

**Edge A / Unit 6: COMING OF AGE**  
**Cluster 1 (Week 1)**  
**Teaching Guide**

Time	Pages RB=Reading Book PB=Practice Book	Activities
45 min.		<p>TAKE UNIT 5 TEST</p> <p>Read over research papers while students are testing. Determine if any additional feedback for revision (using the “Organization” Rubric) and/or editing advice is needed. If possible, return drafts to select students for a second round of revision/editing at the end of the test.</p>
20 min.	442-45 RB	<p>HOW TO READ (Nonfiction)</p> <p>Introduce genre</p> <p>Focus on Demo Texts #1</p> <p>Connect reading to your life</p> <ul style="list-style-type: none"> <li>• How would you vote: Should school uniforms be required or not?</li> <li>• Explain what it means to <i>synthesize</i></li> </ul> <p>Your job as a reader</p> <ul style="list-style-type: none"> <li>• Remember that the author of persuasive nonfiction is trying to convince you of something. Will you agree? Or not?</li> </ul> <p>Unpack the thinking process</p> <ul style="list-style-type: none"> <li>• The Argument <ul style="list-style-type: none"> <li>○ Appeal to Logic</li> <li>○ Appeal to Ethics</li> <li>○ Appeal to Emotion</li> </ul> </li> <li>• Types of Evidence <ul style="list-style-type: none"> <li>○ Facts</li> <li>○ Statistics</li> <li>○ Quotations</li> <li>○ Expert Opinions</li> <li>○ Personal Memoirs</li> </ul> </li> <li>• Synthesize <ul style="list-style-type: none"> <li>○ Does the evidence ADD UP to a convincing argument?</li> </ul> </li> </ul> <p>Try an Experiment</p> <ul style="list-style-type: none"> <li>• Read Demo Text #2 and answer the questions that follow with a partner or the group.</li> </ul>
5 min.		Donut Break!

Time	Pages RB=Reading Book PB=Practice Book	Activities
5 min.	446 RB	<p>PREPARE TO READ</p> <p>Back to the Essential Question</p> <ul style="list-style-type: none"> <li>• Cluster Focus: <i>Decide whether teens are mature enough to vote.</i></li> <li>• Make a Connection (Quickwrite)</li> </ul>
15 min.	446 RB  198-99 PB	<p>PREPARE TO READ, cont'd</p> <p>Learn Key Vocabulary</p> <ul style="list-style-type: none"> <li>• Pronounce</li> <li>• Use Rating Scale to rate knowledge (first step in PB)</li> <li>• Explain</li> <li>• Practice the Words (if time)</li> <li>• Assign pp. 198-99 in PB for homework</li> </ul>
15 min.	447 RB  200-01 PB	<p>BEFORE READING</p> <p>Teach strategies</p> <ul style="list-style-type: none"> <li>• Argument and Evidence <ul style="list-style-type: none"> <li>○ Look Into the Text</li> <li>○ Do p. 200 PB</li> </ul> </li> <li>• Draw Conclusions <ul style="list-style-type: none"> <li>○ How to Draw Conclusions</li> <li>○ Do p. 201 PB</li> </ul> </li> </ul>
25 min.	448-53 RB	<p>READ</p> <p>Build Background</p> <ul style="list-style-type: none"> <li>• Read “A Moment in Time: When the Voting Age Changed” <ul style="list-style-type: none"> <li>○ Discuss history of voting rights in the U.S.</li> </ul> </li> </ul> <p>Read “16: The Right Voting Age”</p> <ul style="list-style-type: none"> <li>• Reading Support</li> <li>• Interpret &amp; Analyze Visuals</li> <li>• Monitor Comprehension</li> <li>• Discuss “ANALYZE 16: The Right Voting Age” Questions</li> </ul>
5 min.	454 RB	<p>BEFORE READING</p> <p>Teach strategies</p> <ul style="list-style-type: none"> <li>• Text Structure: Main Idea and Details <ul style="list-style-type: none"> <li>○ Look Into the Text</li> </ul> </li> <li>• Draw Conclusions <ul style="list-style-type: none"> <li>○ How to Draw Conclusions</li> </ul> </li> </ul>