Unit 5 Writing: Rhetorical Analysis and Argument Creation

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **5-6 Weeks**
Status: **Published**

Brief Summary of Unit

Students will tackle complex real-world issues and write fair, principled arguments in response and deliver a speech about a controversial issue.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

July 2022

Pacing Guide

Please refer tothis Language Arts Reading and Writing Workshop Pacing Guide for grade 8 Advanced.

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

New Jersey Diversity and Inclusion Law

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including belonging in connection with race and ethnicity, and religious tolerance.

Information Literacy

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.W.8.1.D	Establish and maintain a formal style.
LA.W.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LA.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.8.9.B	Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
LA.W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LA.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LA.SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LA.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LA.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
LA.L.8.1.B	Form and use verbs in the active and passive voice.
LA.L.8.1.C	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
LA.L.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
LA.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.8.2.A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
LA.L.8.2.B	Use an ellipsis to indicate an omission.
LA.L.8.2.C	Spell correctly.

Essential Questions

- How can research help with providing evidence?
- How is argumentative writing different from persuasive writing?
- Why is it important to evaluate evidence for both sides of an issue in order to develop one's position?

Enduring Understandings

- Persuasive writing uses the most favorable evidence, appeal to emotions, and uses a style to persuade readers. Argumentative writing is mainly about logical appeals and involves claims, evidence, warrants, backing, and rebuttals.
- Research and analysis of sources will help with angling evidence to support specific points.
- Speech writing for debates incorporates the use of rhetoric, persuasive appeals, and fact gathering, as well as, speaking and listening skills.

Students Will Know

- How to polish their writing through the process of revision and editing with a focus on word choice, word order, sentence length, and punctuation.
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- How to summarize, paraphrase, and use direct quotations to support their arguments in written and oral expression.
- How to use parallel structure and figurative language in persuasive writing
- How to use rhetorical devices, claims (fact, opinion, values) and counterclaim to persuade an audience
- How to write persuasively using appeals to logic, emotion, and ethics
- Why it is important to understand techniques for public speaking including tone of voice, posture, eye contact, gestures, and pacing.

Students Will Be Skilled At

- Delivering a speech about a controversial issue.
- Identifying and including logical fallacies in arguments
- Incorporating allegory/satire into their writing to convey an intended message.
- Writing an argumentative speech using various persuasive appeals, research, practice, and feedback from an audience.

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Answer essential questions
- Teacher observations/conferring notes
- Turn and talks
- Peer Conferences/Partnership Discussion

- Writer's Notebook (quick writes/drafts/prewrites)
- Teacher checklists using mini-lessons for measurable skills
- Writing Conferences: Individual and small group
- Writing folders with student work
- Writing pieces to note the growth need of the writer
- Observations
- Drafts online (Google Docs)
- Writing Club work and discussions

Summative including Alternative Assessments:

- Students should have 1-2 final pieces.
- Published pieces
- Score grammar and spelling in final drafts only
- Student portfolios
- Teachers College Reading and Writing Project Learning Progressions
- Teachers College Reading and Writing Project Rubrics and Student Samples
- Rubrics: created for the standards-based report card as well as teacher-created.
- On-demand Writing Assessments
- Standards should be addressed
- Written persuasive speech on a controversial topic using a clearly stated claim (any of three types identified and discussed from anchor texts), reasons and evidence including online research as needed, counterclaim and rebuttal, rhetorical devices, repetition, parallel structure, and figurative language.
- Presentation of persuasive speech which has an opening address/statement of claim, presentation of support, and conclusion based upon the written persuasive speech.

Benchmark:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-aligned; based on NJSLA, reported twice per year
- Grade-level Standards-based Rubrics

Learning Plan

Middle School Writing instruction follows a balanced literacy approach including a number of strategies and techniques in Writing Workshop. These include mini-lessons, shared writing, independent writing, small group strategy instruction, one-to-one conferencing, partnerships and/or writing clubs. Writing Workshop emphasizes immersion, independence, and choice. Individual conferences with each student will address specific needs of the writer. Each unit ends with a celebration of learning where writers share their work with

others in the school community.

