

Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p>Unit 5 Evaluating Argument (nonfiction)/Reading Strategies</p> <p>24 Days</p>	<p>Overarching learning goals:</p> <ul style="list-style-type: none"> - I can evaluate text features and structures of informational texts and infer why the author chose that format - I can cite evidence to support a claim and evaluate author’s claims and counterclaims - I can evaluate an author’s purpose and potential bias <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>“Position on Dodgeball in Physical Education” by the National Association for Sport and Physical Education</p> <p>“The Weak Shall Inherit the Gym” by Rick Reilly</p> <p>Resources outside of the textbook:</p> <ul style="list-style-type: none"> • “It Gets Better” by Barack Obama (speech) • “Nation of Bullies” by Jessica Bennett (Newsweek)
<p>PASS Content Standards</p>	<ul style="list-style-type: none"> - 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 - 3.3.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.j Standard Usage- Identify and use appositives and appositive phrases - 3.1.k Standard Usage- Use verbals (infinitives, gerunds, and participles) to vary sentence structure in writing - 3.1.l Standard Usage- Correctly identify and use independent, dependent, restrictive (essential) and nonrestrictive (nonessential) clauses and phrases 	

	<p>- 3.3.c Sentence Structure- Differentiate between dependent, independent restrictive (essential) and nonrestrictive (nonessential) clauses</p> <p>In Units 4 and 5:</p> <p>- 2.3 Compose persuasive/argumentative compositions that:</p> <p>a. include a well-defined thesis that makes a clear and knowledgeable appeal</p> <p>b. present detailed evidence, examples, and reasoning to support effective arguments and emotional appeal</p> <p>c. provide details, reasons, and examples, arranging them effectively by predicting, identifying, and addressing reader concerns and counter-arguments</p>		
<p>PASS Plus (when mastering the above PASS standards, these PASS Plus standards are also mastered)</p>	<p>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</p> <p>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.</p> <p>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.</p> <p>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</p> <p>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.</p>		
<p>Possible Learning Activities</p>		<p>Possible Assessments</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> • Claim-Support Graphic Organizers • Fishbowl discussions • Main Idea gallery walk • Discussion Groups • Carousel 		<p>exit tickets, expository composition on evaluating argument</p>	<p>What does it take to be convincing?</p> <p>Who is telling the truth?</p>
<p>Academic Vocabulary/Concepts</p>		<p>Proficiency Scales*</p>	
<p>Argument, persuade, support, claim, evidence, reasoning, emotional appeals, ethical appeals, counterargument, fact, opinion, conclusion, Main Idea, summary, paraphrase, tone, author’s purpose</p>		<p>0 – Even with help, no success</p> <p>0.5 – With help, partial success at score 2 content but not at score 3 content</p> <p>1 – With help, partial success at score 2 content and score 3 content</p> <p>1.5 – Partial success at score 2 content, and major omissions regarding score 3 content</p> <p>2 – Content Specific (see below)</p> <p>2.5 – No major omissions regarding score 2 content, and partial success at score 3 content.</p> <p>3 – Content Specific (see below)</p> <p>3.5 – In addition to score 3 performance, partial success at 4 content.</p> <p>4 – In addition to score 3 performance, the student demonstrates in-depth inferences and application that go beyond what was taught.</p> <p>Argument and Reasoning</p> <p>2 – (1) The student will recognize or recall specific vocabulary, such as argument, assess, claim, evaluate, evidence, irrelevant, reasoning, relevant, sound, sufficient, text. The student will</p>	



	<p>perform basic processes, such as: (2) delineate the argument and specific claims in a grade-appropriate text; (3) recognize examples of irrelevant evidence in isolation.</p> <p>3 - The student will: (1) evaluate the argument and specific claims in a grade-appropriate text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; (2) identify irrelevant evidence in a grade-appropriate text.</p>	
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* All proficiency scales are derived from Marzano Research Laboratory's Proficiency Scale Bank and chosen by the OKCPS curriculum committee