

SYRACUSE CITY SCHOOL DISTRICT



Grade 10 Quarter 3

Researching Multiple Perspectives to Build a Position

Reading Standards: RI.10.1, RI.10.2, RI.10.3, RI.10.4, RI.10.5, RI.10.8

Embedded Writing Standards: W.10.1a, W.10.1b, W.10.9b

Embedded Speaking & Listening Standards: SL.10.1a-d

Unit Overview

This analyzing Informational Text unit is designed to support students as they analyze and navigate informational texts. This unit provides teachers with thoughtful, explicit, and logically sequenced teaching points which will support the development of daily lesson plans and instruction designed to meet the needs of diverse learners. Through the use of a variety of informational texts that address current issues as well as issues aligned to grade level content curriculum, students will develop the skills necessary to comprehend and analyze increasingly complex levels of informational texts. Teachers will provide explicit instruction and guided practice opportunities for students addressing the learning standards for the reading of informational text. This unit emphasizes specifically the students' ability to determine a central idea in a text and analyze its development over the course of a text, analyze how an author organizes and supports the ideas in a text from the sentence to the chapter level, determine author's point of view and/or purpose in a text, and evaluate claims in text for validity and effectiveness. Finally, students will be expected to produce an original piece of argument writing that demonstrates their ability to examine and take a stand on a current social issue clearly and accurately through the effective selection, organization, and analysis of relevant sources.

Concept 1 Analysis through Textual Evidence	Concept 2 Central Idea	Concept 3 Development of Author's Points	Concept 4 Word Choice	Concept 5 Development of Author's Claims	Concept 6 Analysis of Author's Arguments
<p>Outcome(s):</p> <ul style="list-style-type: none"> Readers will analyze an informational text using specific and thorough textual evidence. <p>a. Readers will create meaningful questions for further exploration of the text.</p>	<p>Outcome(s):</p> <ul style="list-style-type: none"> Readers will determine and trace the central idea of informational text and provide specific details that support it. 	<p>Outcomes(s):</p> <ul style="list-style-type: none"> Readers will identify how an author develops his/her analysis and the connections that are made between his/her points 	<p>Outcome(s):</p> <ul style="list-style-type: none"> Readers will analyze the importance word choice has on the tone & meaning on informational texts 	<p>Outcome(s):</p> <ul style="list-style-type: none"> Readers will analyze how the author develops an idea or claim in specific sections of a given text 	<p>Outcome(s):</p> <ul style="list-style-type: none"> Readers will examine an author's arguments and/or claims to determine the strength of the given arguments and/or claims
<p>Teaching Point(s): 2.1 & 2.2</p>	<p>Teaching Point(s): 2.3 & 2.4</p>	<p>Teaching Point(s): 2.5-2.8</p>	<p>Teaching Point(s): 2.9-2.11</p>	<p>Teaching Point(s): 2.12 & 2.13</p>	<p>Teaching Point(s): 2.14 & 2.15</p>
<p>CCLS: RI.10.1</p>	<p>CCLS: RI.10.2</p>	<p>CCLS: RI.10.3</p>	<p>CCLS: RI.10.4</p>	<p>CCLS: RI.10.5</p>	<p>CCLS: RI.10.8</p>
<p>Embedded Writing Assessment 1: N/A-Embedded within other Writing Assessments</p>	<p>Embedded Writing Assessment 2: click here</p>	<p>Embedded Writing Assessment 3: click here</p>	<p>Embedded Writing Assessment 4: click here</p>	<p>Embedded Writing Assessment 5: click here</p>	<p>Embedded Writing Assessment 6: click here</p>

