Unit 3: Argumentative Writing

Content Area: **ESL**
Course(s): **ESL**
Time Period: **Generic Time Period**
Length: **10 Weeks**
Status: **Published**

Unit Overview

In this unit, the students will develop their understanding of argumentative text. Students will work throughout the unit to deconstruct argumentative writing to discover the claim, evidence used, and all around structure of an argument. The students will compose their own argumentative writing piece on a topic of their choice. They will use their prior knowledge of citing evidence and use that to create an argument in the formal style.

Standards

Each WIDA sub-standard will be adapted to learner's proficiency level (entering, beginning, developing, expanding, bridging).

CCSS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
CCSS.ELA-Literacy.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
CCSS.ELA-Literacy.W.6.1.a	Introduce claim(s) and organize the reasons and evidence clearly.
CCSS.ELA-Literacy.W.6.1.b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-Literacy.W.6.1.e	Provide a concluding statement or section that follows from the argument presented.
CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.6.6	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 three pages in a single sitting.
CCSS.ELA-Literacy.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CCSS.ELA-Literacy.W.6.9.a	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
CCSS.ELA-Literacy.W.6.9.b	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
CCSS.ELA-Literacy.SL.6.1.c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CCSS.ELA-Literacy.SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are

	supported by reasons and evidence from claims that are not.
ELL.6-8.2	The Language of Language Arts

Essential Questions

1. How can research inform a writer, a reader, and a written product?
2. How do we show our point of view on an issue in an authoritative way?

Application of Knowledge and Skills...

Knowledge: Students will know that...

- clear and coherent writing occurs when the development, organization, and style are appropriate to task, purpose, and audience.
- writers must follow a standard format for citation, attributing all information and concepts to their sources.
- writing an effective research paper requires the selection, organization, and analysis of relevant content.

Skills: Students will be able to . . .

- cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not
- determine an author's point of view or purpose in a text and explain how it is conveyed in the text
- gather relevant information from multiple print and digital sources and assess the credibility of each source
- pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue
- produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- provide basic bibliographic information for sources when writing arguments
- trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that not
- use technology to produce and publish writing
- when writing arguments, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

- when writing arguments, support claims with clear reasons and relevant evidence, providing a concluding statement or section that follows from the argument presented
- when writing arguments, support claims with clear reasons and relevant evidence, use words, phrases, and clauses to clarify the relationships among claims and reasons; establish and maintain a formal style
- write arguments to introduce and support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text
- write to cite evidence from informational text to support analysis and reflection
- write to cite evidence from literary text to support analysis and reflection

Assessments

- Formative assessment: oral- guided reading- argumentative based readings
- Formative assessment: oral and written- comprehension questions based on unit content
- Formative assessment: written and oral- vocabulary quizzes
- Formative assessment: written test- argumentative text- WIDA rubric used
- Unit test, Summative: Written test- NJ Model Curriculum, Model Assessment

Activities

- present the students with a variety of graphic organizers to use while reading
- conference with students over time through draft process of the argumentative text
- create a classroom poster for point of view
- read a variety of ELP appropriate text to discover the author's argument and reasons
- provide students with reading notebook to assist in comprehension during independent reading
- guide students through the writing process with graphic organizers
- complete a number of journal prompt do nows to guide students through shorter writing pieces daily
- use a variety of multimedia sources to show students an argument and details that support that claim
- discuss author's point of view.
- create writer's checklist of all the students will need while writing their arguments
- continue to instruct on marking the text with students to find arguments, claims, and evidence to use
- provide students with multiple opportunities to work with and use the vocabulary and language

forms/conventions throughout the unit.

Vocabulary Needed:

purpose, point-of-view, analyze, interpretation, conflict(-ing), contradict(-ion), disagree/agree, opinion, topic, text, cite, research, evidence, probe, reflect,task, purpose, audience, collaborate, interact, publish, process, analysis, resources, cite evidence, argument, interpret, explain, factual

Language Forms and Conventions Needed:

adjectives, comparatives, superlatives, pronouns, conjunctions, first person singular ("I think...I believe that), declarative sentences, interrogatives, complex sentences, subject verb agreement, explanatory sentences, referential phrases, transition words, present and past tense verbs, independent and dependent clauses

Activities to Differentiate Instruction

Graphic Organizer

Template

t-chart

cloze sentences

Partner Work

L1 support

Phrase citations

Pictures/Photographs of text

Word Wall

Story Map

Adapted Text

Recording of Texts

Outlines

Sentence strips with words and phrases that summarize chapters

Teacher created checklist

Technology support (i.e., spell check, online thesaurus, grammar check, etc)

Integrated/Cross-Disciplinary Instruction

Students will be reading text from various aspects of nonfiction, including both science and social studies.

Resources

NJ Model Curriculum

Reading A-Z based on ELP