A.5. CURRICULUM SAMPLE – Sixth Grade Reading

Grade Level	Content Area	Course Title	Unit Title
Grade 6	Reading		Examining Historical Documents: The Statue of Liberty

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 Lessons in 5 Days	2nd Semester	Every student should understand and use all concepts and skills from the previous grade levels with regard to Reading according to the Common Core State Standards. Background knowledge of the Statue of Liberty as a symbol of hope for immigrants to the United States.

Unit Description

Students will read a variety of historical documents pertaining to the construction of the Statue of Liberty. They will identify the author's point of view or purpose in each text and explain how it is conveyed in the text.

Common Core Standards	CCSS 6.R1.6 Determine an author's point of view or purpose in the text and explain how it is conveyed in the text.
Summative Assessment	Students will read a historical document pertaining to the construction to the Statue of Liberty. They will complete a written response of one to two paragraphs, which explains the author's point of view, purpose, and how these are conveyed in the text.
Assessment Scoring	Students' written response will be assessed on whether they identify the author's point of view, purpose, and how it is conveyed in the text of a historical document. Writing will be assessed on ideas, organization, and conventions. A ten-point rubric will be used to score the responses with mastery being 80% (8/10).
Materials/Resources Needed	Day 2: Bubble- Graphic Organizer, "Statue of Liberty National Monument History and Culture" from http://www.nps.gov, Document Analysis Worksheet, "The Manufacturer and Builder" June 1885 from http://digital.library.cornell.edu, Document Analysis Worksheet, "Editor's Easy Chair" Harper's New Monthly Magazine February 1885 from http://digital.library.cornell.edu.

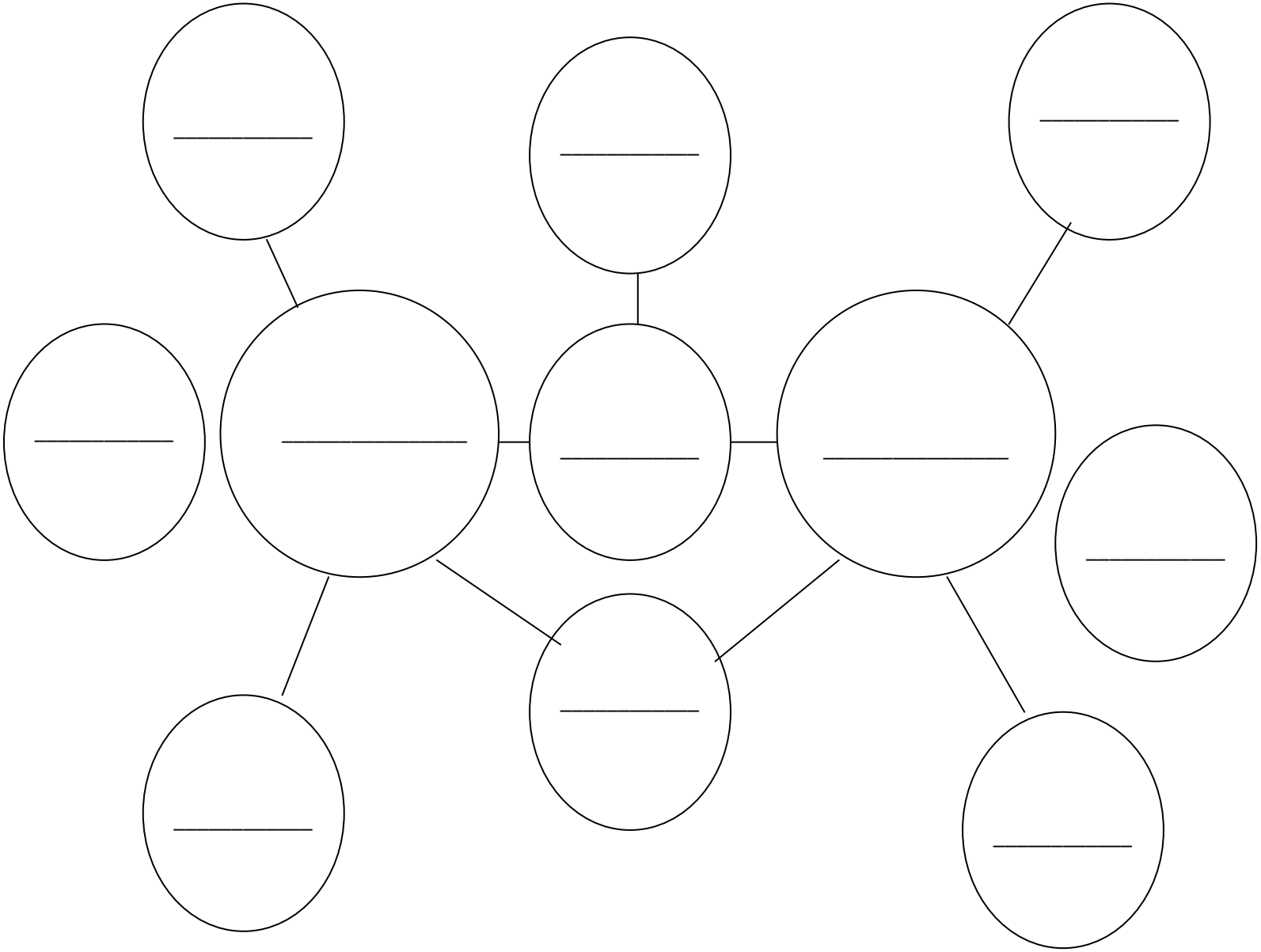
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Lesson Instruction	Ask students the difference between fiction and informational (non-fiction) text. Introduce the informational text types (expository and persuasive texts.) List examples of each type of	Review previous day's lesson regarding persuasive and expository texts. Discuss the purpose of each type of text and examples of each. Arrange students in groups of four and	Review previous day's lesson regarding persuasive and expository texts. Distribute copies of "Statue of Liberty National Monument History and Culture" and	Review previous day's lesson regarding persuasive and expository texts. Distribute copies of "The Manufacturer and Builder" and read aloud to the class.	Assessment: Distribute copies of "Editor's Easy Chair." Instruct students to work independently to read the text and write a one to two