CCLS	Coded Standard	Concept Elaboration	Assessment Questions
RI.10.1	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).</p>	<ul style="list-style-type: none"> • Understand inquiry as a means of constructing knowledge • Make inferences by drawing logical conclusions based on evidence • Know how to create self-generated questions for the purpose of research or further inquiry into a topic: factual, interpretive, and evaluative • To be able to identify and understand the differing levels of questions • Understanding of how to develop claims about a text 	*Embedded within other assessments.
RI.10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of text.	<ul style="list-style-type: none"> • Be able to identify the main idea and supporting details in a text • Be able to identify thematic patterns in a text • Identify features of a text to determine purpose of analysis • Understand what textual evidence is and how to draw significant evidence from a text that supports a claim 	Identify the central idea from "Study: Distractions Cause Most Car Crashes" AND through an objective summary explain how the central idea is developed, shaped and refined. Be sure to include specific details (evidence) from the text. Be sure to explicitly state the central idea you are writing about.
RI.10.3	Analyze how the author unfolds an analysis or series of ideas or events including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them.	<ul style="list-style-type: none"> • Identify features of a text to determine purpose of analysis • Identify organizational structure to determine purpose • Compare key points within a text • Understand plot structure and sequencing; use that information to develop a plot summary • Recognize why an author develops plot in a specific way • Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to one another and the entire piece 	The author of "Study: Distractions Cause Most Car Crashes" chooses to include a large amount of data and statistics within the article. What effect does this have on the article? Be sure to include specific details (evidence) from the article.
RI.10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<ul style="list-style-type: none"> • Have strategies for determining the meaning of words/phrases in context • Be able to differentiate among literal, figurative and technical meanings of words/phrases • Understand word choice as an element of 	What effect does the author's choice of words have on the article? "Those sleep-deprived, multitasking drivers clutching cell phones, fiddling with their radios or applying lipstick apparently are involved in

CCLS	Coded Standard	Concept Elaboration	Assessment Questions
		<p>style</p> <ul style="list-style-type: none"> • Understand tone as an element of style • Understand linguistic code/jargon and its relationship to audience and purpose • Identify patterns in diction and use them to draw conclusions about the text 	<p>an awful lot of crashes.”</p>
RI.10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	<ul style="list-style-type: none"> • Identify the main idea and a variety of key points/claims in a text • Understand and be able to identify the structure of a text; understand how ideas and claims are developed within the structure • Understand and be able to identify organization within a text • Identify features of a text and relate them to the author’s key ideas/claims • Identify elements of an author’s style including patterns in techniques (syntax, diction) 	The article is arguing that distracted drivers are causing most of the car accidents within the United States. Using specific evidence from throughout the text, evaluate the strength of this claim.
RI.10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	<ul style="list-style-type: none"> • Organize and evaluate arguments and pieces of evidence along with specific claims. • Identify weak and illogical reasoning • Compare and contrast a variety of claims • Determine the validity and authenticity of sources. 	*Embedded within other assessments.

Embedded Writing Standards

W.9.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grades 9-10 Reading standards to literary nonfiction (e.g. “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

W9.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

Embedded Speaking and Listening Standards

SL.9.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others; ideas and expressing their own clearly and persuasively.

- a.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b.** Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c.** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d.** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- e.** Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds

Assessment Links	Rubrics and Scoring Guide Links
Unit Assessment (Modified Unit Assessment for Beginner ELL)	Unit Assessment Rubric

Recommended Texts	Resources
<i>The Immortal Life of Henrietta Lacks</i> – Rebecca Skloot	The Henrietta Lacks Foundation – click here Teacher's Guide – click here Timeline – click here Radiolab Segment – click here Cast of Characters – click here A New Chapter in the Immortal Life of Henrietta Lacks – click here NIH finally makes good with Henrietta Lacks' family -- and it's about time, ethicist says – click here A Family Consents to a Medical Gift, 62 Years Later – click here

Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● We read to construct knowledge. ● We read to develop new ideas. ● We read to analyze, evaluate and synthesize information. ● Readers track the development of an author's argument. ● Readers analyze the strength of an author's argument. ● Readers develop further questions based on informational texts. ● 	<ul style="list-style-type: none"> ● What are the habits of highly effective readers? ● How is reading informational texts different from reading literature?

