

**WR.1****Unit Overview****Argument Writing**

<b>Text</b>	<p>*“Keep on Reading” (argument model)</p> <p>*“We Need the League” (argument model)</p> <p>“Kids Still Getting Too Much ‘Screen Time’: CDC” by Amy Norton</p> <p>*“Attached to Technology and Paying a Price” by Matt Richtel</p> <p>*“Social Media as Community” by Keith Hampton</p> <p>“Education 2.0: Never Memorize Again?” by Sarah Perez</p>
<b>Number of Lessons in Unit</b>	20 (includes 7 Supplemental Skills Lessons)

\*From *In Common: Effective Writing for All Students*, Collection of All Student Work Samples, K–12, by The Vermont Writing Collaborative with Student Achievement Partners, [http://achievethecore.org/content/upload/Big\\_1\\_DR8.12.pdf](http://achievethecore.org/content/upload/Big_1_DR8.12.pdf). Copyright (2013) by The Vermont Writing Collaborative and Student Achievement Partners. Used with permission.

**Introduction**

In this unit, students are introduced to the skills, practices, and routines of argument writing by working collaboratively with their peers to examine argument models, plan for their writing, and gather evidence. Students independently practice writing and revising and also engage in peer review to revise their work. Throughout the unit, the class will construct an Argument Writing Checklist, which students will use to guide their drafting, review, and finalization. By the end of the unit, students will have produced fully developed arguments.

Students begin the unit by reading two model argument texts, “Keep on Reading” and “We Need the League,” exploring how each writer organizes and expresses his ideas. Using the models as examples, students learn the purpose of argument writing, the key components of an argument, and the importance of considering one’s audience.

Students then analyze the prompt for this unit’s argument writing assignment, which asks them to take a position on whether their school should participate in the national event “Shut Down Your Screen

Week.” In order to build their knowledge on the argument topic and practice the skill of gathering evidence to support claims, students read and analyze four articles that discuss the effects of digital media usage.

After gathering evidence and deciding on a central claim, students learn how to plan their arguments and begin drafting. Students draft their arguments in a nonlinear process, focusing first on developing the supporting claims, evidence, and reasoning in their body paragraphs before composing a clear, engaging introduction and powerful, logical conclusion.

To continue to strengthen their drafts, students engage in peer review and teacher conferences, incorporating constructive feedback into their revisions. Finally, students learn and apply the conventions of the editing process to finalize their arguments. To close the unit, students engage in a brief activity in which they reflect on the writing process, identifying strategies that helped them succeed as well as areas for improvement.

This unit contains a set of supplemental skills lessons, which provide direct instruction on discrete writing skills. Teachers can choose to implement all of these lessons or only those that address the needs of their students. Teachers also have the option of implementing activities from the module’s vocabulary lesson throughout the unit to support students’ comprehension.

Student learning is assessed based on demonstrated planning, drafting, revising, and editing throughout the writing process. At the end of the unit, students are assessed on the effectiveness of their finalized drafts according to the class-generated Argument Writing Checklist.

## Literacy Skills and Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Independently read and annotate text in preparation for evidence-based discussion
- Engage in productive evidence-based discussions about text
- Use vocabulary strategies to define unknown words
- Delineate arguments and explain relevant and sufficient evidence and valid reasoning
- Collect and organize evidence from texts to support claims made in writing
- Plan for writing
- Produce writing that is appropriate to task, purpose, and audience
- Introduce a precise central claim
- Develop claims and counterclaims fairly and thoroughly

- Clarify the relationships among claims, evidence, and reasoning
- Establish and maintain a formal style and objective tone
- Write an effective introduction to an argument
- Write an effective conclusion to an argument
- Independently revise writing
- Independently practice the writing process outside of class
- Engage in constructive peer review
- Use editing conventions to finalize writing
- Use a checklist for self-assessment and peer review of writing

## Standards for This Unit

College and Career Readiness Anchor Standards for Reading	
None.	
CCS Standards: Reading — Literature	
None.	
CCS Standards: Reading — Informational Text	
<b>RI.9-10.8</b>	<b>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.</b>
CCS Standards: Writing	
<b>W.9-10.1.a, b, c, d, e</b>	<p><b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <p><b>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</b></p> <p><b>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</b></p> <p><b>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</b></p> <p><b>d. Establish and maintain a formal style and objective tone while attending to the</b></p>

