Unit 3: Research Based Argument

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Marking Period 2**
Length: **January - February**
Status: **Published**

Unit Overview

In this unit, there are two parts. In the first bend, students will investigate a teacher led topic where they will explore the issues by reading articles and watching videos. They will be guided to make a solid argument with research-based support. In the second bend, writers will choose an argument that matters to them and take a stand. They will again research and make a valid, credible, convincing argument with research- based support. Students will draft both handwritten pieces as well as pieces using appropriate technology.

Standards

LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.5.6	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
LA.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LA.W.5.9.B	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
LA.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.5.2.D	Use underlining, quotation marks, or italics to indicate titles of works.
LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Essential Questions

- How can I write research based argument essays in which I take a position and get readers to care about, and use examples, quotations, and/or information to develop reasons supporting the position?
- Why should we research both sides of an argument and have credible support?

Application of Knowledge: Students will know that...

- finding valid arguments will help them support their claim
- the writing process includes planning, drafting, revising, editing, and publishing
- there are a variety of strategies for researching a topic
- there are multiple sides to a topic
- there is a process to write a credible, convincing essay
- they can search their findings for an arguable claim and then build up their essay around that argument
- various of types on resources threw using books, articles, and multimedia

Application of Skills: Students will be able to...

- acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
- cite textual evidence to support analysis of what text says as well as inference drawn from text
- demonstrate command of the conventions of standard English grammar, capitalization, punctuation, and spelling
- draw on everything they know about argument writing in order to find an issue, plan, and execute their own writing piece.
- engage in a range of collaborative discussions
- examine the many sides of a topic
- produce a clear coherent writing for an appropriate purpose and audience
- report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts

and relevant, descriptive details to support main ideas or themes

- use underlining, quotation marks, or italics to indicate titles of works
- write a volume of notes that capture important points of their topic but also generate thoughts and reactions to the topic.
- write informative/explanatory texts to examine a topic and convey ideas and information clearly
- write with independence

Teaching Points and Suggested Activities

The following teaching points are adapted from *Units of Study in Argument Writing Grade 5* by Lucy Calkins. Teachers will adjust based on students' needs.

- Today I want to teach you that when you are composing an argument, you will need to collect evidence not to support what you first think about the issue, but instead evidence that allows you to think through the various sides of the argument.

- Today I want to teach you that argument writers organize their opinion and reasons into boxes and bullets structure. Once they have a rough idea, they flash draft to get it all down quickly and roughly prior to revising.

- Today I want to teach you that argument writers don't just say what they personally think. They give compelling evidence to prove their point. To do this, they pore over research materials, analyzing which evidence will really support their claim, and they often start by putting that evidence into their own words.

- Today I want to teach you that argument writers search their texts for quotations that will bring their side of the argument to life.

- Today I want to teach you that argument writers reread their draft, decide what parts work and what parts don't, and then plan and write another draft.

- Today I want to teach you that a good argument is like a layer cake- just the right balance of dense, researched evidence layered between rich thinking. To achieve this balance, you add your own thinking and explanations.

- Today I want to teach you that persuasive writers think about the "other side" or counterclaims of an argument. They might use 'set-up' language saying 'Skeptics may think...' or 'Some will argue...' Then writers rebut the main counterargument.

- Today I want to teach you that some reasons and evidence are better than others. Some reasons and evidence are stronger and lead to more valid arguments, and some are weaker and can create invalid arguments. To be sure you provide the strongest possible reasons and evidence, it helps to keep asking the question, 'How do I know?'

- Today I want to teach you that argument writers consider their audience. Then they think about techniques that will help address and sway the readers by focusing on what the audience cares about.

- Today I want to teach you that once researchers have enough notes on a topic to compare and contrast its different faces and issues, we start to look at the bigger picture or this topic and ask, "What are some of the big issues and ideas that are important to write more about?" You will need to use all the

skills you've learned up to today to argue for things that matter to you.

