

**Edge C / Unit 6: RIGHTS and RESPONSIBILITIES**  
**Cluster 1 (Week 1)**  
**Teaching Guide**

<b>Time</b>	<b>Pages</b> RB=Reading Book PB=Practice Book	<b>Activities</b>
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.	536-39 RB	<p>HOW TO READ (Nonfiction)</p> <p>Introduce genre</p> <p>Focus on Demo Texts #1 &amp; #2</p> <p>Connect reading to your life</p> <ul style="list-style-type: none"> <li>• How would you vote: To spend tax money on a new sports stadium 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 there are two sides to every argument</li> </ul> <p>Unpack the thinking process</p> <ul style="list-style-type: none"> <li>• The Argument <ul style="list-style-type: none"> <li>○ Logical Appeal</li> <li>○ Ethical Appeal</li> <li>○ Emotional Appeal</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> <li>○ Analogies</li> </ul> </li> <li>• Evaluating an Argument <ul style="list-style-type: none"> <li>○ Is the evidence accurate?</li> <li>○ Do the author’s assumptions and conclusions make sense?</li> <li>○ Can the writer be trusted?</li> <li>○ Why does the author want to convince readers to agree?</li> <li>○ What does the author stand to gain or lose?</li> </ul> </li> </ul>

Time	Pages RB=Reading Book PB=Practice Book	Activities
		<ul style="list-style-type: none"> <li>○ Is incorrect or unreliable evidence presented in order to convince readers?</li> </ul> Try an Experiment <ul style="list-style-type: none"> <li>• Which Demo Text writer would be more likely to use each of the persuasive elements listed?</li> </ul>
5 min.		Donut Break!
5 min.	540 RB	PREPARE TO READ Back to the Essential Question <ul style="list-style-type: none"> <li>• Cluster Focus: <i>Examine personal rights and privileges.</i></li> <li>• Make a Connection (Anticipation Guide)</li> <li>•</li> </ul>
15 min.	540 RB  198-99 PB	PREPARE TO READ, cont'd Learn Key Vocabulary <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.	541 RB  200-01 PB	BEFORE READING Teach strategies <ul style="list-style-type: none"> <li>• Persuasive Nonfiction               <ul style="list-style-type: none"> <li>○ Look Into the Text</li> <li>○ Do p. 200 PB</li> </ul> </li> <li>• Synthesize               <ul style="list-style-type: none"> <li>○ How to Draw Conclusions</li> <li>○ Do p. 201 PB</li> </ul> </li> </ul>
25 min.	542-49 RB	READ Build Background <ul style="list-style-type: none"> <li>• Read “What’s Driving the Issue: Teens at the Wheel?”               <ul style="list-style-type: none"> <li>○ Connect with the Issue</li> <li>○ Connect with the Essential Question</li> </ul> </li> </ul> Read “Too Young to Drive?” <ul style="list-style-type: none"> <li>• Reading Support</li> <li>• Analyze Visuals</li> <li>• Monitor Comprehension</li> <li>• Discuss “ANALYZE Too Young to Drive?” Questions</li> </ul>

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5 min.	550 RB	<b>BEFORE READING</b> Teach strategies <ul style="list-style-type: none"> <li>• How-To Article               <ul style="list-style-type: none"> <li>○ Look Into the Text</li> </ul> </li> <li>• Make Connections               <ul style="list-style-type: none"> <li>○ How to Draw Conclusions</li> </ul> </li> </ul>