Grade Level	6th Grade	Content Area	Reading
Course Title (grades 9-12 Only)			
Length of Unit	**5 days**	**Time of Year**	**2nd Quarter**
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6.RI.2 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.		
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 following methods of instruction are aligned to the Program of Instruction: (1) Common Core State Standard: instruction aligned to 3.RI.8. (2) Direct Instruction: instruction is teacher-led and driven. (3) Understanding by Design (UbD): UbD lesson plan template used; title/objective identified for every lesson. (4) RTI & Differentiated Instruction: tier-2 and 3 students identified with DORA school-wide screenings and/or formative assessments. Tier-2 differentiated instruction takes place in small homogenous groups of 3 to 5 students using the RTI core curriculum (*SRA Reading Mastery, K-6*), and/or the RTI remedial curriculum *(SRA Corrective Reading, Gr3-6)* since the two curricula address the five major components of reading (comprehension, fluency, phonemic awareness, phonics, and vocabulary). Intensive instruction takes place 3x to 5x per week for 20 to 40 minutes with a focus on the three major components of reading where students are the most deficient. Differentiated instruction with scaffolding tools provides more teacher-student interaction (demonstrations, modeling with thinkalouds, teaching and re-teaching, visual aid presentations), frequent opportunities for student practice (pre-reading, guided reading, independent reading, extra-practice and summarizing,), and specific feedback (structured discussion and reflection) (Gersten et al., 2008). Tier-3 differentiated instruction is conducted one-on-one by the teacher, the special education teacher or by volunteers.		
Standard Number and Description *List the Number* and full description for the required Standard.*	**6.R1.8.** 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 demonstrate analysis of informational text by tracing and evaluating the argument and specific claims in a historical document about the Statue of Liberty, distinguishing claims that are supported by reasons and evidence from claims that are not.		

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.*	The summative assessment will be scored using an answer key. Each of four questions is assigned a point value. Mastery is demonstrated with a score of 80% or above. A score of 10 = 100%. A score of 9 = 90%. A score of 8 = 80%. A score of 7 = 70%. A score of 6 = 60%.
Materials/Resources Needed	"The Statue of Liberty Arrived in new York Harbor" from http://www.americaslibrary.gov/jb/gilded/jb_gilded_liberty_1.html "The Great Statue of Liberty Fund" from The Manufacturer and Builder June 1885 from http://digital.library.cornell.edu, Summative Assessment: "Editor's Easy Chair" Harper's New Monthly Magazine February 1885 from http://digital.library.cornell.edu. *SRA Corrective Reading* instruction material. Gersten et al., 2008. http://ies.ed.gov/ncee and http://ies.ed.gov/ncee/wwc/publications/practiceguides/.

Lesson (add as needed)	**Instruction**	**Student Activities**
1	**Day 1: Objective – Explain the differences between fiction and informational texts and define expository and persuasive texts.** • Ask students the difference between fiction and informational (non-fiction) text. Remind students of the informational text types (expository and persuasive texts.) • List examples of each type of text and have students offer definitions of each type of text. Discuss the purpose of each type of text. Correct any misunderstandings and have students write definition, purpose, and examples for each text type in their notebooks. • The teacher will use the DORA screening and/or formative assessments to identify students at-risk of reading failure with the core curriculum. These students will be grouped in RTI tier-2 and 3 pools. • The teacher will provide at-risk RTI tier-2 and 3 students respectively with small group or one-on-one differentiated reading instruction with scaffolding tools such as modeling with thinkalouds, structured discussions, pre-reading, re-reading, guided reading, extra-practices, summarizing and visual aids. Remediation with *SRA Corrective* Reading will also be available.	The students will participate in a discussion identifying the types of informational texts. The students will take notes defining the types of informational texts discussed in the lesson. If needed, students will work one-on-one or in small group with the teacher to receive extra time or assistance.

2	**Day 2: Objective – Identify the author's claim in a text and cite specific evidence from the text that supports the claim.** • Review the previous day's lesson regarding persuasive and expository texts. Discuss the purpose of each type of text and examples of each. Instruct students that in both types of informational text, the author uses reasons and evidence to support his or her idea. • Distribute copies of "The Statue of Liberty Arrived in New York Harbor" and read aloud to the class. Pause to ask questions about what was read, and then clarify understanding. • After reading, discuss the text with students. Ask students to identify the claim the author is making in the text. • Guide students to identifying the author's claim as stated in the text, "These toes belong to a famous American lady, but she wasn't born in America." • Inform students that the author must support this claim with reasons and evidence from the text. Ask students to look for reasons and evidence in the text that explain how the Statue of Liberty is a famous American woman, but that she was not made in America. • Have students share quotes from the text that support that author's claim. Ask students to explain how this evidence supports the claim. Correct any misunderstandings and have students underline or highlight these lines in their copies of the text. • Provide at-risk RTI tier-2 and 3 students with differentiated reading instruction with scaffolding and/or *SRA Corrective Reading* remedial instruction.	The students will participate in a discussion reviewing the two types of informational text. The students will follow along as the teacher reads aloud from a text. The students will participate in a discussion identifying the author's claim in a text. The students will locate and discuss reasons and evidence from the text that supports the author's claim. The students will underline or highlight reasons and evidence from the text that supports the author's claim. If needed, students will work one-on-one or in small group with the teacher to receive extra time or assistance.
	Day 3: Objective – Identify a claim a in a text that is not supported with evidence. • Review with students the article from the previous day's lesson. Remind students that an author's claim must be supported with reasons and evidence from the text. Ask students to review the reasons and evidence that supports the author's claim that the Statue of Liberty is a famous American woman, but that she was not made in America. • Instruct students to identify a second claim in the text. Guide students to locating the claim that the statue was a "gift from the people of France to the people of the United States."	The students will participate in a discussion reviewing the author's claim in a text. The students will identify a second claim in the text and search for reasons and evidence that support the claim. If needed, students will work one-on-one or in small group with the teacher to receive extra time or assistance.

