



Unit Planner: Argumentative Writing Unit

Englsh 6

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High School > 2018-2019 > Grade 11 > English Language Arts > Englsh 6 (C) > Week 1

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Argumentative Writing Unit

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Big Ideas / Enduring Understandings

How does motivation influence our decision making?
What are two categories of influence in our decision making?
What is a position statement?
How do we create Claims that support our position?
How can we find evidence to support our claims?
How can we use our writing rubrics to help us outline and grade out essays?
How do we write an argumentative essay?

Essential Questions

How are decisions based on good intentions?
How are decisions based on goals?
Is it most beneficial to make decisions that will primarily benefit others rather than benefit oneself?

Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 11-12

Reading: Literature

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, including determining where the text leaves matters uncertain.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text

Key Ideas and Details

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1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

1a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).

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, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

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.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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.

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8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

Content

- thesis
- Claims
- Counter claims
- Refutation
- Motivations for decision making (based on good intentions or goals)

Skills / Strategies

- Create and formulate a position/thesis
- Use evidence to support Claims for thesis
- multiple draft writing

Key Terms / Vocabulary

- Position
- refutation
- analyze
- counterclaim
- Topic
- Audience
- Purpose
- 30 SAT Words List Review

Learning Plan & Activities

Please include Theatre Modalities when appropriate

- Watch excerpts from the film Whale Rider - Have students identify what motivates characters' decision making as well as identify which characters are living for themselves and which characters are living primarily with others in mind
- Students will examine the characters in the play A Raisin in the Sun - Students will identify 1) what motivates characters' decisions, 2) which characters are living for themselves and which characters are living primarily for others in mind, and 3) what are the consequences of their decision
- Formulate a position/thesis statement
- Determine relevant information to support thesis
- Utilize Graphic Organize to outline essay
- Begin first draft
- Revise, self edit, peer edit, re-write
- Complete final draft for submission
- Revise second draft for final grade
- 3 reading Quizes (Raisin in the Sun, play)
- 3 SAT Vocabulary Review Sheets and Quizes

ELL Modifications

1. Extended time for assessment and assignments.
2. The Frayer Model
3. Use of Bilingual dictionary
4. Simplified assessments: True/False, Multiple choice (only two choices) matching, decreased number of questions.
5. Students seat near the front of the class for easier monitoring by teacher.
6. Students receive visual and graphic organizers
7. Vocabulary words are introduced and tested prior to introduction of new material
8. Student are paired with another student for peer tutoring
9. Teachers repeat and rephrase often
10. Physical activity is used: Model, role play, act out
11. Length of reading passages is modify, with extended time to complete them
12. Teachers accept Verbal responses in lieu of written work(Beginners)

Assessments

Depth of Knowledge (DOK) Levels

Argumentative Essay

Formative: DOK 4 Extended Thinking: Written: Essay

Essay Question: Is it most beneficial to make decisions that are based on good intentions or based on one's goals?

Reading Quizes

Formative: DOK 1 Recall: Test: Common

3 reading Tests based on the play, A Raisin in the Sun to test reading comprehension

SAT Vocabulary Word Tests (3)

Formative: DOK 2 Basic Application: Test: Common

3 tests exams that test students understanding of definitions, the use of the words in a sentence, and their relationships in analogies

Resources

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

Text: The Crucible

Film: Whale Rider

Handouts: Graphic organizers for Argumentative Essay

Focus

- Whole class

