

Unit 4 Writing-Research Based Argument Essay

Content Area: **Language Arts**
Course(s):
Time Period: **Generic Time Period**
Length: **4**
Status: **Published**

Stage 1: Desired Results

Students will be able to independently use their learning to

Established Goals

Writing-

1. Write informative/explanatory texts to examine a topic and convey ideas and information clearly
2. Link opinion and reasons using words, phrases, and clauses
3. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
4. With guidance from teachers and peers strengthen writing by planning, editing and revising.
5. Draw evidence from literary or info texts; Explain how an author uses reasons and evidence to support particular points in a text (RACE)
6. Write routinely over extended time frames
7. Recall relevant information from experiences or gather relevant information from print/digital sources; summarize or paraphrase based on note-taking

Argument Writing

1-Investigation to Understand an Argument

2-Flash-Draft Arguments

3-Using Evidence to Build Arguments

4-Using Quotations to Bolster and Argument

5-Redrafting to Add More Evidence

6-Balancing Evidence with Analysis

7-Signed, Sealed, Delivered

8-taking Arguments up a Notch

9-Bringing a Critical Perspective to Writing

10-Rehearsing the Whole, Refining a Part

11-Rebuttals, Responses, and Counterclaims

12-Evaluating Evidence

13-Appealing to the Audience

14-Mini Celebration

15-Argument across the Curriculum

16-Taking Opportunities to Stand and Be Counted

17-Everyday Research

18-Taking Stock and Setting Writing Task

19-Use all you know from other types of Writing to make your arguments more powerful

20-Evaluating the Validity of your argument

21-Paragraphing Choices

22- Celebration: Taking Positions, Developing Stances

Speaking and Listening:

1. Engage effectively in collaborative discussions with hetero and homogeneous partners/groups

2. Summarize a written text read aloud, the points a speaker makes, report on a topic or text to present an opinion or provide details while speaking at a clear and understandable pace.

Language:

1. Demonstrate command of the conventions of English using cap, punctuation, and spelling

~ Commas, and expanding/combining of sentences for meaning

2. Determine the meaning of unknown and multiple meaning words based on grade 5 reading and content

3. Demonstrate understanding of figurative language

4. Acquire and use grade appropriate and domain specific words and phrases (Ex: however, although, nevertheless, similarly)

Standards & Indicators

LA.5.L.5.2.A	Use punctuation to separate items in a series.
LA.5.L.5.2.B	Use a comma to separate an introductory element from the rest of the sentence.
LA.5.L.5.2.C	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
TECH.8.1.5.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.5.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media
LA.5.L.5.2.D	Use underlining, quotation marks, or italics to indicate titles of works.
LA.5.L.5.2.E	Spell grade-appropriate words correctly, consulting references as needed.
LA.5.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
LA.5.L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
LA.5.W.5.10	Write routinely over extended time frames (time for research, reflection,

metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LA.5.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
SCI.5.5-PS1-3.3	Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.
LA.5.RL.5.6	Describe how a narrator’s or speaker’s point of view influences how events are described.
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning
LA.5.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
LA.5.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
SCI.5.5-PS2-1.7	Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).
LA.5.L.5.5.A	Interpret figurative language, including similes and metaphors, in context.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
LA.5.SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
TECH.8.1.5.F.CS2	Plan and manage activities to develop a solution or complete a project.
LA.5.L.5.5.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
LA.5.RL.5.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
LA.5.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
LA.5.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial

well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

LA.5.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.5.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.5.L.5.1.A	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
LA.5.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.5.W.5.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
LA.5.L.5.1.B	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
LA.5.L.5.1.C	Use verb tense to convey various times, sequences, states, and conditions.
LA.5.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.5.L.5.1.D	Recognize and correct inappropriate shifts in verb tense.
LA.5.W.5.1.B	Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
LA.5.L.5.1.E	Use correlative conjunctions (e.g., either/or, neither/nor).
LA.5.W.5.6	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
LA.5.W.5.1.C	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
LA.5.W.5.1.D	Provide a conclusion related to the opinion presented.
LA.5.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
TECH.8.1.5.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.5.E.CS1	Plan strategies to guide inquiry.
SCI.5.5-PS1-4.2.1	Cause and effect relationships are routinely identified, tested, and used to explain change.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
TECH.8.1.5.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

Central Ideas/Enduring Understandings

Effective writers will introduce a topic clearly and create an organizational structure that has ideas that are logically grouped, and has a conclusion. The writing should be developed with facts, definitions, and concrete details about the topic. Transition words should be used to manage the sequence the events.

Effective writers plan, edit and revise

Effective writers draw from literary or informational texts to support reasoning or cite evidence

Effective speakers will be able to summarize a written text read aloud orally.

Students will orally and in text use correct verb tenses, explain the function of conjunctions, use commas and recognize irregular verb tenses. Use figurative language within writing and identify affixes.

Essential/Guiding Questions

How does my knowledge on a topic effect my writing?

How can explaining to a peer help my understand what I learned?

How can I use resources to find more information about a topic?

How can using a format for writing informational pieces help make my writing easier?

How can I provide details to support my opinion?

How can commas, sentence variety, and figurative language help improve my writing?

Content - Students will know...

- Key vocabulary terms: inference, **summarize**, **compare and contrast**, elaborate, genre, narrative, expository

- The Characteristics of informational and explanatory writing
- How to cite text-based evidence
- How to develop a topic with facts, and details
- How to work in small groups/partners in order to reach a goal/objective
- Write an organized, logically constructed piece with that introduces a topic and states an opinion.
- Determine the meaning of words as they are used in text, including fig language

Skills - Students will be skilled at...

- Creating graphic organizers
- identifying the characteristics of informational writing pieces and different genres of writing
- Identifying main ideas and supporting details
- Using context clues to determine word meaning
- supporting arguments by creating a strong thesis and utilizing evidence

Stage 2: Assessment Evidence

- Graphic Organizers
- Writing conferences
- Homework
- Daily Work
- Rubrics
- Various stages of writing process including final writing piece

Performance Task(s)

Other Evidence

Stage 3: Learning Plan

Learning Opportunities/Strategies

- ~ Learning hook: Theme discussions, connections, predictions, and essential questions
- ~ Differentiated instruction across all subjects
- ~ Cooperative and partner collaboration
- ~ Mini-lessons
- ~ Inquiry learning
- ~ Technology to enhance learning topics and to research
- ~ Word walls for vocab development
- ~ Create graphic org to demonstrate skill
- ~ Anchor charts to use as resources
- ~ Close reading
- ~ Note-taking
- ~ Exit slips and other closure activities to re-state objective

Resources

~ Mini-dells/ Ipads

~ Lucy Calkins writing program

~ Web 2.0 tools

~mentor articles:

Article: "Nutrition in Disguise: What the Midwest Dairy Council Has to Say About Chocolate Milk"

Video: Flavored Milk: Tasty Nutrition (Midwest Dairy Council)

Article: "Chocolate Milk: More Harmful than Healthful"

Link to Video: Sugar Overload

Article: "Sugary Drinks Can Be Unhealthy, But is Cow's Milk Unhealthy, Too?"

-Student choice articles based on second argument piece