	<p>norms and conventions of the discipline in which they are writing.</p> <p><b>e. Provide a concluding statement or section that follows from and supports the argument presented.</b></p>
<b>W.9-10.4</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b>
<b>W.9-10.5</b>	<b>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.</b>
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<b>W.9-10.8</b>	<b>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</b>
W.9-10.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “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”).</b></p>
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CCS Standards: Speaking &amp; Listening</b>	
<b>SL.9-10.1.c, d</b>	<p><b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</b></p> <p><b>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</b></p> <p><b>d. Respond thoughtfully to diverse perspectives, summarize points of agreement</b></p>

	and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>CCS Standards: Language</b>	
<b>L.9-10.1.a, b</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> <b>a. Use parallel structure.</b> <b>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</b>
<b>L.9-10.2.a-c</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> <b>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</b> <b>b. Use a colon to introduce a list or quotation.</b> <b>c. Spell correctly.</b>
<b>L.9-10.3.a</b>	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b> <b>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</b>

**Note:** Bold text indicates targeted standards that will be assessed in the unit.

## Unit Assessments

<b>Ongoing Assessment</b>	
Standards Assessed	RI.9-10.8, W.9-10.1, W.9-10.4, W.9-10.5, W.9-10.8, SL.9-10.1.c, d, L.9-10.1.a, b, L.9-10.2.a-c, L.9-10.3.a
Description of Assessment	Student learning is assessed based on demonstrated planning, drafting, revising, and editing throughout the writing process. At the end of the unit, students are assessed on the effectiveness of their finalized drafts according to the class-generated Argument Writing Checklist.

Culminating Assessment	
Standards Assessed	W.9-10.1.a, b, c, e, W.9-10.4, W.9-10.5, L.9-10.1.a, b, L.9-10.2.a-c, L.9-10.3.a
Description of Assessment	Students write a formal, multi-paragraph argument in response to the following prompt:  <b>*Take a position on whether your school should participate in the national “Shut Down Your Screen Week.” Write a multi-paragraph argument to support your position, using evidence from the texts that you read.</b>

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## Unit-at-a-Glance Calendar

Lesson	Text	Learning Outcomes/Goals
1	“Keep on Reading” (argument model)	In this first lesson, students are introduced to argument writing. The lesson begins with introductions to the writing process and to annotation before pairs or small student groups examine an argument model, discussing what they notice about the way the writer organizes the model and appeals to readers. Then, the teacher provides direct instruction on the components of effective argument writing, using the model as an example. Student learning is assessed via participation in a pair or small group activity in which students brainstorm items for the class’s Argument Writing Checklist.
2	“We Need the League” (argument model)	In this lesson, students examine a second argument model and continue discussing what makes an argument effective, focusing in particular on purpose and audience. Student learning is assessed via participation in a pair or small group activity in which students brainstorm items for the class’s Argument Writing Checklist.

Lesson	Text	Learning Outcomes/Goals
3	“Kids Still Getting Too Much ‘Screen Time’: CDC” by Amy Norton	In this lesson, students analyze this unit’s argument writing prompt to determine the writing task. Students also discuss how the purpose and audience influence their understanding of the task. Student learning is assessed via completion of the WR.1 Lesson 3 Prompt Analysis Exit Slip in which students explain in their own words what the prompt requires of them.
4	“Kids Still Getting Too Much ‘Screen Time’: CDC” by Amy Norton	In this lesson, students continue to gather evidence for their arguments by rereading and analyzing the article “Kids Still Getting Too Much ‘Screen Time’: CDC” by Amy Norton. Students answer questions about the article before joining with partners or small groups to discuss how to organize their reading notes and identify the article’s pros and cons related to screen time. Student learning is assessed via a Quick Write at the end of the lesson: Choose the claim that you think is most convincing in the article. What evidence and reasoning are used to support the claim? Explain whether or not the evidence is relevant and sufficient to support the claim.
5	“Social Media as Community” by Keith Hampton	In this lesson, students read and analyze the article “Social Media as Community” by Keith Hampton. Building on skills developed in previous lessons, students form pairs or small groups to read and analyze the article. Student learning is assessed via a Quick Write at the end of the lesson: Choose a specific claim in the text, and assess whether the reasoning is valid and the evidence is relevant and sufficient.
6	None.	In this lesson, students first discuss their Pros and Cons Charts as a class to continue to process the information they read in the source articles. Then, students review the task, purpose, and audience for their argument. At the end of the lesson, students participate in a prewriting activity in order to articulate their thoughts about their supporting claims. Student learning is assessed via participation in the prewriting activity on this unit’s argument prompt.

