CONTENT AREA: ELA	GRADE: 10	UNIT #: 3	UNIT NAME: Reading Information/Writing Arguments

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1.	Cite **strong and thorough** textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.10.1
2.	Determine the central idea of a **10th grade** text.	RI.10.2
3.	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**	RI.10.2
4.	Provide an objective summary of the text.	RI.10.2
5.	Analyze how **the author unfolds an analysis or series of ideas or events, including the order in which the points are made.**	RI.10.3
6.	Analyze how **the author unfolds an analysis or series of ideas or events, including how they are introduced and developed, and the connections that are drawn between them**.	RI.10.3
7.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	RI.10.4
8.	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).**	RI.10.4
9.	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).**	RI.10.5

CONTENT AREA: ELA		GRADE: 10	UNIT #: 3	UNIT NAME: Reading Information/Writing Arguments

10.	Determine an author's point of view or purpose in a text and analyze how an author **uses rhetoric to advance that point of view or purpose.**	RI.10.6
11.	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**.	RI.10.8
12.	Write arguments to support claims **in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**	W.10.1
13.	**When writing arguments,** introduce **precise** claim(s) and distinguish the claim(s) from alternate or opposing claims.	W.10.1a.
14.	**When writing arguments, create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.**	W.10.1a.
15.	**When writing arguments, develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that that anticipates the audience's knowledge level and concerns.**	W.10.1b.
16.	**When writing arguments**, use words, phrases, and clauses **to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.**	W.10.1c.
17.	**When writing arguments,** establish and maintain a formal style **and objective tone while attending to the norms and conventions of the discipline in which they are writing.**	W.10.1d.
18.	**When writing arguments,** provide a concluding statement or section that follows from	W.10.1e.

	and supports the argument presented.	
19.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**W.10.4**
20.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on **addressing what is most significant for a specific purpose and audience**.	**W.10.5**
21.	Use technology, including the Internet, to produce, publish, **and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.**	**W.10.6**
22.	Draw evidence from informational texts to support analysis, reflection, and research. Apply *grades* 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**").	**W.10.9b.**
23.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	**W.10.10**
24.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**W.10.4**
25.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	**W.10.5**
26.	Focus on **addressing what is most significant for a specific purpose and audience** when writing	**W.10.5**
27.	Use technology, including the Internet, to produce, publish, **and update individual or shared writing products.**	**W.10.6**
28.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is **valid and the evidence is relevant and sufficient.**	**W.10.8**

CONTENT AREA: ELA		GRADE: 10	UNIT #: 3	UNIT NAME: Reading Information/Writing Arguments

29.	**Identify false statements and fallacious reasoning when writing an argument.**	**W.10.8**
30.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	**W.10.9b.**
31.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	**W.10.10**
32.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 10 topics, texts, and issues.*	**SL.10.1**
33.	Build on others' ideas and express their own clearly and persuasively while taking part in collaborative discussions.	**SL.10.1**
34.	**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.**	**SL.10.1b.**
35.	**Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas.**	**SL.10.1c.**
36.	**Actively incorporate others into discussions; and clarify, verify, or challenge ideas and conclusions.**	**SL.10.1c.**
37.	**Integrate multiple sources of information presented in diverse media or**	**SL.10.2**

	formats (e.g., visually, quantitatively, orally).	
38.	**Evaluate the credibility and accuracy of each source of information presented in diverse media or formats.**	**SL.10.2**
39.	Evaluate a speaker's point of view and reasoning.	**SL.10.3**
40.	**Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.**	**SL.10.4**
41.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**SL.10.6**
42.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**L.10.1**
43.	**Use various types of clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.**	**L.10.1b.**
44.	**Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.**	**L.10.2a.**
45.	**Use a colon to introduce a list or quotation.**	**L.10.2b.**
46.	Spell correctly.	**L.10.2c.**

CONTENT AREA: ELA		GRADE: 10	UNIT #: 3	UNIT NAME: Reading Information/Writing Arguments

47.	**Apply** knowledge of language **to understand how language functions in different contexts.**	**L.10.3**
48.	**Write and edit work so that it conforms to the guidelines in a style manual (e.g.,** *MLA Handbook***, Turabian's** *Manual for Writers***) appropriate for the discipline and writing type.**	**L.10.3**
49.	**Apply** knowledge of language **to comprehend more fully when reading or listening.**	**L.10.3**
50.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 10 reading and content*, choosing flexibly from a range of strategies.	**L.10.4**
51.	Use context (e.g., the overall meaning of a sentence, paragraph, **or text;** a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**L.10.4a.**
52.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine, verify, or clarify its precise meaning, its part of speech, **or its etymology.**	**L.10.4c,d.**
53.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**L.9.5**
54.	Interpret figures of speech **(e.g., euphemism, oxymoron**) in context **and analyze**	**L.9.5a.**

	their role in the text.	
55.	**Analyze nuances in the meaning of words with similar denotations.**	**L.9.5b.**
56.	Acquire and use accurately general academic and domain-specific words and phrases, **sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in** gathering vocabulary knowledge when considering a word or phrase important to comprehension.	**L.10.6**

Code #	Common Core State Standards
RI.10.1	Cite **strong and thorough** textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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 the text.
RI.10.3	Analyze how **the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them**.
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).**
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).**
RI.10.6	Determine an author's point of view or purpose in a text and analyze how an author **uses rhetoric to advance that**

CONTENT AREA: ELA	GRADE: 10	UNIT #: 3	UNIT NAME: Reading Information/Writing Arguments

	point of view or purpose.
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**.
W.10.1	Write arguments to support claims **in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** 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**. c. Use words, phrases, and clauses **to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.** d. Establish and maintain a formal style **and objective tone while attending to the norms and conventions of the discipline in which they are writing.** e. Provide a concluding statement or section that follows from and supports the argument presented.
W.10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on **addressing what is most significant for a specific purpose and audience**.
W.10.6	Use technology, including the Internet, to produce, publish, **and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.**

CONTENT AREA: ELA		GRADE: 10	UNIT #: 3	UNIT NAME: Reading Information/Writing Arguments

W.10.9b.	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply *grades* **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**").
W.10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SL.10.1	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. 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.**
SL.10.2	**Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.**
SL.10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence
SL.10.4	**Present information, findings, and supporting evidence clearly, concisely, and logically such that**

	listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
SL.10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. **Use parallel structure.*** b. **Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.** ** Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk.*
L.10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. **Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.** b. **Use a colon to introduce a list or quotation.** c. Spell correctly.

CONTENT AREA: ELA	GRADE: 10	UNIT #: 3	UNIT NAME: Reading Information/Writing Arguments

L.10.3	**Apply** knowledge of language **to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.** a. **Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.**
L.10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, **or text;** a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. **Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).** c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, **or its etymology.** d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech **(e.g., euphemism, oxymoron**) in context **and analyze their role in the text.** b. **Analyze nuances in the meaning of words with similar denotations.**

CONTENT AREA: ELA	GRADE: 10	UNIT #: 3	UNIT NAME: Reading Information/Writing Arguments

L.10.6	Acquire and use accurately general academic and domain-specific words and phrases, **sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in** gathering vocabulary knowledge when considering a word or phrase important to comprehension.