



# Unit Planner: Argument Writing English 2

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High School > 2018-2019 > Grade 9 > English Language Arts >  
English 2 (C) > Week 40

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## Argument Writing

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- [Unit Planner](#)
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### Big Ideas / Enduring Understandings

Understanding claims for both sides of an argument is essential.  
It is important to identify the BEST evidence to support Arguments.

### Essential Questions

Why is it important to understand both sides of an argument?  
Is some evidence better than other evidence? Is ALL evidence equal?

### Common Core Standards and Indicators

**NYS: CCLS:English Language Arts 6-12**

**NYS: Grades 9-10**

#### Reading: Informational Text

##### Key Ideas and Details

**1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### Craft and Structure

**4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; 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).

**5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**6. Assess how point of view or purpose shapes the content and style of a text.**

6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

#### Writing

##### Text Types and Purposes

**1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

- 1a. 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.
- 1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- 1c. Use words, phrases, and 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.
- 1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 1e. Provide a concluding statement or section that follows from and supports the argument presented.

**Production and Distribution of Writing**

**4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

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**5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

**Content**

Transitional words  
 Grammar  
 Rubric Analysis  
 Writing essays  
 Self scoring an essay  
 Peer and self editing  
 MEAL paragraph

What devices can we use to persuade?  
 What are the conventions of argument?  
 What devices can we use to argue?  
 What devices do authors use to persuade and argue?  
 What is a counterclaim?  
 What is a refutation?

**Skills / Strategies**

Stating a claim  
 Supporting a claim  
 Developing a counterclaim and refutation  
 Supporting a counterclaim and refutation  
 Analyze informational texts  
 Develop writing organizational skills with MEAL

**Key Terms / Vocabulary**

Argument  
 Claim  
 Counterclaim  
 Refutation  
 Conventions  
 precise  
 relevant  
 sufficient  
 credible  
 explicit  
 inferred - inferential  
 transition  
 deterrent  
 retribution

**Learning Plan & Activities**

*Please include Theatre Modalities when appropriate*

**Assessments**

[Depth of Knowledge \(DOK\) Levels](#)

Read aloud  
Outline  
Rubric Analysis  
In-class writing  
Homework writing  
Drafting (multiple, with corrections)  
Peer editing  
Self Editing  
Read aloud (by class necessity) topics

#### **Special Education and ESL Modifications:**

- **Students will be grouped heterogeneously based on their learning modalities and their classroom performance to ensure diverse groups.**
- **Use of verbal cues and checks for understandings to ensure student comprehension and completion of tasks.**
- **Short movie clips and photographs (graphs, artwork, diagrams) are utilized to provide multiple entry points for unique learning styles. Such as poetry and novel readings by authors.**
- **Emphasis of key ideas and words during group readings.**
- **Pacing and duration of lessons will be adjusted to ensure student comprehension of content.**
- **Students are invited up to the board to share answers to various do-now activities in a graphic organizer/mind map format.**
- **Paraphrasing of notes, questions, and directions as needed along with providing additional examples to students.**
- **Regular use of mind maps and graphic organizers (for do-now share outs).**
- **Use of gallery walk and active learning strategies and activities to cater to students with diverse learning modalities.**
- **Double time provided for test completion to ICT students.**
- **Use of writing templates to support:**
  - Argument Essay writing.
- **Sentence starters for MEAL (template available)**
- **Directions and prompts read aloud**
- **Leveled texts**
- **Graphic Organizer of outline for essay**
- **Peer editing checklist**
- **Support pairing based on Writing results of 2nd draft of essay (different tiers)**
- **Support auditory presentations with visual**
- **Peer or scribe note taking**
- **Space for movement or break**
- **Extra visual ad verbal cues and prompts**

#### **MOSL**

#### **Formative: DOK 4 Extended Thinking: Written: Essay**

Argument Essay  
Rubric: NYC Performance Assessment Common Rubric  
Grades 9-10  
Students will follow a "Task," "Prompt," and "Guidelines" modeled on the "Measures of Student Learning Performance Assessment" Grade 9 ELA Pre-Assessment developed by the NYC DOE.

- **Student centered learning stations that include documents of diverse formats (maps, graphs, short readings, etc.), utilizing purposeful groupings to support student learning and understanding. This is done to support struggling students, students with disabilities, ELLs, and SPELLs.**
- **Translation glossaries are made available to students who require this modification.**
- **ELLs are grouped with bilingual students to facilitate growth in target language.**
- **Use of writing templates to support: Argument Essay writing, MEAL.**

**General Resources for SPELLs and ELLs**

- **Use of Spanish to English dictionaries**
- **Use of textbooks**

## Resources

### Materials Used

NYC Performance Assessment Common Rubric  
 Grades 9-10 ELA  
 Focus

- Whole class
- Guided reading

### Texts Used (fiction, non-fiction, on-line, media, etc...)

Texts to support claims and counterclaims for an argument essay.

Article 1: Why Isn't the Death Penalty Murder?

Article 2: Pros and Cons of the Death Penalty

Focus

- Whole class
- Guided reading

