

Unit 7: Argumentative Writing

Content Area: **English Language Arts**
Course(s): **Language Arts 5**
Time Period: **April**
Length: **February and March 6 weeks**
Status: **Published**

Unit Summary

Students will work on writing argument essays. Because they are so well-versed in essay at this point, the area of focus is how to use the research to craft an essay to argue a claim. Students mainly will focus on the reading to writing aspect and how to analyze their research for quotes, statistics, facts, and details to provide evidence to an audience for change.

Standards

LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.5.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
LA.W.5.1.B	Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
LA.W.5.1.C	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
LA.W.5.1.D	Provide a conclusion related to the opinion presented.
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.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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]").
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include

graphics, symbols and/or pictures.

TECH.8.1.5.A.CS2

Select and use applications effectively and productively.

Student Learning Objectives

Students will learn to:

- use Boxes and Bullets (or other graphic) to take notes on reading.
- using print and multimedia resources to create a claim and support it with evidence.
- include an introductory paragraph.
- include a closing paragraph.
- use transitional words and phrases.

Essential Questions

- How do writers use paraphrasing differently than they use direct quotations when note-taking?
- Why do writers collect evidence on both sides of an issue?
- What makes a strong claim? What makes a weak claim?
- Why do writers use an outline to organize their notes?
- What is the difference between reasons, evidence, and explanations.
- What are the qualities of strong evidence?
- How do writers use the explanation in an argumentative essay to move their claim forward?
- How do writers balance evidence and thinking (explanation)?
- What is an effective order to present reasons and evidence?
- How do writers leave their audience by crafting a strong conclusion?

Enduring Understandings

Students will understand that:

- writers learn a variety of strategies for researching a topic.
- writers take a volume of notes that capture the important points of the topic but also generate thoughts and reactions to the topic.
- while taking notes, researchers examine the many sides of a topic.
- research essayists search their notes for an arguable claim and build up their essay around this.

Application

Students will independently be able to:

- research a topic, choose a side, and write an argumentative essay with evidence to support the side chosen.

Skills

The students will be skilled at:

- researching a topic.
- supporting claims with evidence.
- writing an argumentative essay.