Vocabulary		Anchor Charts
<ul style="list-style-type: none"> • rhetoric • cumulative • impact • claim 	<ul style="list-style-type: none"> • argument • annotate • validity • memoir 	<ul style="list-style-type: none"> • Big Ideas and Essential Questions • Annotation/Text Tagging • Argument • Claim • Characteristics of an Informational Text • Word Wall
Vocabulary Resources: click here		

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds and Supports	Instructional Resources & Tools
RI.10.1 Readers will find textual evidence to prove the author's purpose. Readers will be able to ask higher level questions of the text and author.	2.1 Readers will be able to identify textual evidence of the author's argument by highlighting the relevant quotes in the text.	Annotations (with highlighter, post its, enlarged copies of text, etc.) Have students summarize main points, connections, and arguments made in the margins of the text and highlight or underline thought provoking quotes	Graphic Organizers/outlines for gathering details Journal/Quick Write: What is this text mostly about? Annotation Scaffolding: May begin by giving students texts that are already underlined for key points and examples and the students then have to determine the annotation to be made in the margin <u>Modified Examples</u> Provide detailed modeling and examples for students to see the expected result	Costas Three Story Intellect/Blooms Taxonomy Chart Text Structures <i>50 Content Area Strategies for Adolescent Literacy</i> p. 117: Click Here ReQuest Strategy from <i>50 Content Area Strategies for Adolescent Literacy</i> p.93-94
Embedded Speaking & Listening Standards: SL.9.1a SL.9.1c	2.2 Readers will create open ended higher level questions for the text and author by asking questions with the theme of who, what, when, where, how and why questions	Possible Activities: SOS Bell Ringer/Exit Strategy: Click Here Self-generated higher level questions Socratic Seminar: Have the students discuss the higher level questions in a small group/ round table setting practicing their techniques of debate, discussion, and finding	Graphic Organizers/outlines for gathering details Journal/Quick Write: What is this text mostly about? Question stems to create questions about given text using Blooms Taxonomy Chart - What might we infer from...? - What conclusions can you draw? - What evidence supports...?	Costas Three Story Intellect/Blooms Taxonomy Chart Student Questions for Purposeful Learning strategy from <i>50 Content Area Strategies for Adolescent Literacy</i> p.112-114 Question Answer Relationship (QAR) from <i>50 Content Area Strategies for Adolescent Literacy</i> p.76-78

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		proof to support their opinions.	-What judgments can be made about...? <u>Modified Examples</u> Provide detailed modeling and examples for students to see the expected result	ReQuest Strategy from <i>50 Content Area Strategies for Adolescent Literacy</i> p.93-94
RI.10.2 Readers will determine the main idea of the text and how it is developed and explained through the whole text	2.3 Readers identify the central idea of a text by asking themselves, "What is the author's goal and what is the reader supposed to take away from this text?"	Graphic Organizers/Outlines for gathering support details Text Tagging Formative Assessment: Graphic Organizers (3-column chart/bubble map, etc.) that track central idea from beginning to end	Quick Writes/Journal Entry: How does the author develop the central idea? How does the author support the central idea? Sentence Starters: - "The central idea of the article is..." - "The author starts discussing the central idea of... at the point where..." - "The author continues to mention the central idea by writing..."	Graphic Organizer website: Click Here Text Tagging <i>Strategies to Engage the Mind of the Learner</i> by Rachel Billmeyer <i>Improving Adolescent Literacy Content Area Strategies at Work</i> by Douglas Frey and Nancy Frey
	2.4 Readers evaluate how the author developed their main idea by asking why the author included the specific facts and details that she or he did and why not other relevant facts and details.	Formative Assessment: Graphic Organizers (3-column chart/bubble map, etc.) that track central idea from beginning to end Possible Activity: Text Tagging	Quick Writes/Journal Entry: How does the author develop the central idea? How does the author support the central idea? Sentence Starters: - "The central idea of the article is..." - "The author starts discussing the central idea of... at the point where..." - "The author continues to mention the central idea by writing..."	Graphic Organizer website: Click Here Text Tagging <i>Strategies to Engage the Mind of the Learner</i> by Rachel Billmeyer <i>Improving Adolescent Literacy Content Area Strategies at Work</i> by Douglas Frey and Nancy Frey

