

10th Grade ELA Frameworks 2015-2020

10th Grade - Unit 3 (Assessments 6,7) Semester 2

Theme: What is the role of the individual to maintain justice?

	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
Standards (Reporting Strands)	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	6- Point of view 8- Evaluate arguments	2 - Informative/Explanatory 2b- Developing a topic	3- Evaluate Speaker 4- Present information	
Topical Essential Questions	How does a reader analyze the author's craft and purpose?	How does a writer craft an argument?	How does a writer/speaker use evidence to support his/her argument?	
Enduring Understandings	Effective readers make inferences based on textual evidence.	Writers effectively develop a claim supported by evidence.	Writers/speakers embed and correctly cite text support with adequate analysis of the quote.	
Assessments	Formative		Summative	
	Sequencing Stylistic elements <ul style="list-style-type: none"> - fallacy - argumentative vocabulary Rhetorical Elements <ul style="list-style-type: none"> - Anecdote - Ethos/Pathos/Logos Text development and author's choice Position statements Stylistic choices		1. Deconstructing an Argument <ul style="list-style-type: none"> a. Evaluate arguments b. Develop the topic c. Present information 2. Analyzing Rhetoric <ul style="list-style-type: none"> a. Point of view b. Inform c. Evaluate speaker 	
Learning Targets	Reading <ul style="list-style-type: none"> <input type="checkbox"/> I can define point of view as how the author feels about the situation/topic of a text. <input type="checkbox"/> I can determine an author's point of view (<i>What do I know about the author's opinions, values, and/or beliefs?</i>) and explain his/her purpose for writing the text. <input type="checkbox"/> I can define rhetoric (a technique an author uses to persuade a reader to consider a topic from a different perspective). <input type="checkbox"/> I can identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose. <input type="checkbox"/> I can identify the side of an argument an author presents in a text. <input type="checkbox"/> I can determine the credibility of the author and his/her purpose (who wrote it, when it was written, and why it was written). <input type="checkbox"/> I can identify claims that are supported by fact(s) and those that are opinion(s). <input type="checkbox"/> I can recognize when an author introduces irrelevant evidence (unrelated or unnecessary evidence), false statements, and/or fallacious reasoning (incorrect reasoning - <i>People who sneeze have allergies. Katy sneezed, so she must be allergic to something.</i>) to his/her 			

argument.

- ❑ I can delineate and evaluate an argument using the evidence the author provides and determine if the evidence provided is relevant and sufficient enough to support the claim.

Writing

- ❑ I can select a topic and identify and gather relevant information (e.g., well-chosen facts, extended definitions, concrete details, quotations, examples) to share with the audience.
- ❑ I can define common organizational/formatting structures (e.g., headings, graphics, multimedia) and determine the structure(s) that will allow me to organize my complex ideas best.
- ❑ I can analyze the information, identify domain-specific vocabulary for my topic, and organize information into broader categories using my chosen structure(s).
- ❑ I can present my information maintaining an objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied transitions (to clarify and create cohesion when I move from one idea to another), and a concluding statement/section that supports the information presented.

Speaking & Listening

- ❑ I can define point of view as how the speaker feels about the situation/topic being presented.
- ❑ I can determine a speaker's point of view (*What do I know about the speaker's opinions, values, and/or beliefs?*) and explain his/her reasoning.
- ❑ I can define rhetoric (a technique used to persuade a listener to consider a topic from a different perspective).
- ❑ I can identify when a speaker uses evidence and/or rhetoric and analyze how these techniques strengthen his/her point of view or purpose.
- ❑ I can recognize when a speaker introduces distorted evidence (unjust interpretation) and/or fallacious reasoning (incorrect reasoning - *People who sneeze have allergies. Katy sneezed, so she must be allergic to something.*) to his/her argument.
- ❑ I can present information, findings, and/or supporting evidence clearly, concisely, and logically.
- ❑ I can present my information in a sequence that allows the listener to follow my line of reasoning.
- ❑ I can prepare a presentation with organization, development, substance, and style that are appropriate to purpose, task, and audience.

	Tier 2	Tier 3
Vocabulary Suggestions	Incorporate Verify Relevant Plagiarize Significant Essay Assess Argument Analysis Persuasion Exemplify	Validity Fallacious Reasoning Reasoning Irrelevant Counterclaim Relevant Point of Views Logic/Logical Quote Exaggerated claim Citation Primary Source Secondary Source Diction Feature

		Extended Quotation Deconstruct Interpretation Thesis Summary Intent Bias
Recommended Text	<i>Julius Caesar</i> Presidential Speeches ProCon.org TedTalks Gale Databases NewsELA Historical Speeches <ul style="list-style-type: none"> - Hitler's Youth Speech Relevant Articles <ul style="list-style-type: none"> - Nacirema article 	

10th Grade ELA Frameworks 2015-2020
10th Grade - Unit 4 (Assessments 8,9,10) Semester 2
Theme: How can an individual influence the world?