Lessons should follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses 'think alouds' when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Writing/Student Conferences: Provides time for students to do independent writing while teacher confers with individual students, works with small groups, or writing clubs.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point.

The architecture of a writing conference includes:

- Research
- Decide
- Teach and Coach with guided practice
- Link

Throughout the year, students write in all modes of rhetoric including narration/description, argument/persuasion, and exposition. A variety of writing forms, including digital writing, are emphasized. Grammar lessons are embedded in writing instruction, holding students accountable for skills taught and practiced; modeling is done through published and student-crafted mentor texts. Teachers focus equally on process and product with an emphasis on synthesizing across texts for nuanced understandings; teacher-created multi-modal text sets will be used as materials. High-and low-stakes writing and timed and untimed assignments will be used throughout the unit. Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Instructional Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

- "Death Penalty Focus" FACTS. 25 Jan 2007

- "Let's Get Out and Eat! An Argumentative Essay on Off-Campus Lunch" http://blogs.ksbe.edu/canishim/files/2014/11/PersuasiveEssay.pdf
- "Money for Nothing: The Financial Cost of New Jersey's Death Row" November 2005, Forsberg, Mary E.
- Animal Farm, George Orwell
- Charts: "Tips for Rehearsing and Giving Confident and Stirring Speeches" http://writing.cajonvalley.net/grade8/resources/G8B3_CH_TipsConfidentSpeeches.pdf
- Henry V, Speech at Agincourt on St. Crispin's Day, Kenneth Branaugh
- http://www.deathpenalty.org
- http://www.youtube.com/watch?v=RnaxroMxm0Y The Candidate, Bill McKay's closing statement
- https://www.youtube.com/watch?v=4vA2dTrqxnk Rocket Science Opener
- https://www.youtube.com/watch?v=AkGhplApYt4
- https://www.youtube.com/watch?v=OAvmLDkAgAM
- If They Can Argue Well, They Can Write Well, Revised Edition, Dr. Bill McBride, Incentive Publications by World Book, 2014
- Suggested: "Death Is What They Deserve" and "The Death Penalty Is Cruel and Unusual", If They Can Argue Well, They Can Write Well, Copyright 2014, Word Book
- Video Clips of inspiring speeches including Speech at Williams College, 2011, by Cory Booker, U.S. Senator from New Jersey, Election, 1999, Rocket Science (2007), The Candidate (1972) Cory Booker Williams Commencement 2011

Teacher Resources

- *Units of Study in Argument, Informatiion, and Narrative Writing, Grade 8*, Lucy Calkins, Teachers College Reading and Writing Project
- Associated Online Resources, Teachers College Reading and Writing Project, readingandwritingproject.org
- *Read Write Teach: Choice and Challenge in the Reading-Writing Workshop*, Linda Rief
- *Lessons that Change Writers*, Nancie Atwell
- *In the Middle: New Understandings about Writing, Reading, and Learning*, Nancie Atwell, associated videos
- *Energize Research Reading and Writing,* Chris Lehman, Grades 4-8
- *Comprehension and Collaboration: Inquiry Circles in Action*, Stephanie Harvey and Harvey Daniels
- *Finding the Heart of Nonfiction,* Georgia Heard
- *Patterns of Power: Inviting Young Writers into the Conventions of Language*, Jeff Anderson
- *The Power of Grammar,* Mary Ehrenworth and Vicki Vinton
- *A Writer's Notebook,* Ralph Fletcher
- *Writing a Life,* Katherine Bomer
- *Study Driven*, Katie Wood Ray
- *Thinking Through Genre*, Heather Lattimer
- *Assessing Writers*, Carl Anderson
- *The Journey is Everything*. Katherine Bomer
- *Writing with Mentors*, Allison Marchetti, Rebekah O'Dell
- *Fearless Writing*, Tom Romano
- *Crafting Digital Writing*, Troy Hicks
- *The Digital Writing Workshop*, Troy Hicks