- Today I want to teach you that writers collect the information they need to clarify their writing and strengthen their arguments. As writers discover and collect information, they are thoughtful and deliberate as they decide what to include and how to include it.

- Today I want to teach you that whenever you are doing one type of writing, such as argument, you can still use everything you have learned from other types of writing to reach your audience. In particular, your storytelling craft can be a persuasive technique.

- Today I want to teach you that truly persuasive writers word and present their evidence in a way that is incontestable. One way they do this work is to make sure that they are not presenting specific evidence as being true for all times and occasions- unless it is.

- Today I want to teach you that argument writers revise to create feeling. We do this by paragraphing for a purpose, revising introductions to draw a reader in, and revising conclusions to sum up important information and leave readers pondering over big ideas.

- Today I want to teach you that writers edit in a variety of ways (on as needed basis) punctuation for effect, add domain-specific vocabulary, fragments and run-ons.

Suggested Activities

- create and reference anchor charts
- share pages from students' writing journal as a model
- present and study mentor texts
- list events across fingers
- use technology to publish writing
- plan a celebration of student writing
- make t-chart to recognize both sides
- use box and bullets to organize notes
- Write I think ... because... statements to start claims
- Watch videos and read articles on both sides of a claim
- Use quotes in writing
- balance argument writing like a cake with the right amount of thinking and explanation with research and evidence
- decide whether to underline, use quotations, or italicize titles

Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. Assessment rubrics are available in Lucy Calkins' Reading and Writing Project resource kits, but teachers may also develop their own rubrics in order to include more specific elements of knowledge and skills listed in this unit summary.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables

students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one-to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

Diagnostic Assessments

Review of student's portfolio from the previous school year, particularly argument projects

On-demand piece:

"Think of a topic or issue that you know and care about, an issue around which you have strong feelings. You will have forty-five minutes to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, and reviews. If you want to find and use information from a book or another outside source, you may bring them into school. Please keep in mind that you'll have forty-five minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting.

In your writing, make sure you:

- Write an introduction
- State your opinion or claim
- Give reasons and evidence
- Organize your writing
- Acknowledge counterclaims
- Use transition words
- Write an ending for your story." - Taken from Writing Pathways: Performance Assessments and Learning Progressions, K-5 - page 86

Formative Assessments (Informal)

Daily observation of students' participation and products during the active participation segment of each mini-lesson.

Students' questions, comments, suggestions to teacher

Journaling assignments which are intended to practice teacher-selected skills

Comments, corrections, and records from peer conferences between students

Formative Assessments (Formal)

Teacher-student conferences

Summative Assessment

Summative writing will take the form of both handwritten pieces and pieces generated using appropriate technology.

Published argument writing

On-demand argument (Same prompt as the diagnostic on-demand)

Activities to Differentiate Instruction

The design of Writer's Workshop allows for individualized instruction and independent growth for every child. At the heart of differentiation in Writer's Workshop is data and the analysis of data. Through the usage of monitoring student progress during independent writing, analysis of student writing using the learning progressions and writing checklists, teachers should be able to delineate which students are in need of additional supports, in what areas those supports should be targeted at, and which students are ready to be pushed further in their writing work.

Some methods to use to support struggling writers as well as advanced writers:

- Encourage student choice in topics to ensure that they are writing on topics that are meaningful for them
- Provide support as needed through conferencing
- Provide support as needed through strategy groups
- Provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning
- Scaffold or stretch learning through the use of various strategies
- Provide appropriate writing partners
- Utilize charts to provide a visual reminder for students throughout the mini-lesson.
    - Add drawings and visuals to charts
    - Provide individualized copies of teaching charts
    - Depending on the concept, the chart may be most effective to visually break the concept into parts and touch each part during a demonstration
- For students needing more support at the end of the mini-lesson, keep them at the rug for an extra minute after dispersing the rest of the class and clarify the main topic of the mini-lesson or work one-on-one with them to start their writing
- Set writing goals for students and follow-up with the writing goals after an appropriate amount of time.
- Create group and one-on-one conferring calendars to ensure that students are being met with on a regular basis and working toward individualized goals
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen
- Assign roles to partners (Partner 1/Partner 2) to help scaffold which student should speak first and avoid one partner dominating the conversation and the other partner becoming a passive listener
    - For ELL students, creating a triad instead of partnership may be beneficial
- Demonstrate for students how to use writing checklists to set goals for their writing and also self-assess