Lesson	Text	Learning Outcomes/Goals
7	None.	In this lesson, students review the format of a standard outline and draft their own outlines for their individual argument papers. Students who need additional support with articulating or organizing their ideas in their outlines will have an opportunity to meet with the teacher for one-on-one conferences. Student learning is self-assessed via annotations to their outlines, corresponding to the applicable items on the model outline structure.
8	None.	In this lesson, students participate in a jigsaw activity to identify elements of effective body paragraphs in the source texts. Students then draft their own body paragraph to introduce a claim with sufficient evidence and valid reasoning that support the central claim of their argument. Student learning is self-assessed via annotations to their drafts, corresponding to the applicable items on the Argument Writing Checklist.
9	None.	In this lesson, students learn to craft an introduction that establishes the topic and central claim of their argument. Students participate in a jigsaw activity to examine effective introductions from the source texts. Then, students work individually to draft their argument introductions. Student learning is self-assessed via annotations to their drafts, corresponding to the applicable items on the Argument Writing Checklist.
10	None.	In this lesson, students learn to craft a conclusion that follows from and further supports their argument. Students participate in a jigsaw activity to examine effective conclusions from the source texts. Then, students work individually to draft their argument conclusions. Student learning is self-assessed via annotations to their drafts, corresponding to the applicable items on the Argument Writing Checklist.

Lesson	Text	Learning Outcomes/Goals
A	None.	In this lesson, the teacher provides direct instruction on how to paraphrase text from a source, effectively integrate quotations, punctuate integrated quotations, or include proper in-text citations to avoid plagiarism. Students revise their own arguments for well-integrated evidence or proper citations before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.1 Revision Exit Slip: Integrating Evidence.
B	None.	In this lesson, the teacher provides direct instruction on how to address the audience’s knowledge level and concerns or how to identify and use formal style and objective tone. Students revise their own arguments considering audience or style and tone before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.1 Revision Exit Slip: Audience, Style, and Tone.
C	None.	In this lesson, the teacher provides direct instruction on how to implement effective word choice or work with dictionaries and thesauruses to help develop their arguments. Student learning is assessed via the completion of the WR.1 Revision Exit Slip: Working with Words.
D	None.	In this lesson, the teacher provides direct instruction on identifying and using transitional words and phrases or varied syntax. Students revise their own arguments for transitional words and phrases or varied syntax before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.1 Revision Exit Slip: Cohesion and Flow.
E	None.	In this lesson, the teacher provides direct instruction on how to combine sentences using colons and semicolons or how to split sentences. Students revise their own arguments, combining sentences with colons and semicolons or splitting sentences. Student learning is assessed via the completion of the WR.1 Revision Exit Slip: Varying Sentence Length.

Lesson	Text	Learning Outcomes/Goals
F	None.	In this lesson, the teacher provides direct instruction on how to effectively use commas in their writing. Instruction also includes work with repairing run-on sentences and sentence fragments. Students focus on revising their own arguments for commas, run-ons, and fragments before transitioning a peer discussion of revisions. Student learning is assessed via the completion of the WR.1 Revision Exit Slip: Ensuring Sentence Accuracy.
G	None.	In this lesson, students learn how to effectively incorporate parallel structure or varied phrases into their writing. Students revise their own argument before participating in a peer discussion of their individual revisions. Student learning is assessed via the completion of the WR.1 Revision Exit Slip: Adding Variety and Interest.
11	None.	In this lesson, students participate in a peer review activity during which they offer constructive feedback to their classmates about their arguments. Students use the Argument Writing Checklist to guide feedback and revisions. Students may also meet in one-on-one teacher conferences to receive feedback on their drafts. Student learning is assessed via completion of the WR.1 Lesson 11 Peer Review Exit Slip.
12	None.	In this lesson, students review common editing symbols and then edit their drafts individually. Students then review the proper formatting for a Works Cited page in a class discussion in order to finalize their arguments. Student learning is assessed via changes made during the editing process.
13	None.	In this brief activity, students reflect on the writing process, identifying strategies that helped them succeed as well as areas for improvement.

## Preparation, Materials, and Resources

### Preparation

- Read and annotate the argument models (see page 1).
- Read and annotate source articles (see page 1).
- Review the Short Response Rubric and Checklist.
- Review all unit standards.

### Materials and Resources

- Copies of argument models (see page 1)
- Copies of source articles (see page 1)
- Chart paper
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Copies of handouts and tools for each student: see materials list in individual lesson plans
- Copies of the Short Response Rubric and Checklist