Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
Grade 8	**English Language Arts-Reading**		**Informational Texts and Authors' Viewpoints**

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 Lessons, (approximately three weeks/18 days, one day = 50 minute class period)		• Students need to understand text structure and text organization. • Students should understand context to determine the meaning of unfamiliar words. • Students should be able to distinguish facts from opinions. • Students should be able to draw inferences. • Students should be able to note details. • Students should understand and interpret figurative language, as well as connotation (irony) as they are used in a text. • Students should be able to establish text to text, self to text, and world to text connections.

Unit Description. These lessons are aimed at exploring the relevance of informational texts and authors' viewpoints through different pedagogical venues. The students will have different opportunities to research topics, work in cooperative groups, debate opposing views, and foster critical thinking through inquiry-based lessons. Students will be given an opportunity to provide feedback on the unit and teacher (Appendix D).

Standards: Common Core State Standards for ELA	**Strand:** Reading Standards for Informational Text **Cluster**: Craft and Structure **Standard**: #6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	Summative Assessments: Description The summative assessment for this unit consists of two part: I. Teams PowerPoint presentation where students determine authors' point of view and evaluate how authors acknowledge and respond to opposing viewpoints. II. An individual final essay will be written where students determine: a- Authors' purpose b- Authors' opposing point of views. c- Conflicting evidence of viewpoints Compare and contrast, evaluate, judge, critique authors' conflicting viewpoints by analyzing authors' credibility
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	**Summative Assessment: Scoring Description** **I. PowerPoint: Team Assessment. See Appendix A** Student's presentations will be scored as follows: Students will receive an **exceed, meet, or falls far below score** based on the following criteria: -Students identify author's purpose -Students identify author's opposing viewpoints

-Evaluate how each author responds to opposing or conflicting viewpoints.
-Ability to work well as a group.

Each individual criteria above will receive a separate score (exceeds, meets, or falls far below). See appendix A for Rubric. Students need to score at the Meets or Exceeds levels to demonstrate mastery.

II. The essay score will be scored in two parts with two rubrics.

Rubric 1: Evaluates the state standard (12 points). See **Rubric on Appendix B** for a more detailed description. Students need to score 10 points (80%) to demonstrate mastery.

Criteria	Possible Points
Author's purpose	3
Student identifies authors' opposing viewpoints and acknowledges authors' response to conflicting evidence.	3
Compare/Contrast viewpoints	3
Evaluate viewpoints by analyzing authors' credibility	3 Total= 12

Rubric 2: Evaluates writing abilities (20 points). See **Rubric on Appendix C** for a more detailed description. Students need to score 16 points (80%) to demonstrate mastery.

Criteria	Possible points
Ideas and Content	5
Organization	5
Sentence Fluency	5
Conventions	5 Total Points= 20

Materials/Resources Needed
Include all items for the entire unit.

National Geographic Magazines and other kids' articles or magazines, editorials, videos, internet access. http://www.kidsplanet.org/;
Pros & Cons of interactive whiteboards - http://wik.ed.uiuc.edu/index.php/Electronic_Whiteboards
Presidential debates Dec 2012 Romney v Gingrich re: Palestine comment http://www.youtube.com/watch?v=nFRwXF5nCxY
Scholastic Magazine "GPS and the 4th Amendment" http://www.scholastic.com/browse/article.jsp?id=3756768
Materials and videos on climate change http://www.climatechangeeducation.org/k-12_schools/curriculum/middle_school.html

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline **Please note- this**	**Content Objective**: The learner will determine the author's point of view	**Content Objective:** The learner will identify the author's intended audience, the intended purpose, and	**Content Objective:** The learner will compare and contrast two texts about the same topic and will	**Content Objective:** The learner will evaluate author's viewpoint credibility.	**Content Objective:** The learner will identify author's purpose, acknowledge and respond to

