ash from the volcanic eruption caused many problems. (1 pt.)	A So much ash built up on the rooftops. (1 pt.)	Roofs were collapsing with the added weight (1 pt.)
	B Many people took the coast road to escape (1 pt.)	NO EVIDENCE (1 pt.)
2) Rediscovering Pompeii. (1 pt.)	A No one knows what happened to the residents of Pompeii who survived. (1 pt.)	No written record from any survivor of the town has ever been found. (1 pt.)
	B No one realized that the discoveries might lead to the site of the long-buried town. (1 pt.)	NO EVIDENCE (1 pt.)
3) Introduction of Pompeii and its residents. (1 pt.)	A Mount Vesuvius was dormant. (1 pt.)	Records show it was dormant for 800 years. (1 pt.)
	B People were not concerned of the tremors. (1 pt.)	NO EVIDENCE (1 pt.)
4) The beginning of the eruption. (1 pt.)	A Pompeii turned from day to night. (1 pt.)	The ash cloud blocked the sun's light. (1 pt.)
	B Most people would have taken shelter in their homes or other buildings. (1 pt.)	NO EVIDENCE (1 pt.)

5) The weight from the ash landing on the rooftops is evidence that the rooftops collapsed due to this. There is no evidence in the text to support the claim that many people took the coast road to escape, it is more of an assumption (2 points)
6) Tales from survivors of Pompeii are not known as history has not turned up any accounts from survivors which reinforce this point with evidence. There is no evidence in the text suggesting that no one realized what the early discoveries might lead to. This is an assumption. (2points)
7) The records showing 800 years of dormancy are evidence that Vesuvius was dormant prior to this event. To assume that people were not concerned by the early tremors does not support the argument in this section and there are no reasons in the text.. (2 points)
8) The evidence and reasons supporting the claim of the day turning to night is given by the ash cloud rising and blocking out the sun's light. There are no reasons given in the text to support the claim that most people would have taken shelter in homes or buildings. (2 points)

Total = _____/28

Points	Percentage	
23	78	Students scoring a minimum of 24/28 will be judged to have mastered the standard.
24	83 *mastery	
25	82 *mastery	
26	87 *mastery	
27	95 *mastery	
28	100 *mastery	