

Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p style="text-align: center;"><b>Unit 3</b> Argument/ Reading Strategies</p> <p style="text-align: center;"><b>38 Days</b></p>	<p><b>Overarching learning goals:</b> I can identify the key elements of nonfiction: main idea, key details, summarization, author’s purpose, and distinguishing between fact and fiction.</p> <p><b>Overarching language goals:</b> I can write a composition with full analysis/claim, citation, evidence, interpretation and transition.</p>	<p>The Noble Experiment (pg 808) Robinson Steals Home in Fifth (pg 825) Eleanor Roosevelt (pg 760)</p> <p>What Do You Know About Sharks (pg. 872)</p> <p>Great White Sharks (pg. 884)</p> <p>Why Work Out (pg. 912)</p> <p>Compare: Pro Athletes’ Salaries Aren’t Overly Exorbitant (pg. 918) with Do Professional Athletes Get Paid Too Much? (pg. 922)</p> <p>Or any other articles from Unit 7&amp;8</p> <p><b>Resources outside of the textbook:</b> The Devil’s Fruit (migrant farming) paired with the fictional “Circuit”*</p> <p>History of the Brothers Grimm, paired with Brothers Grimm “Cinderella”*</p> <p>Overview of Communism paired with Harrison Bergeron*</p> <p>Article on overpopulation paired with Kurt Vonnegut’s 2BR02B*</p> <p>*denotes a fictional text and should spiral back in standards covered in Unit’s 1 and 2</p>
<p><b>PASS Content Standards</b></p>	<ul style="list-style-type: none"> <li>- <b>1.0 Vocabulary</b>- expand vocabulary through word study, literature, and class discussion</li> <li>- <b>2.0 Fluency</b>- The student will identify words rapidly so that attention is directed to the meaning of text.</li> <li>- <b>3.1.a Literal Understanding</b>- Apply prereading strategies when reading both fiction and nonfiction, determine the purpose for reading, preview the text and use prior knowledge to make connections</li> <li>- <b>3.1.b Literal Understanding</b>- recognize transition words to guide understanding of the text</li> <li>- <b>3.1.c Literal Understanding</b>- show understanding by asking questions and supporting answers with literal information from text</li> <li>- <b>3.2.a Inferences and Interpreting</b>- Make inferences and draw conclusions supported by text and/or student experiences</li> <li>- <b>3.2.b Inferences and Interpreting</b>- Make inferences supported by a character’s thoughts, words, and actions or the narrator’s description</li> <li>- <b>3.3.a Summary and Generalization</b>- summarize the main idea and how it is supported with specific details</li> </ul>	

	<p>- <b>3.3.b Summary and Generalization</b>- recall major points in the text and make and revise predictions</p> <p>- <b>3.3.d Summary and Generalization</b>- support reasonable statements by reference to relevant aspects of text and examples</p> <p>- <b>3.4.d Analysis and Evaluation</b>- Evaluate the accuracy or appropriateness of the evidence used by the author to support claims and assertions</p> <p>- <b>3.4.e Analysis and Evaluation</b>- distinguish between stated fact, reasoned judgment, and opinion in text</p> <p>- <b>3.5 Monitoring and Correction Strategies</b>- monitor the understanding of text and use correcting strategies; make, confirm, and revise prediction when reading; adjust reading rate and determine appropriate strategies</p> <p>- <b>4.1 Literary Genres</b>- Demonstrate a knowledge of and an appreciation for various forms of literature.</p> <p>- <b>4.2.c Literary Elements</b>- Describe how the author’s perspective, argument, or point of view affects the text</p> <p>- <b>5.1.d Accessing Information</b>- use organizational strategies as an aid to comprehend increasingly difficult content material</p> <p>- <b>5.1.e Accessing Information</b>- note instances of persuasion, propaganda, and faulty reasoning in text</p> <p>- <b>5.1.f Accessing Information</b>- use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic</p> <p>- <b>3.1.g Standard Usage</b>- Identify direct objects, indirect objects, objects of prepositions, predicate nominatives, predicate adjectives, and object complements</p> <p>- <b>3.1.h Standard Usage</b>- use nominative, objective, and possessive pronouns correctly</p> <p>- <b>3.1.i Standard Usage</b>- make pronouns agree with their antecedents</p> <p>- <b>3.1.j Standard Usage</b>- use correct pronoun reference</p> <p>- <b>3.2.b Sentence Structure</b>- correct dangling and misplaced modifiers</p>	
<p><b>PASS Plus</b> (when mastering the above PASS standards, these PASS Plus standards are also mastered)</p>	<p><b>RI. 7.1-</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>RI. 7.2-</b> determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text</p> <p><b>RI. 7.5-</b> analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas</p> <p><b>RI. 7.8-</b> trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims</p>	
<b>Possible Learning Activities</b>	<b>Possible Assessments</b>	<b>Essential Questions</b>
<p>Philosopher chairs</p> <p>Structure debate</p> <p>Venn Diagram</p> <p>Think/pair/share</p> <p>Main idea umbrella graphic organizer</p> <p>Paragraph outlines</p> <p>Peer editing</p> <p>Gallery walks comparing types of writing</p> <p>Double Entry Journals</p> <p>Somebody/Wants/But/And/So summarization graphic organizer</p> <p>Ereadingworksheets.com</p> <p>Flocabulary</p>	<p>A.C.E.I.T. paragraph (scored with rubric)</p> <p>Exit Ticket</p> <p>Summative</p>	<p>What comprises a convincing argument?</p> <p>Students should be able to identify the main idea of the paragraph and take a stand evaluating it using an A.C.E.I.T. paragraph.</p> <p>Example question would be: After reading the articles on professional athletes’ salaries explain whether or not professional athletes’ salaries are justified. Give your answer in a full A.C.E.I.T. paragraph and then grade yourself with the rubric.</p>
<b>Academic Vocabulary/Concepts</b>	<b>Proficiency Scales</b>	
<p>Main idea</p> <p>Summary</p> <p>Author’s Purpose (Persuade, Inform, Entertain)</p>	<p>Summary:</p> <ul style="list-style-type: none"> <li>4- Students can write a summary explaining the passage with</li> </ul>	

<p>Key Details                  Fact                  Opinion                  Reasoned Judgment                  Analysis/Claim                  Citation                  Evidence                  Interpretation                  Transition                  Nonfiction</p>	<p>relevant details, and explain why those details need to be included.</p> <ul style="list-style-type: none"> <li>• 3- Students can write a summary explaining what the passage was about and including all relevant details.</li> <li>• 2- Students can write a summary explaining most of the passage, and include some relevant details.</li> <li>• 1- Students can explain part of the passage, but include many irrelevant details.</li> <li>• 0- Students cannot explain what the passage was about, nor recognize what is an important detail.</li> </ul> <p>Main Idea</p> <ul style="list-style-type: none"> <li>• 4- Students can identify the main idea of the passage and key details. Students can explain how the details support the main idea.</li> <li>• 3- Students can identify the main idea of the passage and key details.</li> <li>• 2- Students can identify the main idea of the passage, but only some of the key details.</li> <li>• 1- Students cannot identify the main idea.</li> </ul>	
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\* All proficiency scales are derived from Marzano Research Laboratory's [Proficiency Scale Bank](#) and chosen by the OKCPS curriculum committee