Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
Grade 6	**English Language Arts-Reading**		**The Weight of Words**

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 lessons of 90 minutes each	Winter Quarter	- Students should have knowledge of fact and opinion. - Context clues to understand the meaning of unknown words. - Students should be able to summarize text - Students should be able to differentiate details from main idea.

Unit Description: This unit of study explores a variety of Informational texts. Through Shared Inquiry lessons, project-based learning, interaction with peers, and the assistance of technology; students will discover the world of research and determine credibility of authors' opposing views of the world. This study is aimed at constructing knowledge and fostering self-reliant learners.
The learner will have the possibility to use Internet-based lessons as part of their journey of discovery; while the teacher role is to observe, coach, and gather evidence of how knowledge is constructed and learning outcomes are reached.

Standards: Common Core State Standards for ELA	**Strand:** Reading standard for Informational text. **Cluster:** Craft and structure. **Standard**: #6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	The Summative assessment will consist of a personal response to an author's viewpoint on a given topic. Students will read a text and determine author's purpose and explain how it is conveyed in the text.
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.*	Teacher will use the "Determining Author's Purpose" Six Traits Rubric to evaluate the personal response. See Appendix C Students must score 80% (19 points out of 24 possible) for mastery.
Materials/Resources Needed *Include all items for the entire unit.*	*Web Quest Persuasive texts website; http://www.pampetty.com/persuasivestudent.htm* *Internet sites:* http://www.pampetty.com/persuasivecorporal.htm http://www.corpun.com/usil9406.htm http://www.corpun.com/ussc9908.htm#4115 http://prca.org/articles/discipline_school.html http://www.nytimes.com/2006/09/30/education/30punish.html?ex=1317268800&en=6967bd5cd7ae3dbc&ei=5090 http://www.corpun.com/eulogy.htm http://www.str.org/site/News2?page=NewsArticle&id=5556 http://www.aclu.org/religion-belief/constitutional-amendment-school-prayer http://www.logtv.com/films/schoolprayer/video.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline **5 lessons of 90 minutes each**	**Content Objective** The learner will compare and contrast author's purpose in different Informational texts. **Content Facilitation** This learning goal will be facilitated through a student-centered /inquiry-based lesson approach. This is a Skype lesson that will be held between two different sixth grade classes at the school. **Previewing Vocabulary Activities**: The vocabulary will be composed of 3 words from the story. The activities will be based on Words to Life by Isabel Beck **Pre Reading:** Teacher will start the lesson by reading two short excerpts from two different informational texts. (This will be happening simultaneously in two different 6th grade classes.) One of the excerpts explains facts about Polar bears; while the second excerpt describes polar bears in a sort of funny way. Teacher will invite the students to discuss a little bit about the topic.	**Content Objective:** The learner will identify authors' opposing views in informational texts. **Content Facilitation** The content of this lesson will be facilitated through a project-based approach **Previewing Vocabulary Activities** The vocabulary will be composed of 3 words from the story. The activities will be based on Words to Life by Isabel Beck Teacher will discuss with the students the topic of the lesson: Author's view point and author's opposing viewpoints. Students will be introduced to opposing viewpoints by exposing the students to different forms of media and literature where two people defend their viewpoint on the topic of Global warming. Teacher and students will discuss about the two viewpoints. Teacher will lead the students to identify the different author's opinions on the subject See students' activities for project and details.	**Content Objective** The learner will interview different members of the community: parents, children, and businessmen, etc. to analyze/collect their viewpoints and come up with solutions for teen violence. **Content Facilitation** The content will be facilitated through a discussion with the Junior Great Books and a project. **Previewing Vocabulary Activities** The vocabulary will be composed of 3 words from the story. The activities will be based on Words to Life by Isabel Beck Teacher and students will hold a shared inquiry discussion about a story that features teen violence. After posing some open-ended questions on teen violence, discussing the author's viewpoint, and stating their points of view teacher will encourage the students to interview one another on the subject of teen violence. Students will then complete a project. See student's activity for more details.	**Content Objective** The learners will hold a debate with students at same grade levels on opposing views on a topic. **Content Facilitation** The content of this lesson will be project based. **Previewing Vocabulary Activities** The vocabulary will be composed of 3 words from the story. The activities will be based on Words to Life by Isabel Beck Students will watch and read articles about opposing views on the benefits of video games. Some people think they are good for children; while other people just think they cause trouble. Teacher and students will debate on the topic and the class will be divided into two sections. A section in favor of video games and another section against them. See students' activities for details.	**Content Objective** The learner will contest others' view points by writing an essay and presenting his/her viewpoint **Content Facilitation** Teacher will use a project-based approach to reach their learning goal. **Previewing Vocabulary Activities** The vocabulary will be composed of 3 words from the story. The activities will be based on Words to Life by Isabel Beck Who is helping you do your thinking? If something is written in print, it has to be true, right? When people want to us to think the way they think, they present their point of view using persuasive tricks known as "propaganda tricks." That is how they try to influence our thinking. Are you clever enough to read a text and decide what a fact is and what an opinion is? What is true and what could be manipulation? This project allows you to take real on-line texts and decide for yourself just who is trying to influence your point of view with persuasive tactics.

