**BEFORE THE UNIT - ARGUMENTATIVE ESSAY**

**Standard or Unit Goal:**

RI 1: Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text

RI 2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

W 1: Write arguments to support claims with clear reasons and relevant evidence

SL4: Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts and examples; use appropriate eye contact, adequate volume, and clear pronunciation

|  |  |
| --- | --- |
| **What big ideas are there?** | Students will be writing an argumentative essay.  Students will be identifying an argument and a counterargument.  Students will identify evidence to support their claims. |
| **List of Skills** | * Argument/Counterargument * Thesis Statement * Claims * Introduction Paragraph * Body Paragraph * Evidence * Explanations * Rebuttal Paragraph * Rebuttal * Concluding Paragraph |
| **What is the necessary vocabulary?** | -rebuttal  -claim  -counter-claim  -evidence  -counterargument |
| **Predictable Misunderstanding and Errors** | -the difference between claims to support a thesis and claims to support an argument |
| **Intervention Strategies** | -moving from verbal to written - having students discuss their arguments in full before they start writing them  -begin with topics students are familiar with  -engage students by providing incentives so that students debate in professional attire (similar to Character Conference)  -provide sentence frames  -note cards/sentence strips to for evidence and explanation. |
| **Specific Strategies to Teach Each Concept** | -weekly debates  -pair-share discussions where one partner is the argument and the other is the rebuttal  -provide sentence frames |
| **Other Information** |  |