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<p>RI.10.3 Readers will determine how a text is structured and organized and analyze how the structure impacts the reader.</p> <p>Embedded Speaking and Listening Standards: SL.9.1a SL.9.1d SL.9.1e</p> <p>RI.10.3 Readers will determine how a text is structured and organized and analyze how the structure impacts the reader.</p> <p>Embedded Speaking and Listening Standards: SL.9.1a SL.9.1d SL.9.1e</p>	<p>2.5 Readers identify text structure and textual evidence of the author's argument by outlining and organizing each of the main points being made.</p>	<p>Graphic organizer (bell ringer/DIN/ticket in the door) that lists the points that the author is trying to make on one side and the textual evidence that supports each point on the other.</p> <p>Organizing Information Timeline: Students will be given specific textual evidence (out of order) that supports a point that an author is making. They will then be asked to organize the information in a way that would best support that point.</p> <p>Bubble Map: Identifying/Analyzing connections between ideas or events</p> <p>Formative Assessment/Writing Prompt: Students are given a point made by the author and asked to analyze how it is introduced and developed.</p>	<p>Graphic Organizer that contains the points the author makes- students fill in supporting evidence from text</p> <p>Sentence Starters: - "The author makes the point of ...when he/she says..." - "The author makes the point... here because..." - "The point...is made when the author says..." - "The point...is developed when the author says..." - "The author makes the connection of...between points because..."</p>	<p>Graphic Organizer website: Click Here</p> <p>Questioning the Author Strategy from <i>50 Content Area Strategies for Adolescent Literacy</i> p.73</p>
<p>RI.10.3 Readers will determine how a text is structured and organized and analyze how the structure impacts the reader.</p> <p>Embedded Speaking and Listening Standards: SL.9.1a SL.9.1d SL.9.1e</p>	<p>2.6 Readers will analyze text structure by identifying significant information the author includes in the various sections of the text</p>	<p>Possible Activities: Organizing Information Timeline: Students will be given specific textual evidence (out of order) that supports a point that an author is making. They will then be asked to organize the information in a way that would best support that point.</p> <p>Bubble Map: Identifying/Analyzing connections between ideas or</p>	<p>Graphic Organizer that contains the points the author makes- students fill in supporting evidence from text</p> <p>Sentence Starters: - "The author makes the point of ...when he/she says..." - "The author makes the point... here because..." - "The point...is made when the author says..." - "The point...is developed when</p>	<p>Graphic Organizer website: Click Here</p> <p>Questioning the Author Strategy from <i>50 Content Area Strategies for Adolescent Literacy</i> p.73</p>

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds and Supports	Instructional Resources & Tools
		<p>events</p> <p>Formative Assessments: Graphic organizer (bell ringer/DIN/ticket in the door) that lists the points that the author is trying to make on one side and the textual evidence that supports each point on the other.</p> <p>Small Group Discussion: Differentiated groups of students share their textual evidence findings with the whole group</p>	<p>the author says..."</p> <p>- "The author makes the connection of...between points because..."</p>	
<p>RI.10.3 Readers will determine how a text is structured and organized and analyze how the structure impacts the reader.</p>	<p>2.7 Readers will analyze a series of ideas or events by identifying how points are introduced and developed</p>	<p>Possible Activity: Graphic organizer (bell ringer/DIN/ticket in the door) that lists the points that the author is trying to make on one side and the textual evidence that supports each point on the other.</p> <p>Formative Assessment/Writing Prompt: Students are given a point made by the author and asked to analyze how it is introduced and developed.</p>	<p>Graphic Organizer that contains the points the author makes- students fill in supporting evidence from text</p> <p>Sentence Starters: - "The author makes the point of ...when he/she says..." - "The author makes the point... here because..." - "The point...is made when the author says..." - "The point...is developed when the author says..." - "The author makes the connection of...between points because..."</p>	<p>Graphic Organizer website: Click Here</p> <p>Questioning the Author Strategy from <i>50 Content Area Strategies for Adolescent Literacy</i> p.73</p>
<p>Embedded Speaking and Listening Standards: SL.9.1a SL.9.1d SL.9.1e</p>	<p>2.8 Readers will analyze a series of ideas or events by identifying the connections that are drawn between points</p>	<p>Bubble Map: Identifying/Analyzing connections between ideas or events</p> <p>Formative Assessment/Writing Prompt: Students are given a point made by the author and</p>	<p>Graphic Organizer that contains the points the author makes- students fill in supporting evidence from text</p> <p>Sentence Starters: - "The author makes the point of ...when he/she says..."</p>	<p>Graphic Organizer website: Click Here</p> <p>Questioning the Author Strategy from <i>50 Content Area Strategies for Adolescent Literacy</i> p.73</p>

