

### Unit 3

#### Author's Informational Text

**Goal #1:** Analyze in detail how the author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text as well as delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.

4.0	<p>In addition to satisfying the elements of a 3.0 benchmark, the student is able to demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p><i>The student will make inferences beyond identifying and analyzing the development of the author's point of view or purpose that was explicitly taught, extending knowledge and inferences to other pieces of informational text.</i></p> <p>Students make no major errors or omissions regarding the score 4 content.</p>
3.0	<p>TARGET LEARNING GOAL: Student will be able to:</p> <ul style="list-style-type: none"><li>-<i>Delineate and Evaluate</i> the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.</li><li>-<i>Analyze</i> in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or other sections of a text.</li><li>-<i>Analyze</i> the cumulative impact of specific word choices on meaning and tone (ex: how the language of a court opinion differs from that of a newspaper).</li></ul>
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>-<i>Determine</i> the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</li><li>-<i>Determine</i> an author's point of view or purpose in a text and <i>Analyze</i> how the author uses rhetoric to advance that point of view or purpose.</li><li>-<i>Identify</i> false statements and fallacious reasoning.</li><li>-<i>Understand</i> terms such as figurative, connotative, tone, fallacious, and technical.</li></ul>
1.0	<p>The student is able to determine and understand the author's argument and point of view, with support from teacher.</p>
0.0	<p>Even with assistance from the teacher, the student cannot determine the author's argument or point of view.</p>

**Goal#2** Author’s Craft Informational Text- Initiate and participate effectively in a range of collaborative discussions with diverse partners on topics, texts, and issues, building on other’s ideas and expressing their own clearly and persuasively.

4.0	<p>In addition to satisfying the elements of a 3.0 benchmark, the student is able to demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p><i>The student will make inferences beyond initiating and participating effectively in a range of collaborative discussions that was explicitly taught, extending knowledge and inferences to other pieces of informational text.</i></p> <p>Students make no major errors or omissions regarding the score 4 content.</p>
3.0	<p>TARGET LEARNING GOAL: Students will be able to:</p> <ul style="list-style-type: none"> <li>-<i>Analyze</i> what effective participation in a discussion encompasses. (In addition to aspects identified by the teacher).</li> <li>- <i>Critique</i> the discussion of the various groupings for relevant discourse to a personal position.</li> <li>-<i>Evaluate</i> class discussion for overall effectiveness in terms of individual participation and new ideas acquired .</li> </ul>
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-<i>Express</i> ideas clearly and persuasively by supporting points with textual evidence and using clear, strong, persuasive language.</li> <li>-<i>Build</i> on other’s ideas during discussion by taking an idea and adding ideas or opinions.</li> <li>-<i>Determine</i> topics of a text and issues within a text via discussion with partner(s).</li> <li>-<i>Understand</i> terms such as collaborative, discussion, diverse, clear, persuasive.</li> </ul>
1.0	<p>The student is able to participate effectively in discussion, with support from the teacher.</p>
0.0	<p>Even with assistance from the teacher, the student cannot effectively participate in discussion.</p>