

Unit 2: Analyzing and Writing Arguments (Weeks 6-14)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit 2: Analyzing and Writing Arguments

This unit builds on previously learned writing skills to craft a written argument. Further, this unit teaches students to use textual support to craft arguments, to deepen their analysis of and connections to various informational and literary texts in order to develop and support well-reasoned and informed texts.

Essential Questions

What strategies do writers employ to persuade their audience, and how can I use them to write an argument?
How can the use of multiple texts inform an argument?
How do writers cite strong and thorough textual evidence to support an argument?
What are the essential components of a clear and compelling argumentative essay?
How do authors' decisions regarding word choices, structure, and point of view impact the objective and thematic meanings of their works?

Pre-Assessments

Use a CommonLit Assessment that has similar standards aligned to those covered in the unit
Have students respond to an argument writing prompt by crafting a thesis statement to assess their ability to construct arguments. Use this go group students when it is time to write the longer unit essay
Share sample "student writing" and have students rank the writings based on the rubric and explain their rankings

Instructional Plan

"Blue Eyed, Brown Eyed Exercise"

Student Learning Intentions or We are learning to ... (WALT)

WALT we cannot accurately analyze a text without using relevant textual evidence to support our analysis.

Student Success Criteria ... “I can statements”

I can find text evidence to back up claims

Instructional Strategies and Activities

“Blue Eyed, Brown Eyed Exercise” CommonLit Article

Higher order thinking/questioning strategies

Annotations

CommonLit assessments

Self Assessment

Front loading vocabulary

Formative Assessments

-Entry & Exit Slips

-Quizlet

-Quizzes (Short Answer & MC)

-CommonLit Assessment

-Reading checks/quizzes

-Essay Organizer

Instructional Materials and Resources

Commonlit

Reflections and Suggested Modifications

“Teen and Trolley Experiment”

Student Learning Intentions or We are learning to ... (WALT)

WALT to analyze a text thoroughly and accurately, we must consider what the text says explicitly and what

the text implies.

Student Success Criteria ... “I can statements”

I can find multiple meanings in a text.

I can make inferences about a text.

Instructional Strategies and Activities

"Teen and Trolley Experiment" Commonlit Article/Activity

Higher order thinking/questioning strategies

Annotations

CommonLit assessments

Self Assessment

Front loading vocabulary

Formative Assessments

-Entry & Exit Slips

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-Essay Organizer

Instructional Materials and Resources

Commonlit

Reflections and Suggested Modifications

“Jabari Unmasked”

Student Learning Intentions or We are learning to ... (WALT)

WALT a central idea is the overarching message of a work of nonfiction.

Student Success Criteria ... “I can statements”

I can explain the central idea of a nonfiction text.

Instructional Strategies and Activities

“Jabari Unmasked” Commonlit Activity

Higher order thinking/questioning strategies

Annotations

CommonLit assessments

Self Assessment

Front loading vocabulary

Formative Assessments

-Entry & Exit Slips

-Quizlet

-Quizzes (Short Answer & MC)

-CommonLit Assessment

-Reading checks/quizzes

-Essay Organizer

Instructional Materials and Resources

Commonlit

Reflections and Suggested Modifications

“Little Things Are Big”

Student Learning Intentions or We are learning to ... (WALT)

WALT the central idea of a text is the sum of its most important details.

WALT summaries are different from themes and central ideas in that they simply tell us what happened in a text, not what the text means; therefore, summaries are easier to write.

Student Success Criteria ... “I can statements”

I can identify what makes a summary strong

I can write strong summaries for complex texts

Instructional Strategies and Activities

“Little Things are Big” CommonLit Article

Higher order thinking/questioning strategies

Annotations

CommonLit assessments

Self Assessment

Front loading vocabulary

Formative Assessments

-Entry & Exit Slips

-Quizlet

-Quizzes (Short Answer & MC)

-CommonLit Assessment

-Reading checks/quizzes

-Essay Organizer

Instructional Materials and Resources

Commonlit

Reflections and Suggested Modifications

"Speech to the UN HeForShe Campaign"

Student Learning Intentions or We are learning to ... (WALT)

WALT a central idea is the overarching message of a work of nonfiction.