is the first 5 lessons of the Eight Lesson Unit	and author's purpose in informational texts. **<u>Content Facilitation</u>** Teacher will say: "Today we will be reading a series of Informational texts. We will explore some interesting topics on manatees and other endangered species. As we explore these topics, I would like you ponder on some inquiries regarding the author's point of view and the author's purpose". Teacher will use the shared inquiry method to spark reader's curiosity, foster debate, and create self – reliant thinkers. **<u>Questioning Examples:</u>** What can you infer about the author's thoughts on manatees in this article? What specific phrases or words does the author use to support his/her claims? (See student's activities for more examples). **<u>Forms of Formative Assessment:</u>**	the author's point of view. **<u>Content Facilitation</u>** **Teacher will use a Project-Based Learning approach to facilitate the content**. Teacher will have some videos, articles, and authors' interviews downloaded to the classroom website. **See student activities for details on this project.** **<u>Formative Assessments</u>** 1-Students's journals. 2-Teacher observations. 3- Questions on sticky notes. 4- Students may also post questions to teacher in a private folder on the classroom website.	identify authors' opposing or conflicting viewpoints **<u>Content Facilitation</u>** **<u>Tapping into Students' Background Knowledge and Building Background Knowledge</u>**. 1-Teacher will set a "gallery walk in the classroom on the topic of global warming. 2- Posters will be placed in different areas of the room for students to read short excerpts, look at some pictures, and react to the excerpts with a short comment on the topic. 3- Groups will rotate reading and posting new comments. After the gallery walk, students will answer the following questions in cooperative learning groups. -What were some major discoveries? -How did the articles change your point of view on the topic of global warming? How were the authors' viewpoints different? -How were the authors' viewpoints alike? -How do you relate to this topic? What is your viewpoint? Students will share their	**<u>Content Facilitation</u>** Teacher and students will read an article that exposes two opposing views on the use of Interactive White Boards in classrooms. Teacher will ask the class in the discussion circle: -What are some advantages that the author expresses about the use of Interactive - White Boards in the classroom? -What are some disadvantages he identifies? After we read this article a second time, I would like you to think about some other questions. 1-What are some facts that the author presents? 2-What are some opinions? 3- Do you identify any stereotypes? 4- How might the author's knowledge about technology be able to affect his thoughts? 5- What are this author's affiliations? How can this affect his point of view? Teacher will have chart paper around the room with each question posted. Groups of students will	conflicting viewpoints, compare and contrast viewpoints, and evaluate authors' viewpoints. **<u>Content Facilitation</u>** **Teacher will use an inquiry based approach to facilitate the content.** Teacher will present a presidential debate video-clip where two speakers are discussing the same topic; however, the speakers are presenting opposing viewpoints on the issue. Students will discuss the following questions: 1-What are the speaker's viewpoints? 2-How are they different? 3-How is speaker 1 responding to author's 2 arguments? 4-What are their main conflicts on the topic? Why do you think so? 5-What was speaker 1's purpose? 6- What was speaker 2's purpose? Students will discuss these questions. Class will be divided in 4 groups; teacher will provide

	1-Teacher observation 3-Tacher will read students' journal notes. 4- At the end of each lesson students will post questions on sticky notes on a chart paper teacher will have ready as part of the lesson closure.		answers with the class. Teacher will use the Cooperative learning Jigsaw strategy to allow the students to explore other controversial topics and compare/contrast author's viewpoints. See student's activities for details. **<u>Formative Assessments:</u>** 1-Teacher will conference with students in small groups and individually. 2-Teacher will read students' questions on their folders online.	walk around discussing the questions and adding their thoughts on the chart paper. See student's activities for further details. **<u>Formative Assessments:</u>** 1-Teacher will conference with students in small groups and individually. 2-Teacher will read students' questions on their folders online	topics and articles for students to research. Students will find author's purposes and conflicting viewpoints. Students will work in groups on the suggested activities on the student's activity pages. **Research Topics:** Climate Change GPS Tracking See student's activities for details. **Summative Assessments** 1-Team Power Point. 1- Individual student's essays. **<u>End of Lessons Survey</u>**.(Not a Summative Assessment) At the end of these lessons students will have an opportunity to take a survey to evaluate some aspects of teacher effectiveness in reaching the learners. Student survey on teacher's performance. See Appendix D.
	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Student Activities and Timeline	**Students will**: 1-Be divided into 4 cooperative learning groups. 2- Each group will	-Groups of students will be given the assignment of exploring at least one video, one article, and one authors'	1-Class will be divided in 4 cooperative learning groups. 2- Each group will research a topic by two different	Groups of three students will be given an article. They will create a rubric to evaluate the authors'	-Class will be divided in 4 groups. -2 Groups will research same