Supports for ELL students:

- Provide consistent teaching structures
- Use consistent teaching language
- Offer plentiful opportunities for reading practice
- Provide access to a broad variety of texts
- Use assessment to provide extra support
- Support students in the preproduction and early production stages of learning English
- Use visual examples in your teaching
- Modify our mini-lessons to be as concise as possible
- Provide extra ?active engagement? time in mini-lessons for extra practice
- Provide readers with topic-based text sets
- Provide opportunities for listening and learning the social language of the reading workshop
- Provide opportunities to read in both their home language and in English
- Plan instruction with the ELL teacher
- Extend the language ELLs are producing through questioning
- Provide explicit instruction in tenses, pronoun references, and connectives
- Support students in building vocabulary using their own reading as the context

- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen

In order to support this differentiation work, teachers may want to consult the following materials:

- Units of Study books at lower or higher levels for teaching strategies that are appropriate to the support needed.
- *The Writing Strategies* Book by Jennifer Serravallo
- If. . . Then. .. Curriculum book for alternate units or teaching points to support the individual reading levels.
- *A Guide to the Writing* Workshop (Primary Grades) chapter 14 for more in-depth information on differentiation

See the "Learning Progression for Opinion Writing" in *Writing Pathways* by Lucy Calkins for ideas on ways to differentiate for advanced learners. For example:

- acknowledging different sides to the argument
- writing more than one paragraph to develop a claim or reason
- choosing how to present evidence and explaining why and how the evidence supported the claim
- using shifts in tone to help readers follow the argument
- using punctuation such as dashes, colons, parentheses, and semicolons to help include or connect extra information in some sentences

Integrated/Cross-Disciplinary Instruction

- Students can explore topics to write about related to any subject
- Students write school related topics to present to administrator or board members

Reading:

- Read articles and letter on level
- Shared Reading activity in Reader's Workshop on an argumentative writing piece

Technology:

- Use Chrome books to write final copy
- Post writings in a blog, forum, or create a class book on topic for future use.
- Video cast of argument will be shared with other peers or class
- Slide presentation on topic

Suggested Mentor Texts and Other Resources

Click, Clack, Moo: Cow That Type by Doreen Cronin

Somewhere Today by Bert Kitchen (persuasive leads)

In November by Cynthia Rylant (pros/cons)

Don't Let the Pigeon Drive the Bus by Mo Williams

Should We have Pets? by Sylvia Lollis

- Alternate post- assessment from
    - *Writing Pathways, Grades K-8, Performance Assessments and Learning Progressions*; Lucy Calkins

  on page 238-242. This assessment provides three different articles to read and two videos to watch. The topic is on zoos and if they are endangering animals. The students have time to use a box and bullet organizer and then have 45 minutes to write their argument.

- (Websites)

www.timeforkids.com

www.history.com

www.smithsonianmag.com

www.nationalgeographic.com

www.crichetmag.com/MUS-MUSE-Magazine-for-Kids-ages-9-14

www.discoverymagazine.com

www.odysseymagazine.com

Units of Study in Argument Writing:

- *A Guide to the Common Core Writing Workshop*, Intermediate Grades; Lucy Calkins
- *Writing Pathways, Grades K-8, Performance Assessments and Learning Progressions*; Lucy Calkins
- *If...Then... Curriculum*, Grade 5 (Assessment-Based Instruction); Lucy Calkins; Julia Mooney; and Colleagues From the TCRWP
- *Resources for Teaching Writing* (DVD) Units of Study in Opinion, Information, and Narrative Writing; Lucy Calkins

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.