	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 notes.	distribute Bubble-Graphic Organizer. Have students work in groups to identify similarities and differences between expository and persuasive texts. Instruct students to complete the Bubble-Graphic Organizer using the center- shared bubbles for similarities and the left and right columns of bubbles for differences. When groups have finished have each group present their Graphic Organizers to the class.	read aloud to the class. After reading, discuss the text with students. Ask them to determine whether it is an expository or persuasive text. Ask them to explain how they determined it was an expository text. Clarify with students that this is a secondary source document written after the time period described, and is intended to inform. Distribute copies of the document analysis worksheets and model how to complete the worksheets with students based on the text from this lesson.	Arrange students in groups of four and distribute document analysis worksheet. Have students work in groups to complete document analysis worksheet. When all groups have completed the worksheet bring class together and discuss their determination of this text as persuasive or expository. Have students share the information on their worksheets and how they came to a conclusion regarding the author's point of view and purpose.	paragraph response indicating the type of informational text, the author's point of view, purpose, and how these are conveyed in the text.

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Student Activities	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.	The students will participate in a discussion reviewing the previous day's lesson regarding types of informational texts. Students will work collaboratively to complete a Bubble-	The students will participate in a discussion reviewing the previous day's lesson regarding types of informational texts. The students will follow along quietly while the teacher reads aloud.	The students will participate in a discussion reviewing the previous day's lesson regarding types of informational texts. The students will follow along quietly while the teacher reads aloud.	Assessment: The students will independently read a text and write a one to two paragraph response that indicates the type of informational text, the author's point of

		Graphic Organizer comparing the similarities and differences between expository and persuasive texts. Working in groups, the students will present their Bubble-Graphic Organizers to the class.	The students will participate in a discussion about the text including the type of informational text, the author's point of view, and the purpose. The students will complete the document analysis worksheet as it is being modeled by the teacher.	The students will work collaboratively to complete the document analysis worksheet for the text given. The students will participate in a discussion regarding the text and based on the completed document analysis worksheet.	view, the purpose, and how these are conveyed in the text.

Assessment Rubric: Examining Historical Documents: The Statue of Liberty			
4	**3**	**2**	**1**
Response demonstrates thoughtful and insightful consideration of the text and a reasonable determination of the type of informational text.	Response demonstrates thoughtful consideration of the text and a determination of the type of informational text.	Response demonstrates some consideration of the text and an attempt at determining the type of informational text.	Response demonstrates little consideration of the text. It does not include a determination of the type of informational text or the type of informational text is not determined.
Evidence that supports the determination of the type of informational text is present. The evidence matches the indicated author's point of view and purpose of the text.	Evidence that supports the determination of the type of informational text is present. Some evidence matches the indicated author's point of view and purpose of the text.	Some evidence that supports the determination of the type of informational text is present. The author's point of view and purpose of the text is not present or does not match the type of informational text.	Little evidence that supports the determination of the type of informational text is present. The author's point of view and purpose of the text is not present.
Ideas are clear and well organized. Grammar, spelling, and capitalization are accurate.	Ideas are generally clear and well organized. Few errors in grammar, spelling, and capitalization.	Ideas are lacking clarity and organization. There are several errors in grammar, spelling, and capitalization.	There are serious problems with ideas and organization. Major errors are present in grammar, spelling, and punctuation.



Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

◯ Newspaper	◯ Map	◯ Advertisement
◯ Letter	◯ Telegram	◯ Congressional Record
◯ Patent	◯ Press Release	◯ Census Report
◯ Memorandum	◯ Report	◯ Other

2. UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):

☐ Interesting Letterhead	☐ Notations
☐ Handwritten	☐ "RECEIVED" stamp
☐ Typed	☐ Other
☐ Seals	

3. DATE(S) OF DOCUMENT:

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

POSITION (TITLE):

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written.

E. Write a question to the author that is left unanswered by the document:

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