

# Unit Planner: Argument-Prove it! Campanelli 2016-2017 English 3

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High School > 2018-2019 > Grade 10 > English Language  
Arts > English 3 (C) > Week 10 - Week 17

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## Argument-Prove it!: Campanelli 2016-2017

DeMatteo, Robyn ; East, John ; LoParo, Benedette; Meade, Ed

- [Unit Planner](#)
- [Lesson Planner](#)

### Big Ideas / Enduring Understandings

1. That reading multiple perspectives on a topic are essential to developing one's own claim.
2. That some evidence is more relevant and convincing.
3. That the structure of argument writing (claims, counterclaims and specific evidence) are needed to support a convincing argument.

### Essential Questions

#### Reading Nonfiction

1. How can I read across a set of **complex** texts on a topic and note and analyze multiple perspectives and their supporting reasons?
2. How can I determine what evidence is more relevant and therefore makes my claim more convincing?
3. How are claims, counter-claims, and specific evidence utilized to support a strong argument?

#### Writing Arguments

1. How can I study and weigh the conflicting perspectives on an issue in order to develop an informed stance?
2. How can I write a well-structured argument essay that convinces readers of my stance?
3. How can I cite the research sources I use, and state and refute the counter-arguments?

[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.

**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.

**8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

**(Not applicable to literature)**

8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**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.

**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.

**Research to Build and Present Knowledge**

**7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

7. Conduct short as well as more sustained research projects to answer a question (including a

self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

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**Speaking & Listening**

**Comprehension and Collaboration**

**1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.**

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**Language**

**2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

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

## Content

- Central Idea (Author's position or claim)
- Evidence
- Perspectives and lenses on a topic
- Arguments using non-fiction articles to support a position with claims, counter claims, and evidence
- Refutation
- Transitions

## Skills / Strategies

### Students will:

- understand a challenging issue.
- understand the different perspectives on this issue.
- develop an evidence-based claim on this issue.
- develop this claim into an evidence-based argument.
- supporting that claim with logical reasoning and relevant evidence.
- develop an argument essay that is based on text-based research.

### Reading Skills:

- Identify the author's position or claim in a nonfiction text
- Identify the main idea of chunks of texts
- Identify supporting details in chunks of texts
- Evaluate the use of rhetoric and persuasion in a text
- Assess specific arguments and claims presented in a text
- Assess various perspectives and lenses

### Writing Skills:

- Write an effective, clear argument that can be supported with appropriate details from a text
- Introduce evidence that supports an argument using context words and appropriate transitions
- Explain, coherently and concisely, the refutation and counter claim of an argument
- Follow the conventions of standard written English
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- Provide a concluding statement or

	<p>section that follows from and supports the argument presented</p>
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Key Terms /  
Vocabulary

- Rhetoric
- Persuasion
- Logos
- Pathos
- Ethos
- Claim
- Refutation
- Counter claim
- Argument
- Evidence
- Denotation
- Connotation
- Cite
- Paraphrase

## Learning Plan & Activities

*Please include Theatre Modalities when appropriate*

**\*\* For Honors English: The texts chosen will correspond to the higher leveled texts. (See attachment)**

- M.E.A.L paragraph workshop
- Annotation and evaluation of an article
- Dissection of an argument
- Evaluation of evidence
- Break down a sample of student work to analyze the structure
- Vocabulary quizzes on important terms
- Group writing activities
- Peer editing and revising workshops
- Final Argument Essay

### 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)

### Differentiated Instruction

## Assessments

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

**M.E.A.L paragraphs (Once a week)**

**Formative: DOK 3 Strategic Thinking:**

**Written: Informative**

Students will work to establish a position on the following: What is the appropriate balance between a US citizen's right to privacy and the government's responsibility to protect its citizens? They will periodically be assessed on their ability to establish claims and demonstrate analysis in support of that claim.

These will be given once a week. Students will receive them, with actionable feedback in a timely manner and with an opportunity to revise.

**Argument**

**Summative: DOK 3 Strategic Thinking:**

**Written: Essay**

Read several articles regarding the topic and construct an argument. Establish a claim on the topic and cite evidence to support your position. Follow the structure for an argument essay discussed in class. The rubric used will be the NYC MOSL rubric to allow students to become familiar with the terms and traits being assessed.

Topic: What is the appropriate balance between a US citizen's right to privacy and the government's responsibility to protect its citizens?

[MEAL Rubric](#)

1. Sentence starters for MEAL
2. Directions and prompts read aloud
3. Leveled texts
4. Theatrical vocabulary activity
5. Graphic Organizer for essay
6. Peer editing checklist
7. Support pairing based on Writing results of 2nd draft of essay (different tiers)
8. Support auditory presentations with visuals
9. Peer or scribe note taking
10. space for movement or breaks
11. extra visual ad verbal cues and prompts

[Rhetoric.pptx](#)

[MEAL.pptx](#)

## [Resource](#)

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### **Materials Used**

#### **Texts/Materials Needed:**

- M.E.A.L outline and definitions
- Non-fiction articles (See attached)

**\*\* For Honors English: The texts chosen will correspond to the higher leveled texts. (See attachment)**

#### Focus

- Whole class
- Small group
- Guided reading

HYPERLINK "<https://nyc-10x546.rubiconatlas.org/Atlas/View/File?FileID=6880337A-1ECD-40F1-B537-B6CB135D78B2&YearID=2019&>" [Argumentation Text Sets G10.pdf](#)

[<< Previous Year](#)

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