

# 04 Research-Based Argument

Content Area: **ELA**  
Course(s):  
Time Period: **Full Year**  
Length: **23 days**  
Status: **Published**

## UNIT ORIENTATION

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: As argument writers, students are expected to structure their writing so that it includes claims that are supported by reasons that are backed by evidence. They'll learn to withhold judgment, read critically, note-take, build an argument, and revise, rethink, rebuild that argument all over. To accomplish this you will teach students to argue logically through analyzing a text, weighing the evidence, and considering the logical reasoning that can be concluded. They will also consider two other important points--audience appeal and counterargument. Therefore, this unit will also have heavy emphasis on partner talk, but in a new way. In a way that forms productive debate. All this will conclude in the students writing an argumentative piece, emulating the work of mentor texts to do so.

## Essential Questions

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How do I use voice in my writing to leave a mark on the world?

- Where is our voice needed in the world?
- How do we move others to action?

## Enduring Understandings

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Writers will build powerful arguments by using different media types on a particular topic

- Writers persuade the reader through voice, structure and precise language
- Writers take a solid stance and support it with clear evidence from various sources.
- Writers use grammar and conventions to convey ideas precisely and powerfully.

## CONTENT AREA STANDARDS

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W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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.

B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.

C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

D. Provide a conclusion related to the opinion presented.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly

A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.

B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Provide a conclusion related to the information of explanation presented.

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

D. Use concrete words and phrases and sensory details to convey experiences and events precisely.

E. Provide a conclusion that follows from the narrated experiences or events.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

B. Follow agreed-upon rules for discussions and carry out assigned roles.

C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from

the discussions.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

C. Use verb tense to convey various times, sequences, states, and conditions.

D. Recognize and correct inappropriate shifts in verb tense.

E. Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use punctuation to separate items in a series.

B. Use a comma to separate an introductory element from the rest of the sentence.

C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

D. Use underlining, quotation marks, or italics to indicate titles of works.

E. Spell grade-appropriate words correctly, consulting references as needed. Knowledge of Language

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. Vocabulary Acquisition and Use

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

5 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figurative language, including similes and metaphors, in context.

B. Recognize and explain the meaning of common idioms, adages, and proverbs.

C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words

. L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
TECH.8.1.5.A.CS1	Understand and use technology systems

TECH.8.1.5.B.CS1

Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.5.B.CS2

Create original works as a means of personal or group expression.

## **EVIDENCE OF LEARNING**

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### **Alternative Assessment**

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- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

### **Summative Assessments**

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Published Pieces

Rubrics

NJSLA

Open Ended Responses

Written responses

### **Formative Assessments**

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- Checklists
- Conferences
- Class Discussions

- Exit Slips
- Interactive Notebooks
- Quizzes
- Reflections
- Review of classwork/homework
- Student Participation
- Teacher Observations
- Text Dependent Questions

## **Benchmark Assessments**

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- iXL
- Edulastic

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Teachers College Units of Study

Interactive notebooks

Mentor texts

Writer's notebooks

Chromebooks

IXL

Readworks

EPIC

Articles for argument essay:

[Article: "Nutrition in Disguise: What the Midwest Dairy Council Has to Say About Chocolate Milk"](#)

[Link to Video: Flavored Milk: Tasty Nutrition \(Midwest Dairy Council\)](#)

[Article: "Chocolate Milk: More Harmful than Healthful"](#)

[Link to Video: Sugar Overload](#)

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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### Special Education:

- Provide modified notes and access to extra copies online
- Provide oral reminders and check student work during independent work time
- Model skills/techniques to be mastered
- Check and sign assignment planner
- Preferential seating
- Pair visual prompts with verbal presentations
- Modified or scaffolded homework and classwork
- Extended time as needed
- Provide graphic organizers and study guides

### English Learners:

- Provide scaffolded assignments and assessments
- Pair visual prompts with visual presentations
- Check and sign assignment planner
- Extended time for assignment and assessment as needed
- Highlight key vocabulary
- Use graphic organizers
- Provide verbal and written directions
- Preferential seating with a English-speaking peer

At Risk of Failure:

Encourage class participation and reinforce skills

Model skills and assignments

Extended to time to complete class work

Preferential seating

Provide extra help outside of class and 1:1 instruction when needed

Communicate regularly with students' other teachers

Provide positive feedback for tasks well done

Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments

Students with 504 Plans

Provide extended time as needed

Modify length of writing assignment

Provide short breaks within the lesson

Provide scaffolding for students

Utilize graphic organizers



## **INTERDISCIPLINARY CONNECTIONS**

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As students work in small groups, researching, analyzing and presenting opinion pieces about a range of topics some connections include:

Social Studies: Current Events; Ethics; Social Justice

Science: Social/Emotional health

Visual/Performing Arts: Dramatization

Speech: Debate

Technology/Multimedia: Media Literacy; Research-based writing