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		<p>asked to analyze how it is introduced and developed.</p> <p>Quick Write: Students will reflect on what the author wants them to think and will evaluate why the author did or did not make their point effectively. What information was included, but what was also needed to make a better argument?</p>	<p>- "The author makes the point... here because..."</p> <p>- "The point...is made when the author says..."</p> <p>- "The point...is developed when the author says..."</p> <p>- "The author makes the connection of...between points because..."</p>	
<p>RI.10.4 Readers evaluate why an author chose certain words and phrasings and how this word choice impacts the tone and meaning of the text.</p> <p>Embedded Speaking & Listening Standards: SL.9.1a SL.9.1c</p>	<p>2.9 Readers will analyze the author's craft and structure by examining the meaning of words and phrases used in a text</p>	<p>Diagram/Journal: comparing word choice between texts</p> <p>Formative Assessment: Double Entry Journal/Graphic Organizer: Column One: Groups of words with meaning Column Two: explanation of impact on tone/meaning (share out on word wall)</p>	<p>Graphic Organizer using Frayer Model for new concepts/vocabulary</p> <p>Sentence Starters: - "The author uses the word...because..." - "Even though both authors write about...one author uses.. language and the other author uses...language." - "The author uses similar words and phrases throughout the text because..."</p>	<p>Word Wall Resources: Click Here</p> <p>Shades of Meaning Strategy from <i>50 Content Area Strategies for Adolescent Literacy</i> p.97</p> <p>Section 2: Literacy Strategies for Vocabulary Development <i>Strategies to Engage the Mind of the Learner</i> by Rachel Billmeyer</p>

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds and Supports	Instructional Resources & Tools
	2.10 Readers identify unique phrasings and words that add voice to the text by highlighting and discussing powerful examples	Formative Assessment: Double Entry Journal/Graphic Organizer: Column One: Groups of words with meaning Column Two: explanation of impact on tone/meaning (share out on word wall) Possible Activities: T-Chart/Venn Diagram/Journal: comparing word choice between texts	Graphic Organizer using Frayer Model for new concepts/vocabulary Chunking the Text: Most Important Idea/Jigsawing Sentence Starters: - "The author uses the word...because..." - "Even though both authors write about...one author uses.. language and the other author uses...language." - "The author uses similar words and phrases throughout the text because..."	Word Wall Resources: Click Here Shades of Meaning Strategy from <i>50 Content Area Strategies for Adolescent Literacy</i> p.97 Section 2: Literacy Strategies for Vocabulary Development <i>Strategies to Engage the Mind of the Learner</i> by Rachel Billmeyer
	2.11 Readers examine the effect an author's word choice has on the meaning and/or tone of a text by reading different types of informational texts on the same topic	Possible Activities: Graphic Organizer using Frayer Model for new concepts/vocabulary Quick Write: Locate, copy, and share an example of words and phrases from the text that impacts the tone and meaning of the text in writer's notebooks.	Graphic Organizer: Double Entry Journal (two columns, one column has chunks of words and phrases while the column next to it, has explanations of how or why this text adds or impacts tone). Sentence Starters: - "The author uses the word...because..." - "Even though both authors write about...one author uses.. language and the other author uses...language." - "The author uses similar words and phrases throughout the text because..." Create a handout or anchor chart with a list of words and phrases that exhibit tone	Word Wall Resources: Click Here Shades of Meaning Strategy from <i>50 Content Area Strategies for Adolescent Literacy</i> p.97 Section 2: Literacy Strategies for Vocabulary Development <i>Strategies to Engage the Mind of the Learner</i> by Rachel Billmeyer
RI.10.5	2.12 Readers examine how	SOS Bell Ringer/Exit Strategy:	Graphic Organizer:	25 Quick Formative Assessments

