

Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p style="text-align: center;">Unit 3 Argument</p> <p style="text-align: center;">25 Days</p>	<p>Overarching learning goals:</p> <ul style="list-style-type: none"> - 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 <p>Overarching language goals:</p> <ul style="list-style-type: none"> - 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. 	<p>p. 118 – “Sinners in the Hands of an Angry God”</p> <p>p. 360 – “Self Reliance”</p> <p>p. 370 – Walden (excerpts)</p> <p>p. 382 – “On Civil Disobedience”</p> <p>p. 392 – “On Civil Disobedience” from an Indian perspective</p> <p>p. 394 – “From Women in the 19th century”</p> <p>p. 402 – “The Fall of House of Usher”</p> <p>p. 452 – Moby Dick (excerpts)</p> <p>p. 454 – The Scarlet Letter (excerpts)</p> <p>p. 578 – The Red Badge of Courage (excerpts)</p> <p>p. 1154 – “Letter from Birmingham Jail”</p> <p>Optional Texts:</p> <ul style="list-style-type: none"> - Presidential Addresses - Supreme Court Documents - Photographs from livingroomcandidate.com
<p>PASS Content Standards</p>	<ul style="list-style-type: none"> - 1.0 Vocabulary- Roots, prefixes, and suffixes to determine word meaning; reference materials; analogies; connotative and denotative meaning; context clues. - 2.1.c Literal Understanding- use study strategies such as note taking, outlining, and using study guide questions to better understand texts. - 2.1.d Literal Understanding- construct images such as graphic organizers based on text descriptions and text structures - 2.2.a Inferences and Interpretation – interpret the possible inferences of historical context on literary works. - 2.3.a Summary and Generalization- determine the main idea, locate and interpret minor 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- analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes - 2.4.c Analysis and Evaluation- examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text - 3.1 Literary Genres- demonstrate knowledge of and an appreciation for various forms of literature. - 3.4.d Literary Works- analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic - 4.1.b Accessing Information- skim text for an overall impression and scan text for particular information - 4.1.c Accessing Information- use organizational strategies as an aid to comprehend increasingly difficult content material - 4.2.a Interpreting Information- summarize, paraphrase, and/or quote relevant information - 3.2.c Mechanics and Spelling- demonstrate correct use of punctuation in research - 3.1.d Standard Usage- identify and use active and passive voice 	

	<p>3.1.e Standard Usage- identify and use concrete, abstract, and collective nouns 3.1.f Standard Usage- identify and use nominative, objective, and possessive nouns</p> <p>In Units 3 and 4: - Writing 2.3- Compose persuasive compositions that:</p> <ul style="list-style-type: none"> 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 personal anecdote, case study, analogy, or logical, emotional, and/or ethical appeal. 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, and individual or group biases. 		
<p>PASS Plus</p>	<p>RI.11.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging RI.11.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text RI. 11.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy</p>		
Possible Learning Activities		Possible Assessments	Essential Questions
<p>Analysis of photographs in comparison to texts, DIDLS, SOAPStone, TPCASTT, Say/Means/Matters</p> <p>Instructional Strategy Cards: (see Gear Up Link on AMAZING Resources Page)</p> <ul style="list-style-type: none"> - CER - 4 Corners - Strike Out - Why-Lighting - Commit and Toss - 4-2-1 - I used to think, but now I know - KWL 		<p>Quick Writes, Exit Tickets, Argument Composition, Argument Project, Chain Notes, CER Paragraph, etc.</p>	<p>How can certain pieces of writing affect change?</p>
Academic Vocabulary/Concepts		Proficiency Scales	
<p>Conflict, irony, tone, mood, author’s purpose, theme, author’s style, allegory, symbolism, parallel structure, summary, main idea, argument structure, argument features, persuasion</p>			