

Edge B / Unit 6: ARE YOU BUYING IT?
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 (Vary Your Sentences). Assign Grammar Transparencies 76-79 to students who may need more instruction/practice.
5 min.	522 RB	PREPARE TO READ Back to the Essential Question <ul style="list-style-type: none"> • Cluster Focus: <i>Consider the way television shapes our worldview.</i> • Make a Connection (Anticipation Guide)
15 min.	522 RB 228-29 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. 228-229 in PB for homework
5 min.		Candy break!!
15 min.	523 RB 230-31 PB	BEFORE READING Teach strategies <ul style="list-style-type: none"> • Evaluate Evidence <ul style="list-style-type: none"> ○ Look Into the Text ○ Do p. 230 PB

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		BEFORE READING, cont'd. <ul style="list-style-type: none"> • Synthesize <ul style="list-style-type: none"> ○ How to Compare Opinions (Use a Perspectives Chart) ○ Do p. 231 PB
25 min.	524-31 RB	READ Build Background <ul style="list-style-type: none"> • Read “The Wave of the Future: On-Demand Television” • Provide background of Television History (See Teacher Wrap) Read “A Long Way to Go: Minorities and the Media” (see Teacher Wrap) <ul style="list-style-type: none"> • Reading Support • Monitor Comprehension • Analyze Visuals Discuss “ANALYZE A Long Way to Go” Questions
5 min.	532 RB	BEFORE READING Teach strategies <ul style="list-style-type: none"> • Fact and Opinion <ul style="list-style-type: none"> ○ Look Into the Text • Synthesize <ul style="list-style-type: none"> ○ How to Compare Opinions
1 min.	563 RB	WRITING PROJECT OVERVIEW: Write a Persuasive Essay
10 min.	564-65 RB	STUDY PERSUASIVE ESSAYS (Use the Teacher Wrap) Engage and connect <ul style="list-style-type: none"> • Connect Writing to Your Life Teach <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
15 min.	566-67 RB	PREWRITE (Use the Teacher Wrap) Teach <ul style="list-style-type: none"> • Your Job as a Writer

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		<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. 566-567):</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.