**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

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| **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
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| **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** |  |