Instructional Timeframe:	Learning Goals	Suggested Learning Support
Unit 4 Writing an Argument/Reading Strategies **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.	"Zoos: Myth and Reality" by Rob Laidlaw "Zoos Connect Us to the Natural World" by Michael Hutchins **Resources outside of the textbook:** • Paired Texts from scope.scholastic.com • NewsELA.com
PASS Content Standards	- **1.0 Vocabulary-** The student will expand vocabulary through word study, literature, and class discussion. - **2.0 Fluency-** The student will identify words rapidly so that attention is directed to the meaning of text. - **3.1.a Literal Understanding-** Apply prereading strategies when reading both fiction and nonfiction, determine the purpose for reading, preview the text and use prior knowledge to make connections - **3.1.b Literal Understanding-** Show understanding by asking questions and supporting answers with literal information from text - **3.2.a- Inferences and Interpreting-** Make inferences and draw conclusions supported by text evidence and student experiences - **3.2.b- Inferences and Interpreting-** Connect, compare, and contrast ideas, themes, and issues across texts - **3.3.a- Summary and Generalization-** Determine the main (or major) idea and how those ideas are supported with specific details - **3.3.b- Summary and Generalization-** paraphrase and summarize text to recall, inform, or organize ideas - **3.4.a- Analysis and Evaluation-** distinguish between stated fact, reasoned judgment, and opinion in various texts - **3.4.b- Analysis and Evaluation-** use text's structure or progression of ideas, such as cause and effect or chronology (sequential order) - **3.4.c.- Analysis and Evaluation-** compare/contrast to determine similarities and differences in treatment, scope, or organization - **3.4.d- Analysis and Evaluation-** problem/solution- offer observations, make connections, react, speculate, interpret, and raise questions in response to text - **3.5- Monitoring and Correction Strategies** - **4.1- Literary Genres-** The student will demonstrate a knowledge of and an appreciation for various forms of literature. - **5.1.b Accessing Information-** use text organizers, including headings, graphic features (e.g., boldface, italic type), and tables of contents, to locate and organize information - **5.1.c- Accessing Information-** use organizational strategies to learn and recall important ideas from texts, such as preview, questions, reread, and record, as an aid to comprehend increasingly difficult content material - **5.1.d- Accessing Information-** note instances of persuasion, propaganda, and faulty reasoning in text - **5.2.a- Interpreting Information-** record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, timelines, graphic organizers, or note cards) - **5.2.c- Interpreting Information-** identify and credit the sources used to gain information (e.g., bibliographies, footnotes, appendix). - **3.1.h- Standard Usage-** identify and use abstract, concrete, and collective nouns - **3.1.i- Standard Usage-** correctly form and use the positive, comparative, and superlative forms	

	of adjectives **- 3.1.m- Standard Usage-** correctly use all conjunctions **- 3.3.a- Sentence Structure**- correct sentence run-ons and fragments **- 3.3.d- Sentence Structure**- simple, compound, complex, and compound-complex sentences **In Units 4 and 5:** **- 2.3 Compose persuasive/argumentative compositions that:** a. include a well-defined thesis that makes a clear and knowledgeable appeal b. present detailed evidence, examples, and reasoning to support effective arguments and emotional appeal c. provide details, reasons, and examples, arranging them effectively by predicting, identifying, and addressing reader concerns and counter-arguments
PASS Plus **(when mastering the above PASS standards, these PASS Plus standards are also mastered)**	**RI 8.1 Cite the textual evidence that most strongly supports an analysis** of what the text says explicitly as well as inferences drawn from the text **RI 8.2 Determine a central idea of a text** and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. **RI 8.5 Analyze in detail the structure** of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. **RI 8.8 Delineate and evaluate the argument** and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced **RI 8.9 Analyze a case** in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Possible Learning Activities	Possible Assessments	Essential Questions

• Jane Schaffer Paragraph
• Six Traits Writing
• Bell Work Skill-Builders
   o Thesis writing
   o Prompt Deconstructing
   o Writing Topic Sentences from a Thesis
   o Create a Counterclaim Topic Sentence
• Debate
• Four Corners
• Creating a Pamphlet
	5-paragraph Argument Essay from a paired text	What does it take to be convincing?
		
		How can you best prove your point?

Academic Vocabulary/Concepts	Proficiency Scales*	
Argument, Thesis, Topic Sentence, Introduction, Conclusion, Paraphrase, Summary, Quote, Prompt, Claim, Counter-Claim, Support, Plan, Draft, Proofread	0 – Even with help, no success 0.5 – With help, partial success at score 2 content but not at score 3 content 1 – With help, partial success at score 2 content and score 3 content 1.5 – Partial success at score 2 content, and major omissions regarding score 3 content 2 – **Content Specific** (see below) 2.5 – No major omissions regarding score 2 content, and partial success at score 3 content. 3 – **Content Specific** (see below) 3.5 – In addition to score 3 performance, partial success at 4 content. 4 – In addition to score 3 performance, the	

	student demonstrates in-depth inferences and application that go beyond what was taught.	
	Argumentative Writing 2 – **(1)** The student will recognize or recall specific vocabulary, such as: accurate, alternate, argument, claim, clarify, clause, cohesion, concluding statement, counterclaim, credible, evidence, formal style, introduce, logical, opposing, opinion, organize, phrase, position, reason, reasoning, relationship, relevant, source, support, text, topic The student will perform basic processes, such as: **(2)** generate an opinion on a topic and relevant reasons/examples to support that opinion; **(3)** generate relevant counterclaims to a position; **(4)** write arguments using a teacher-provided template (which includes all of the 3.0 elements) 3 – The student will write grade-appropriate arguments to support claims with clear reasons and relevant evidence. The student will **(1)** introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically; **(2)** support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; **(3)** use words, phrases, and clauses to create cohesion and clarify the relationships between claims, counterclaims, reasons, and evidence; **(4)** establish and maintain a formal style; **(5)** provide a concluding statement or section that follows from and supports the argument presented.	

* All proficiency scales are derived from Marzano Research Laboratory's <u>Proficiency Scale Bank</u> and chosen by the OKCPS curriculum committee