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 writing. Throughout the unit students will research a topic of their choice. They will use print and multimedia resources to accomplish the task. In addition, the students will focus on the formal style that is needed to write an argumentative piece.

Standards

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

CCSS.ELA-Literacy.RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
CCSS.ELA-Literacy.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CCSS.ELA-Literacy.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
CCSS.ELA-Literacy.RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
CCSS.ELA-Literacy.W.7.1.a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
CCSS.ELA-Literacy.W.7.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-Literacy.W.7.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
CCSS.ELA-Literacy.W.7.1.d	Establish and maintain a formal style.
CCSS.ELA-Literacy.W.7.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-Literacy.W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CCSS.ELA-Literacy.W.7.9.b	Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
CCSS.ELA-Literacy.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue

	under study.
CCSS.ELA-Literacy.SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
ELL.6-8.2	The Language of Language Arts

Essential Questions

How do organization and presentation determine the effectiveness of an argument?

Application of Knowledge and Skills...

Knowledge: Students will know that...

- the essential structure and organization of an essay intended to argue or to persuade.
- the importance of clear, coherent relationships among claims, reasons, and evidence
- the importance of framing an argument with facts.

Skills: Students will be able to . . .

- analyze the main ideas and supporting details presented in diverse media and formats
- analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas
- cite several pieces of textual evidence to support analysis of inferences drawn
- cite several pieces of textual evidence to support analysis of what text says explicitly
- delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence
- determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others
- determine two or more central idea in a text and analyze their development over the course of the text
- draw evidence from literary or informational texts to support analysis, reflection, and research
- gather relevant information from multiple print and digital sources
- organize reasons and evidence logically when writing arguments
- trace and evaluate the argument and specific claims in a text, assessing whether the reasoning of an argument is sound and the evidence is relevant and sufficient to support the claims
- when writing arguments, establish and maintain a formal style

- when writing arguments, introduce and support claims with clear reasons and relevant evidence, acknowledge alternate or opposing claims
- when writing arguments, provide a concluding statement or section that follows from and supports the argument presented
- when writing arguments, support claims with clear reasons and relevant evidence; support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text
- when writing arguments, use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence

Assessments

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

Activities

- read ELP appropriate informational texts with visual supports to find textual evidence to support analysis of text. Use graphic
- organizers
- use a main idea/detail flow chart in small group to summarize important points in an informational text
- use a graphic organizer to assist in identifying author's point of view. Using visuals discuss how author distinguishes his or her position
- teacher modeling of following, evaluating, and assessing an argument. Use graphic organizers to organize ideas and thought process.
- use marking the text strategy to identify different sections of an argument (introduction, supporting evidence, and reasons while addressing opposing claims)
- use a graphic organizer to organize writing of argumentative text
- create classroom poster for reference on transitional words and phrases to use during argumentative writing
- go to the media center to collect relevant materials to use for research on subject . Review how to decide if a source is credible or not.

- provide students with multiple opportunities to work with and use the vocabulary and language forms/conventions throughout the unit.

Vocabulary Needed:

cite, textual evidence, quote, inference, conclusion, judgment, main idea, detail, support, development, paraphrase, figurative, connotative, technical, structure, organization, purpose, point-of-view, argument, evaluate, assess, arguments, claims, organize, evidence, logic, claims, relevant, accurate, phrases, clauses, cohesion, specific verb list (agree, dispute, conclude, infer, discuss, present, claim, distinguish, confirm, deny), conclusion, citations, review, sources, collaborate, paraphrase, plagiarism, analysis, research, media, formats, relevance, sufficiency, debate-related nouns/verbs

Language Forms and Conventions Needed:

quoted/reported speech, language of citation (for example, according to, the author explains), reporting verbs (states, exclaims, outlines, classifies), idiomatic expressions, signal, transition words, phrases that distinguish point of view, expressing opinion, making judgments, giving support or opposing claims, transition words, conventions, concluding terms (finally, therefore, in sum), subject/verb agreement, syntax, command and directions, agreement, syntax, using quotes and reported speech, concise sentences

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

Suggested Texts as per NJ text exemplars:

- "Letter on Thomas Jefferson" Adams on ADams - John Adams
- Preamble and First Amendament to the United States Constitution
- Words We Live By: Your Annotated Guide to the Constitution- Linda R. Monk