	<u>First Reading</u> The students read both stories with a partner. Teacher will explain that together they will discover why authors write stories. What is the reason behind the story? What is the purpose of writing the story? After they read the stories, teacher and students will discuss the authors' purpose when writing stories. -entertaining -informing -persuading Teacher will invite students to explore other informational books with students in another 6th grade classroom to discover the author's purpose. This process will be carried out electronically via Skype. See student's activities for details.				**See student's activities for details**.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline **5 lessons of 90 minutes each**	-Students will connect via Skype with another 6th grader in the school. (The process of the lesson will be planned before hand in such a way that each sixth grader will have a partner in the other class and that procedures are arranged in an orderly manner).	1-Class will be divided in groups of 4 students. 2-One group will watch a video on the global warming and will hear scientists v. politicians opposing views. 3- Another group will read two editorial articles with	- Discuss the inquiry questions on teen violence. -Students will generate questions during the inquiry session of the Junior Great Books. -students will start interviewing each other to determine viewpoints. -students will take down	-Class will be divided into two teams. One team will take a stand in favor of video games; the other part of the class will point out its negative effects on people; including children. -children will have available several articles, videos, and	You and your team have been asked by the Secretary of Education in Washington D.C. to serve as a panel of experts and solve problems affecting schools all over our country. You and your team will explore documents on the following topics:

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	-Each sixth grader will have an informational book that it is not too long -They will : 1-Discuss the topic of the book. 2- Read some parts of the book to each other. While one reads, the other one takes notes. 3-They will determine the author's purpose for each book. 4-They support their claims by using words, phrases, etc. that the author used. 4-They will compare and contrast author's purposes. Teachers in both classrooms will serve as coaches. **Formative Assessments**: -Teacher observation sheet. -Students' questions in their individual folders in the classrooms' site	opposing views on immigration. 4- A third group will examine opposing views on the age a teenager should obtain a driver's license. This will be explored on the internet. Using the Jigsaw learning strategy, students will teach each other about authors' opposing viewpoints. Each group will use the following tools to teach: 1-A play where half of the characters take a stand on a given viewpoint; while the other two characters oppose. 2- A PowerPoint presentation. 3- Posters that illustrate and reflect on two individual viewpoints Formative Assessment -Teacher observation -Students' questions on individual folders in classroom site.	notes. - Students will interview members of the community and find out what their viewpoints are to solve the issues on teen violence. -After 3 adults have been interviewed, students will create a poster or a presentation to teach their final views on how to solve the teen's violence.	websites for their research. -Students will collect enough information and will present to the rest of the class. They will use a prezi or PowerPoint presentation to teach the class. Formative Assessment: Teacher observations.	-School violence -Corporal punishment in schools -School prayer -School vouchers See Materials for websites samples. Students will explore the sites, the will use any of the sheets on appendix A or B to organize and synthesize the author's view point and his/her persuasive tactics. -Students will put together a multimedia presentation summarizing the information in the texts, identifying strategies the author used to sway the reader, and share factual information. --Students will write a personal response in the form of a final report to the author's point of view. Summative Assessment: Personal Response **See Appendix C for Rubric**. Teacher will use the Six Traits Rubric to have a multidisciplinary connection with the subject of reading.