	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
Standards (Reporting Strands)	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	1- Cite textual evidence/draw inferences 7- Multiple mediums 8- Evidence	1-Argument 1a- Introduction/Organization 1b-Claims/counterclaims 6- Production	2- Diverse media 4-Presentation of information	
Topical Essential Questions	What is the purpose of research in creating an argument?	How does the writer craft an argument?	What are the benefits of being an effective speaker and listener, and why are they necessary?	
Enduring Understanding s	Providing research builds credibility and strengthens an argument.	Writers effectively develop a claim supported by evidence and embed and correctly cite text support with adequate analysis of the quote.	Comprehension is enhanced through a collaborative process of sharing and evaluating the speaker’s point of view.	
Assessments	Formative		Summative	
	Review of source credibility <ul style="list-style-type: none"> - Locating resources - Diversifying resources Counterargument/rebuttal Debate structure Presentation skills <ul style="list-style-type: none"> - body language - tone - facial expressions - volume - pace - Attire Clarification of argumentative structure (ICEE, IDEA, etc.) Rhetorical Devices <ul style="list-style-type: none"> - Power of rhetoric - ethos/pathos/logos 		1. Claims and Counterclaims <ul style="list-style-type: none"> a. Evidence b. Claims/counterclaims c. Presentation of knowledge 2. Comparative Analysis <ul style="list-style-type: none"> a. Evidence b. Multiple mediums c. Argument 3. Creating an Argument <ul style="list-style-type: none"> a. Organize an introduction b. Use technology to produce c. Multiple sources d. Presentation of knowledge 	

Learning Targets

- I can define textual evidence (a “word for word” support format).
- I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (“based on what I’ve read, it’s most likely true that…”).
- I can read closely and find answers explicitly in text (right there answers) and answers that require inference
- I can analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.
- I can identify various accounts of the same subject that are presented in different mediums (e.g., audio, video, multimedia).
- I can analyze various accounts of the same subject and determine which details are emphasized in each medium
- I can evaluate the advantages and disadvantages of presenting a subject in different mediums.
- I can identify the side of an argument an author presents in a text
- I can determine the credibility of the author and his/her purpose (who wrote it, when it was written, and why it was written)
- I can identify claims that are supported by fact(s) and those that are opinion(s).
- I can recognize when an author introduces irrelevant evidence (unrelated or unnecessary evidence), false statements, and/or fallacious reasoning (incorrect reasoning - *People who sneeze have allergies, Katy sneezed, so she must be allergic to something.*) to his/her argument
- I can delineate and evaluate an argument using the evidence the author provides and determine if the evidence provided is relevant and sufficient enough to support the claim.
- I can analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society.
- I can choose a side of the argument and identify claims that support my choice and claims that oppose my choice.
- I can determine the credibility of a source (who wrote it, when it was written, and why it was written) and the accuracy of the details presented in the source.
- I can support my claims and counterclaims by pointing out the strengths and limitations of both with textual evidence (“word for word” support) found in credible sources.
- I can present my argument in a formal style that includes an introduction, supporting details with transitions that create cohesion and clarify relationships, and provide a concluding statement/section that supports my argument.
- I can identify technology (e.g., Word, Publisher, PowerPoint, wiki, blog) that will help me produce, publish, and update my individual or shared writing products.
- I can determine the most efficient technology medium to complete my writing task.
- I can use technology to enhance my writing product by linking to other information and/or displaying information flexibly and dynamically.
- I can identify various purposes (e.g., to inform, to persuade, to describe, to convey an experience) for presenting information to a reader or audience.
- I can analyze the information presented in diverse media and formats (e.g., charts, graphs, tables, websites, speeches) and integrate the information to gain an overall understanding of the topic presented.
- I can evaluate the credibility and accuracy of various presentations.
- I can present information, findings, and/or supporting evidence clearly, concisely, and logically.
- I can present my information in a sequence that allows the listener to follow my line of reasoning.
- I can prepare a presentation with organization, development, substance, and style that are appropriate to purpose, task, and audience.

	Tier 2	Tier 3
Vocabulary Suggestions	Convey Adapt Conform Inquiry Fallacious Active Listening	Rhetoric Point of Agreement Discourse Point of Disagreement Perspective Pose Collegial Discussion Inflection Formal Language Vernacular Informal Language Understatement Anecdote Reflection
Recommended Text	FlipGrid ProCon.org Gale Databases <ul style="list-style-type: none"> - Opposing Viewpoints NewsELA Student research from Assessment 8 PSA examples iMovie Online audio/video editing software <ul style="list-style-type: none"> - Adobe Spark - FilmMaker Pro 	