WALT authors organize their texts deliberately to build cohesive arguments/ explanations.

WALT the most informative and/or persuasive texts are those that are clearly structured and well- organized.

Student Success Criteria ... "I can statements"

I can identify strategies that an author uses to create meaning

I can outline the rhetorical strategies of persuasive texts

Instructional Strategies and Activities

Nonfiction connection: "Speech to the UN HeForShe Campaign"

Higher order thinking/questioning strategies

Annotations

CommonLit assessments

Self Assessment

Front loading vocabulary

Formative Assessments

-Entry & Exit Slips

-Quizlet

-Quizzes (Short Answer & MC)

-CommonLit Assessment

-Reading checks/quizzes

-Essay Organizer

Instructional Materials and Resources

Commonlit

Reflections and Suggested Modifications

"An Obstacle" poem by Charlotte Perkins Gilman

Student Learning Intentions or We are learning to ... (WALT)

WALT context clues are incredibly helpful in determining the meaning of unknown words; however, when all else fails, look it up and write it down!

WALT authors are deliberate in their word choices and phrasing, i.e., they use and arrange words purposely to communicate literal and figurative messages.

Student Success Criteria ... "I can statements"

I can use context clues to understand words I don't know.

Instructional Strategies and Activities

Poem Connection: "An Obstacle"

Higher order thinking/questioning strategies

Annotations

CommonLit assessments

Self Assessment

Front loading vocabulary

Formative Assessments

-Entry & Exit Slips

-Quizlet

-Quizzes (Short Answer & MC)

-CommonLit Assessment

-Reading checks/quizzes

-Essay Organizer

Instructional Materials and Resources

Reflections and Suggested Modifications

A Long Way Gone by Ishmael Beah

Student Learning Intentions or We are learning to ... (WALT)

WALT authors organize their texts deliberately to build cohesive arguments/ explanations.

WALT the most informative and/or persuasive texts are those that are clearly structured and well-organized.

WALT authors write for a particular purpose, and it is our job as readers to analyze the work thoroughly to determine what that is.

Student Success Criteria ... “I can statements”

I can evaluate structure and how it relates to meaning.

Instructional Strategies and Activities

A Long Way Gone Reading

Higher order thinking/questioning strategies

Annotations

CommonLit assessments

Self Assessment

Front loading vocabulary

Formative Assessments

-Entry & Exit Slips

-Quizlet

-Quizzes (Short Answer & MC)

-CommonLit Assessment

-Reading checks/quizzes

-Essay Organizer

Instructional Materials and Resources

Commonlit

Reflections and Suggested Modifications

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature

circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

New Jersey Student Learning Standards: Content Area

ELA.L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.VL.9–10.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
ELA.L.VL.9–10.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
ELA.L.VL.9–10.3.C	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
ELA.RL.CR.9–10.1	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
ELA.RI.CR.9–10.1	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
ELA.RI.IT.9–10.3	Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
ELA.RI.TS.9–10.4	Analyze in detail the author's choices concerning the structure of ideas or claims of a text,

and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

ELA.RI.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
ELA.RI.AA.9–10.7	Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
ELA.W.AW.9–10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
ELA.W.AW.9–10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
ELA.W.AW.9–10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.
ELA.W.AW.9–10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
ELA.W.AW.9–10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
ELA.W.AW.9–10.1.E	Provide a concluding paragraph or section that supports the argument presented.

Integration of Career Readiness, Life Literacies and Key Skills

TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.

Integration of Computer Science and Design Thinking

CS.K-12.1.c	Employ self- and peer-advocacy to address bias in interactions, product design, and development methods.
CS.K-12.3.b	Decompose complex real-world problems into manageable sub-problems that could integrate existing solutions or procedures.
CS.K-12.7.c	Articulate ideas responsibly by observing intellectual property rights and giving appropriate attribution.

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math

ELA.L.SS.9–10.1.C	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
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ELA.L.KL.9–10.2	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
ELA.L.KL.9–10.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
ELA.L.KL.9–10.2.B	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
ELA.L.KL.9–10.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.

Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy

See Crosswalks

21st Century Life and Career

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

SEL Competencies

SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others