	investigate the questions posed by the teacher. -Why do you think the author wrote about the manatees in this article? -What do you think the author was feeling when he wrote this article? Support your claims with examples from the text. -Do you think the author had a valid reason to write about manatees? If so, Why? Base your answer on research or claims from the article. -Do you share the author's point of view or thoughts? Why? - If you were to write Informational texts, what would you like to write about? Why do you feel passionate about that? -Students will record their discoveries on chart paper. -Students will use pictorial representations to illustrate their ideas and enrich their answers. **Closing the Lesson:** At the end of all presentations, students will discuss and write notes on	interview. -Students' job is to research topics like: audience, purpose, and author's point of view. -There will be a video on line to assist students if they become confused with the concepts of study. -Teacher will act as a facilitator to assist students as needed. -Students will record responses on line and will share their research with other students in other classrooms. -A group of students will teach these topics to other students within the school community via Skype. **Closing the Lesson:** Journals will be used to capture learning points and discoveries.	authors with opposing views. 3- Students will compare/contrast author's viewpoints. These students will become experts on those topics. 4- Students will return to their original groups and will teach other students about their findings. At the end of the lessons, posters will be placed around the room. Students will make another gallery walk and will add new insights on the topics they researched to enrich the gallery. **Closing the Lesson:** Learners will make annotations on their journals about the day's learning. They will also make suggestions about new topics for exploration. .	credibility on these topics. Students will come up with at least 4 set of standards to determine the validity of the author's claims. As a home project, students will interview family members and friends on controversial topics like: -Immigration -City curfews Students will use their own rubric to evaluate the claims. **Closing the Lesson:** Journals will be used to capture learning points and discoveries.	topics. -One group will become the author's voice of certain viewpoint; while the other group will oppose that author's viewpoint. **Research Topics:** Climate Change GPS Tracking Groups will debate and defend their claims by: 1-Identifying author's purpose. 2-Identifying viewpoint 3-Supporting their viewpoint with substantial claims (author's credentials, knowledge of the topic, fact/opinions, and author's biases.).Students can research this on the internet. 4-Analyzing and opposing the other author's viewpoint. (Facts, opinions, biased statements, credentials.) **Discussion.** Opponents will debate on their topics using all the elements they gathered. Teams will prepare a PowerPoint presentation on their topics that includes all the elements mentioned above. Students will write individual

	their journals on how other student's perspectives of the articles influenced their paradigms.				essays to capture the essence of the debate. They should include in their essays: a-Authors 'purpose in the articles b--Authors' opposing point of views. c-Compare and contrast, evaluate, judge, critique authors' conflicting viewpoints.

Appendix A
Summative Assessment Rubric PowerPoint Presentation. Team Assessment

Grade	***Author's Point of view***	***Student's Evaluation of Author's Arguments to Refute Opposing Views.***	***Team Work***
Exceeds	*Student clearly states Author's point of view and supports his /her claim with at least 3 details.*	*Student clearly evaluates author's arguments to refute opposing views and supports his/her claims with at least 4 supporting details or arguments.*	*All members are engaged and participate in the presentation*
Meet	*Student clearly states author's point of view and supports his/her claim with at least 2 details.*	*Student is able to evaluate author's arguments when refuting opposing views and supports his/her claim with at least 3 supporting details or arguments.*	*All members participate during the preparation but some members do not participate in the presentation.*
Approaches	*Student somewhat states author's point of view and supports his/her claim with an unclear details.*	*Student evaluates author's arguments when refuting opposing views but he/she is not able to present clear arguments.*	*Some members do not seem to participate well in the preparation and some do not present.*
Falls Far Below	*Student cannot state the author's point of view or shows serious misconceptions.*	*Student fails to complete the task or the student shows profound misconceptions.*	*Team fails to present*

