

**STAGE 1 – DESIRED RESULTS**

*Grade Level: 7 - 8*

**Unit Title:** Writing an argument piece of writing

**Established Goals:** Students will write an argument piece of writing after analyzing a piece of argumentative writing

**Understandings:** Students will understand that argumentative writing includes providing reasoning and examples to support their point of view, as well as the opposing point of view

**Essential Question:**

What makes an effective argument?

**Students will know:**

After reading articles and practicing writing, students will understand how to craft and argument piece of writing

**Students will be able to:**

Recognize a good piece of argument writing and be able to write a proper argument

**Common Core Standards**

College and Career Readiness Anchor Standards for 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

Writing Standards 6 – 12:

Text Types and Purposes

Grade 7 Students

1. Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s) , acknowledge alternate or opposing claims, and organize the reasons and evidence logically
  - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text
  - c. Use words, phrases or clauses to create cohesion and clarify the relationships among claim(s), reasons and evidence
  - d. Establish and maintain a formal style
  - e. Provide a concluding statement or section that follows from and supports the argument presented
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

Grade 8 Students

1. Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically
  - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text
  - c. Use words, phrases or clauses to create cohesion and clarify the relationships among claim(s), reasons and evidence
  - d. Establish and maintain a formal style
  - e. Provide a concluding statement or section that follows from and supports the argument presented
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

## STAGE 2 – ASSESSMENT EVIDENCE

### Performance Tasks:

Students read a student sample argumentation passage from the Standards for English Language Arts and Literacy in History/Social Studies and Science (Appendix C of the Common Core Standards). Alternately or in addition to, students may read or have available another argumentation piece written by another student (the piece may be marked up to show good elements or elements that are questionable).

Rubric included separately that will be used to guide and assess learning

### Other Evidence:

- Brainstorming followed by graphic organizers (either student-developed or teacher-developed: varies by needs of each student or group)
- Asking questions of another group or class member
- Student check-off of rubric (or adaptation of it for different learners) for argument writing (Students find it at turnitin.com or it could be provided)
- Teacher review of each draft, with each draft including additional pieces of argument writing, such as including the opposing view, conclusion statement, etc.
- Metacognition by students of tasks performed for each day
- Proper opening, with claim; body paragraph development, with examples/evidence, transition; conclusion
- Conferencing with student or group in order to better understand paper and guide student toward a better draft

## STAGE 3 – LEARNING PLAN

### Summary of Learning Activities:

- Brainstorming a topic
- Brainstorm supporting details (examples, explicit examples)
- Letting students know they don't have to be right or wrong but that they have to build a credible case
- Working in groups, if possible, right from the start
- [Differentiation]: Student as teacher, if possible (here a more able student is able to help another student or one who has been absent)
- Schematic for writing an argument, with advice to gradually release responsibility
- Weave in credible supporting evidence
- Give credence to opposing viewpoint but diminish it in a "gentle" way
- When possible, answer Who? What? When? Where? Why? How?
- Metacognition, including improvements that could be made and what worked very well. This could be done during conferencing or whole-class, and followed-up with a plan for future action
- Reading evidence from credible sources and cutting into strips that evidence (with some sort of citation in order to identify the source) and them fitting that evidence under the written main idea. This helps give students examples to build their case.
- Showcase students' examples from all classes and have them vote on which argument piece is the most effective and why.
- [Differentiation]: Activity Corners (Students who need help in certain areas can see previously done work that incorporates and highlights what these students need)
- [Differentiation]: Revision Center, similar to those in Georgia's Heard's The Revision Toolbox, particularly Structure and Sentence Combining revision Centers
- [Differentiation]: Some students (with teacher or through their portfolios, etc.) will need to revisit subskills, such as paraphrasing, an often overlooked activity
- Conferencing (before, during, and/or after writing) for guidance and feedback, including positive feedback
- Student Grouping: before during and after writing
- Scaffolding: brainstorming, graphic organizers and work on sub-skills: paraphrasing, citations, paragraph development (main idea and supporting detail), thinking about/writing about opposing point of view, making an explicit statement, conclusion writing, "Write with Me"