10th Grade – English Language Arts (ELA)

Instructional Timeframe:	Learning Goals	Suggested Learning Support
Unit 1 Argument **24 Days**	**Overarching learning goals:** - I can identify text features and structures of informational texts - I can identify the main idea and summarize texts - I can paraphrase, summarize, and quote information - I can cite evidence to support a claim **Overarching language goals:** - I can read closely for understanding and purpose with fluency and comprehension. -I can speak and listen with peers in small groups to discuss a prompt.	Resources in the text: Topic 1: Use of animals in biomedical research Resources outside of text: Topic 2: NSA surveillance Topic 3: Child Immigration Teacher can select a different topic and provide students with a diverse set of nonfiction texts that provide opposing viewpoints.

PASS Content Standards	- **1.0 Vocabulary-** Roots, prefixes, and suffixes to determine word meaning; word origins; reference materials; connotative and denotative meaning; context clues
	 - **2.1.c Literal Understanding-** monitoring and self-correcting methods (re-reading, slowing down, subvocalizing, consulting resources, questioning)
	 - **2.2.d Literal Understanding-** recognize signal/transitional words and phrases and their contributions to the meaning of the text (e.g., however, in spite of, for example, consequently)
	 - **2.2.a Inferences and Interpretation-** Use elements of the text to defend responses and interpretations
	 - **2.2.b Inferences and Interpretation**- Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience
	 - **2.3.a Summary and Generalization-** determine the main idea, locate and interpret minor or subtly stated details in complex passages
	 - **2.3.b Summary and Generalization-** use text features and elements to support inferences and generalizations about information
	 - **2.3.c Summary and Generalization-** summarize and paraphrase complex, implicit, hierarchic structures in informational texts, including relationships among concepts and details in those structures
	 - **2.4.b Analysis and Evaluation-** evaluate deceptive and/or faulty arguments in persuasive texts
	 - **2.4.c Analysis and Evaluation-** analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes
	 - **3.1. Literary Genres-** demonstrate a knowledge of and an appreciation of various forms of literature
	 - **4.1.b Accessing Information-** skim text for an overall impression and scan text for particular information
	 - **4.1.c Acessing Information-** use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).
	 - **4.2.a Interpreting Information- summarize,** paraphrase, and/or quote relevant information.
	 - **3.1.d Standard English Usage- use correct verb forms and tenses**
	 - **3.1.e Standard English Usage-** use correct subject-verb agreement especially when the sentence contains intervening phrases and clauses
	 - **3.1.f Standard English Usage-** distinguish transitive, intransitive, and linking verbs
	 - **3.2.c Mechanics and Spelling**- demonstrate correct use of punctuation in research writing
	
	 In Units 4 and 5:
	 - **Writing 2.3-** Compose persuasive/argumentative compositions that:
	     a. include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion
	     b. use exposition, narration, description, and argumentation to support the main argument.	

	c. use specific rhetorical devices to support assertions, such as appealing to logic through reason, appealing to emotion or ethical beliefs, or relating to a personal anecdote, case study, or analogy
	   d. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
	   e. effectively address reader's concerns, counterclaims, biases, and expectations.

PASS Plus (when mastering the above PASS standards, these PASS Plus standards are also mastered)	**RI 10.4 Determine the meaning of words and phrases** as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). **RI 10.5 Analyze in detail how an author's ideas or claims** are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). **RI 10.6 Determine an author's point of view or purpose in a text and analyze** how an author uses rhetoric to advance that point of view or purpose. **RI 10.8 Delineate and evaluate the argument and specific claims in a text,** assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Possible Learning Activities	Possible Assessments	Essential Questions
• Quick Writes • Classroom Debates • Small group discussion • Think-Pair-Share • Peer Editing	• Classroom Debate • Brainstorming Argument Graphic Organizer • Nonfiction text analysis organizer • Exit tickets • Final essay o Students will write a five paragraph essay arguing a position on the selected topic using textual evidence.	Topic 1: • Should we use animals in biomedical research? Topic 2: • NSA surveillance: Protection or invasion of privacy? Topic 3: • Immigrant Children: National crisis or national aid responsibility?

Academic Vocabulary/Concepts	Proficiency Scales
• Text Features • Text Structures • Author's Purpose • Main Idea • Thesis • Evidence • Summary • Argument/Counter-argument • Propaganda • Faulty Argument • Defend • Fact/Opinion	