Appendix B.
Summative Assessment: Essay Rubric# 1
Total Points: 12

Criteria	3 Points	2 Points	1 Point	0 points	total
Authors' purpose	Student clearly and accurately states author's purpose and explains his/her thinking with substantive claims.	Student states author's purpose in the essay but does not explain his/her thinking	Student attempts to state purpose but demonstrate misconceptions	Student does not identify author's purpose in the essay	
Student identifies authors' opposing viewpoints and acknowledges authors' response to conflicting evidence.	Student clearly states and recognizes authors' opposing viewpoints and clearly states how each author's response to conflicting points of view.	Student may recognize authors' opposing viewpoints but does not clearly explain author's response to conflicting viewpoints.	Student may somewhat recognize authors' opposing viewpoints but c demonstrates some misconceptions or it is confusing to the reader.	Student does not address the criteria on the essay.	
Compare/contrast authors' viewpoints	Student clearly compares and contrasts authors' viewpoints with substantive claims from the articles.	Student may somewhat compare and contrast viewpoints but claims are superficial.	Student does not clearly compare or contrast the authors' opposing viewpoints.	Student fails to include criteria in the essay.	
Evaluate each viewpoint by analyzing credibility	Student evaluates each author viewpoint and supports his/her judgment with facts v. opinions, author's credentials, and author's biased statements.	Student somewhat evaluates authors' opposing viewpoints and somewhat support his/her judgment with some facts and opinions, etc., but claims are superficial.	Student attempts to evaluate authors' opposing viewpoint but demonstrates many misconceptions.	Student fails to include criteria in the essay.	___/ 12

Appendix C
Essay Rubric #2
Writng Abilities Rubric Total Points: 20

NAME_____
IDEAS/CONTENT
____ 5 clear topic, original ideas – connection of ideas – enriching details – insightful conclusion
____ 4 focuses on topic – original – supporting details – attempts insightful conclusions
____ 3 general focus on topic – some original ideas – some supporting ideas
____ 2 identifiable topic – few original ideas – disconnected – focus shifts – few supporting details
____ 1 unfocused topic – incomplete ideas – lacks details – no purpose
ORGANIZATION
____ 5 inviting beginning, middle, end – coherent – sequenced and logical ideas – thoughtful transitions within and between paragraphs
____ 4 good beginning, middle, end – ideas connected – sequenced and logical – transitions obvious
____ 3 adequate beginning, middle, end – most ideas connected – most ideas sequenced and logical – attempted transitions
____ 2 attempts beginning, middle, end – few connected ideas – some sequenced and logical ideas
____ 1 lacks beginning, middle, or end – ideas not connected – few sequenced and logical ideas

SENTENCE FLUENCY
____ 5 flow and rhythm – connected – clear meaning – good variety of sentence length and type – natural sounding.
____ 4 clearly written sentences – complete sentences – variety sentence length and type
____ 3 most sentences clearly written – simple sentences – some variety in length – controlled structure
____ 2 some unclear sentences – run on, some sentence fragments – little variety in length and type
____ 1 sentences not clear – many sentence fragments – no variety in length and type – confused meaning
CONVENTIONS
____ 5 correct grammar, capitalization, punctuation, usage, spelling, and paragraphing
____ 4 nice control of grammar, capitalization, punctuation, usage, spelling, and paragraphing
____ 3 reasonable but variable control of grammar, capitalization, punctuation, usage, spelling, and paragraphing
____ 2 frequent errors in grammar, capitalization, punctuation, usage, spelling, and paragraphing
____ 1 constant distractions in grammar, capitalization, punctuation, usage, spelling, and paragraphing

Appendix D
Student's Survey

How interesting was today's lesson?

a. Very interesting
b. Interesting
c. Somewhat interesting
d. Not interesting at all

What suggestions do you have to make future lessons more interesting?

How do you rate teacher's ability to keep you motivated?

a. Excellent
b. Good
c. Fairly good
d. Not good

What did you like about these lessons?

What didn't you like about these lessons? Why?