3	• Instruct students to try to locate reasons or evidence in the text that support this claim. Remind students that the author's claim may be factually accurate, even if it is not supported by evidence in the text. • Recommend that students conduct further research to verify a claim that is not supported with reasons or evidence. • Use the DORA curriculum-based platform and/or formative assessments to identify students who need extra time or additional assistance and group them in RTI tier-2 and 3 pools. • Provide at-risk RTI tier-2 and 3 students with differentiated reading instruction with scaffolding and/or *SRA Corrective Reading* remedial instruction.	
4	**Day 4: Objective – In small groups, identify the author's claim, locate and explain evidence that supports the claim, and identify any claims that are not supported by evidence from the text.** • Review previous day's lesson regarding author's claims that are supported by evidence in the text. • Distribute copies of "The Great Statue of Liberty Fund" and read aloud to the class. • Arrange students in groups of four and instruct students to identify the author's claim. Instruct the groups to locate and explain evidence that supports the author's claim, as well as identifying any claims that are not supported by evidence from the text. • Ask groups to present their findings and discuss as a class. Correct any misunderstandings. • Use the DORA curriculum-based platform and/or formative assessments to identify students who need extra time or additional assistance and group them in RTI tier-2 and 3 pools. • Provide at-risk RTI tier-2 and 3 students with differentiated reading instruction with scaffolding and/or *SRA Corrective Reading* remedial instruction.	The students will participate in a discussion reviewing the author's claim in a text. The students will work in groups to identify claims that are supported by the text, as well as any claims that are not. The students will participate in a class discussion to share the findings of their small group. If needed, students will work one-on-one or in small group with the teacher to receive extra time or assistance.
5	**Day 5: Objective - Students will demonstrate analysis of informational text by tracing and evaluating the argument and specific claims in a historical document about the Statue of Liberty, distinguishing claims that are supported by reasons and evidence from claims that are not.** (Summative Assessment)	Summative Assessment: Students will independently read "Editor's Easy Chair" from Harper's New Monthly Magazine February 1885 and answer questions. Students will submit their work to the teacher for scoring.

	• Assign students to read “Editor’s Easy Chair” from Harper’s New Monthly Magazine February 1885. The teacher will direct the students to answer questions independently and submit their responses for scoring.	

Summative Assessment

6.R1.8. 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.

1. What is the author's purpose in writing the "Editor's Easy Chair" article on the Statue of Liberty?

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2. What is one reason the author gives to support his argument?

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3. Provide a quotation from the article that supports your response to the previous question.

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4. Explain how this reason supports the author's claim.

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5. Describe a claim or argument the author makes that is not supported by evidence.

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Assessment Answer Key

1. What is the author's purpose in writing the "Editor's Easy Chair" article on the Statue of Liberty? (3 pts)

The author's purpose in writing the "Editor's Easy Chair article on the Statue of Liberty was to convince the American public to provide financial support for the pedestal on which the statue would sit when it arrived in New York Harbor.

2. What is one reason the author gives to support his purpose in writing this article? (2 pts)

Possible responses include:
The French people have given the statue as a generous gift of the alliance between the two countries.
It is being given not to New York, but to the country, in order to celebrate the idea of liberty.

3. Provide a quotation from the article that supports your response to the previous question. (2 pts)

Possible responses include:
"It may not be the 'American way' to send an allegorical statue to another country in sentimental recognition of an ancient alliance, but it is the French way. Here are French towns and great numbers of French people who have subscribed for a colossal statue to be presented to America, and erected in the harbor of New York."
"But the statue is not given to New York, and commemorates nothing which is peculiar to the State or the city, nor limited to them. It is an offering of French sympathy to American love of liberty."

4. Explain how this reason supports the author's claim. (2 pts)

Possible responses include:
We owe it to the French people to build the base for the statue that they believe symbolized the friendship we share.
The statue represents freedom and liberty, which is what our country is founded upon.

5. Describe a claim or argument the author makes that is not supported by evidence. (1 pt)

Possible responses include:
The author makes no claims that are not supported.

Score:

Mastery is demonstrated with a score of 80% or above. A score of 10 = 100%. A score of 9 = 90%. A score of 8 = 80%. A score of 7 = 70%. A score of 6 = 60%.