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds and Supports	Instructional Resources & Tools
<p>Readers analyze in detail how text structures support and develop the main idea and purpose of the text.</p> <p>Embedded Speaking & Listening Standards: SL.9.1a SL.9.1b SL.9.1c SL.9.1d SL.9.1e</p>	<p>a claim is developed and clarified by identifying specific sentences, paragraphs or larger portions of a text that support it</p>	<p>Click Here</p> <p>Socratic Seminar Activity: Students will be broken up into small groups. Each group will be given a chunk of an informational text and asked to identify the point the author is making and how, with specific textual evidence, it is supported.</p> <p>Formative Assessments: Graphic Organizer/Chart: Fill in claims and evidence</p>	<p>Claims filled in and students find evidence -or- evidence filled in and students fill in claims</p> <p>Sentence Starters: - "The author makes the claim..." - "This chunk of text...supports the point of...by..."</p> <p>Discussion Starters: -What is the author saying in this section of the text? -How does the use specific evidence to support his/her point?</p>	<p><i>for a Differentiated Classroom</i> by, Judith Dodge</p> <p>Socratic Seminar: Click Here</p> <p>Graphic Organizer: Click Here</p>
	<p>2.13 Readers will analyze the use of perspective in the memoir text structure by asking what perspectives are shown and what perspectives are left out and for what purpose and effect</p>	<p>SOS Bell Ringer/Exit Strategy: Click Here</p> <p>Quick Write/Graphic Organizer: Students will reflect on the idea of perspective and how it changes an argument. Students will graph what perspective is currently shown and for what intended audience and how this influences how the argument is made as well as the targeted examples included. Students may then consider if there were a different audience, or a different perspective being argued, how it would be different.</p>	<p>Graphic Organizer: Provide a detailed graph delineating perspective, audience, targeted examples, and effect and allowing for several varied examples.</p>	<p><i>25 Quick Formative Assessments for a Differentiated Classroom</i> by, Judith Dodge</p> <p>Graphic Organizer: Click Here</p>
<p>RI.10.8 Readers will analyze</p>	<p>2.14 Readers will describe and evaluate the</p>	<p>Formative Assessment/Writing Prompt:</p>	<p>Give students a list of valid/invalid arguments and</p>	<p>Reading Opposing Perspectives to Form an Opinion Strategy from</p>

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<p>and evaluate if the author's argument is valid and logical</p> <p>Embedded Speaking & Listening Standards: SL.9.1a SL.9.1c SL.9.1d</p>	<p>argument and claims in a given text by determining if there is sufficient evidence</p>	<p>Do we agree or disagree with the author? Use evidence from the article to support your answer. Generate a list of common valid & invalid arguments & claims:</p> <ul style="list-style-type: none"> ● 4 corners ● valid/invalid vote ● strongly disagree-strongly agree continuum 	<p>have students support why they are valid/invalid</p> <p>Sentence Starters:</p> <ul style="list-style-type: none"> - "A claim or argument is valid when it..." - "A claim or argument is invalid when it..." - "I agree/disagree with the author's claim/argument because..." - "When the author says... it is a valid/invalid because..." 	<p><i>Strategies that Work</i> p.137-139</p>
	<p>2.15 Readers will describe and evaluate the argument and claims in a given text by determining if the evidence is false</p>	<p>Formative Assessment/Writing Prompt: Do we agree or disagree with the author? Use evidence from the article to support your answer. Generate a list of common valid & invalid arguments & claims:</p> <ul style="list-style-type: none"> ● 4 corners ● valid/invalid vote ● strongly disagree-strongly agree continuum 	<p>Give students a list of valid/invalid arguments and have students support why they are valid/invalid</p> <p>Sentence Starters:</p> <ul style="list-style-type: none"> - "A claim or argument is valid when it..." - "A claim or argument is invalid when it..." - "I agree/disagree with the author's claim/argument because..." - "When the author says... it is a valid/invalid because..." 	<p>Reading Opposing Perspectives to Form an Opinion Strategy from <i>Strategies that Work</i> p.137-139</p>