

Edge A / Unit 6: COMING OF AGE
Cluster 2 (Week 2)
Teaching Guide

Time	Pages RB= Reading Book PB=Practice Book	Activities
		Students hand in final draft of Unit 5 Writing Project (Research Report). Students drop off Practice Books to be checked. Students hand in all written work from past week.
5 min.		Group review/discussion of last week's written work and the adjunct reading (as needed).
15 min.		TAKE CLUSTER 1 TEST (Teacher "checks off" Practice Book pages. Collect all other written work to grade & respond to over the next week.)
5 min.		GRAMMAR SKILLS PATH 76-80 Review/teach all five skills in the path. Use printout of Grammar Transparency 80 (Use Indefinite Pronouns). Assign Grammar Transparencies 76-79 to students who may need more instruction/practice.
5 min.	464 RB	PREPARE TO READ Back to the Essential Question <ul style="list-style-type: none"> • Cluster Focus: <i>Learn what people think about teen curfews.</i> • Make a Connection (Discussion)
15 min.	464 RB 210-11 PB	PREPARE TO READ, cont'd Learn Key Vocabulary <ul style="list-style-type: none"> • Pronounce • Use Rating Scale to rate knowledge (first step in PB) • Explain • Practice the Words (if time) • Assign pp. 210-211 in PB for homework
5 min.		Candy break!!
15 min.	465 RB 212-13 PB	BEFORE READING Teach strategies <ul style="list-style-type: none"> • Support for an Argument <ul style="list-style-type: none"> ○ Look Into the Text ○ Do p. 212 PB

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		<p>BEFORE READING, cont'd.</p> <ul style="list-style-type: none"> • Compare Across Texts <ul style="list-style-type: none"> ○ How to Compare Arguments (Make a Comparison Chart) ○ Do p. 213 PB
25 min.	466-71 RB	<p>READ</p> <p>Build Background</p> <ul style="list-style-type: none"> • Read “The Impact on Our Lives: Curfews: A Brief History” <p>Read “Should Communities Set Teen Curfews?” (see Teacher Wrap)</p> <ul style="list-style-type: none"> • Reading Support • Monitor Comprehension • Analyze Visuals <p>Discuss “ANALYZE Should Communities Set Teen Curfews?”</p> <p>Questions</p>
5 min.	472 RB	<p>BEFORE READING</p> <p>Teach strategies</p> <ul style="list-style-type: none"> • Emotional Appeal <ul style="list-style-type: none"> ○ Look Into the Text • Compare Across Texts (Continue the Comparison Chart) <ul style="list-style-type: none"> ○ How to Compare Arguments
1 min.	501 RB	<p>WRITING PROJECT OVERVIEW:</p> <p>Write a Persuasive Essay</p>
10 min.	502-503 RB	<p>STUDY PERSUASIVE ESSAYS (Use the Teacher Wrap)</p> <p>Engage and connect</p> <ul style="list-style-type: none"> • Connect Writing to Your Life <p>Teach</p> <ul style="list-style-type: none"> • Understand the Form (a strong persuasive essay must contain these parts): <ul style="list-style-type: none"> ○ Argument for or against something ○ Reasons ○ Evidence ○ Counter-argument ○ Rebuttal ○ Call to Action • Analyze a Professional Model

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15 min.	504-05 RB	<p>PREWRITE (Use the Teacher Wrap)</p> <p>Teach</p> <ul style="list-style-type: none"> • Your Job as a Writer <ul style="list-style-type: none"> ○ Read the Writing Prompt • Choose Your Topic <ul style="list-style-type: none"> ○ Use one of the activities listed to help find and choose a topic. • Clarify the Audience, Controlling Idea, and Purpose <p>*For homework this week, but review with students (pp. 504-505):</p> <ul style="list-style-type: none"> • Develop Reasons and Gather Evidence <ul style="list-style-type: none"> ○ Brainstorm a list of reasons your argument is right. ○ Interview other students, friends and family members to get their opinions and reasons. Write their reasons down. ○ Research your topic. Use the Internet and printed media. Note ANYTHING that could be used as evidence. You will need to sound like a well-informed expert when you argue your issue, so do not skip this step or take it lightly! • Organize Your Reasons <ul style="list-style-type: none"> ○ Put reasons in order of importance ○ Save your strongest reason for last. • Finish Your Writing Plan (<i>Writing Transparency 21</i>) <ul style="list-style-type: none"> ○ Make a writing plan to organize your reasons.