



Unit Planner: Argument Writing - H English 2

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English 2 (C) > Week 40

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Argument Writing - H

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Big Ideas / Enduring Understandings

The importance of writing to persuade

The conventions of writing argument and persuasive essays.

Reading involves interpreting text, not just decoding words - analyze what is being said and why

Essential Questions

What are the conventions of a speech?

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?

Trait 2

Focus: Argument

(CCLS W.1)

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

Skills / Strategies

Stating a claim
Supporting a claim
Developing a counterclaim and refutation
Supporting a counterclaim and refutation
Analyze informational texts

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

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

Differentiation:
Concept Maps
Argument Essay Outline
Counter-Claim Wkst
Guided Notes
Group activities
Discussions
Think, Pair, Share
Read Aloud
Peer editing

Assessments

Depth of Knowledge (DOK) Levels

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.

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



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