Appendix A

Evaluating the Author's Point of View

Name: Members of Group:

Topic:

Title of Reading:

Written by:

1. What do you know about the author?

2. Does the title give you any hints as to what the author thinks about the topic (positively or negatively)? Explain your response.

3. Is this text providing BASIC information or is the author trying to persuade you to think his or her way? What evidence supports your conclusion?

4. Make a list of all the FACTUAL information in this text.

5. Make a list of all the information in this text that is merely the OPINION of the author.

6. What argument is the author trying to make? What evidence supports your conclusion?

Appendix B

Data Response Format: Synthesis of Persuasive Readings

Name: _____

Members of Group:_____

Topic: _____

Complete the following table:

	Title of Text	Argument Made (what was the author trying to get you to believe)	Biases Found (what types of propaganda or persuasive techniques did the author use)	Conclusion (how successful was the author in making their case with you ... rate on a scale of 1 - 10, with 10 = most)
Reading # 1		.	.	.
Reading # 2		.	.	.
Reading # 3		.	.	.
Reading # 4		.	.	.

“Determine Author's Purpose” Six-Trait Scoring Rubric

Score paper in the context of determining author’s purpose and how it is conveyed in text.

Levels/Criteria	4	3	2	1	Score
Ideas/Content	The writing is exceptionally clear, focused, and interesting. It holds the reader’s attention throughout. “Author’s purpose” is clearly stands out and is developed by strong support and rich details evidenced in the text.	The writing is clear, focused, and interesting. It holds the reader’s attention. “Author's purpose” stands out and is developed by supporting details evidenced in the text.	Main idea of “author's purpose” is somewhat unclear or development is attempted but minimal.	The writing fails to adequately address the main idea of “author’s purpose.”	
Organization	The organization enhances the central idea of “author's purpose” and its development. The order and structure are compelling and move the reader through the text easily.	The organization enhances the central idea of “author’s purpose” and its development. The order and structure are strong and move the reader through the text.	The writing lacks a clear organizational structure. An occasional organizational device is discernible; however, the writing is either difficult to follow and the reader has to reread substantial portions, or the piece is simply too short to demonstrate organizational skills.	The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader remains confused.	
Voice	The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer seems deeply committed to the topic, and there is an exceptional sense of “writing to be read.” The writing is expressive, engaging, and sincere.	The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer seems committed to the topic, and there is a sense of “writing to be read.” The writing is expressive, engaging, and sincere.	The writer provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice.	The writer seems to lack a sense of involvement or commitment.	

Levels/Criteria	4	3	2	1	Score
Word Choice	Words convey the intended message in an exceptionally interesting, precise, and natural way appropriate to audience and purpose. The writer employs a rich, broad range of words which have been carefully chosen and thoughtfully placed for impact.	Words convey the intended message in an interesting, precise, and natural way appropriate to audience and purpose. The writer employs a broad range of words which have been carefully chosen and thoughtfully placed for impact.	Language is monotonous and/or misused, detracting from meaning and impact.	The writing shows an extremely limited vocabulary or is so filled with misuses of words that the meaning is obscured. Only the most general kind of message is communicated because of vague or imprecise language.	
Sentence Fluency	The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable.	The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable.	The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread.	The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward.	
Conventions	The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them.	The writing demonstrates strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that they do not impede readability.	The writer demonstrates little control of standard writing conventions. Frequent, significant errors impede readability.	Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity of and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning.	___/24