WR.1 ARGUMENT | Lesson 1 Argument Model

Introduction

Over the course of this unit, students learn how to write formal arguments by working collaboratively with their peers to examine argument models, plan for their writing, and gather evidence. Students will practice writing independently and engage in peer review to revise their work. By the end of the unit, each student will have written a fully developed argument.

In this first lesson, students are introduced to argument writing. The lesson begins with an introduction to the writing process and to annotation. Then, student pairs or small groups examine an argument model and discuss what they notice about the way the writer organizes the model and appeals to readers. The teacher then 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.

For homework, students respond briefly in writing to the following question: What might have been the prompt for the argument model "Keep on Reading"? Give three reasons to support your answer.

ⓘ Based on students' familiarity with arguments and argument writing, this lesson may extend beyond one class period.

Standards

Assessed Standard(s)	
SL.9-10.1.c, d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
	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.
	d. Respond thoughtfully to diverse perspectives, summarize points of agreement 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.
Addressed Standard(s)	
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply *grades 9–10 Reading standards* 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").

Assessment

Assessment(s)
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. ⓘ If individual accountability is desired, consider having each student use a different colored marker when adding an item to the pair's or group's chart paper.
High Performance Response(s)
A High Performance Response should: • Demonstrate participation in brainstorming for the pair's or group's Argument Writing Checklist (e.g., the student recorded an item on the pair's or group's chart paper). • Record an item that is concise, specific, and actionable (e.g., Does my response use relevant and sufficient evidence to support my claims?).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• tentatively (adv.) – uncertainly; not definitely or positively; hesitantly • exemplifies (v.) – shows or illustrates by example • recurrently (adv.) – occurring or appearing again, especially repeatedly or periodically • avid (adj.) – showing great enthusiasm for or interest in

Vocabulary to teach (may include direct word work and/or questions)
• None.
Additional vocabulary to support English Language Learners (to provide directly)
• pupils (n) – children or young people who are being taught; students
• shimmering (adj.) – shining with a light that seems to move slightly
• envision (v.) – to picture in your mind
• solid (adj.) – having a strong basis; good and dependable
• accompany (v.) – to be included with (something)

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: SL.9-10.1.c, d, W.9-10.1, W.9-10.9.b	
• Text: "Keep on Reading" (argument model)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Introduction to Annotation	2. 10%
3. Reading and Discussion	3. 40%
4. Components of Effective Argument Writing	4. 25%
5. Group Assessment: Argument Writing Checklist	5. 15%
6. Closing	6. 5%

Materials

- Copies of argument model "Keep on Reading" for each student
- Copies of the Argument Visual Handout for each student
- Chart paper for pairs or student groups
- Markers of various colors (optional)

ⓘ Consider numbering the paragraphs of "Keep on Reading" before the lesson.

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	**Percentage indicates the percentage of lesson time each activity should take.**
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
🗨	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda   5%

Begin by reviewing the goal of this unit. Explain that over the course of this unit, students will compose a formal argument. Explain that they will participate in focused argument writing instruction and practice, which will help them develop and strengthen the skills required to craft arguments that support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Explain that the writing process is iterative, which means that students frequently reassess their work or their thinking in order to make it more precise. Explain that writing is a process that takes many forms and students can accomplish it through a variety of methods. Though there are many different ways to approach the writing process, they all involve multiple drafts and revisions. Inform students that they will draft, revise, peer review, and edit throughout this unit to create a well-crafted argument.

Review the agenda for this lesson. In this lesson, students read an argument model, discussing what they notice about how the writer organizes the argument and appeals to readers. Through direct instruction and discussion, students explore the components of effective argument writing using the model as an example. Students then begin to brainstorm items for a class-wide Argument Writing Checklist.

 ▸ Students look at the agenda.

Activity 2: Introduction to Annotation   10%

ⓘ If students have completed WR.2 or WR.3, then this activity should be either skipped or reviewed as necessary.

ⓘ The following activity addresses the expectations of W.9-10.9.b.

Explain to students that they will mark texts throughout the unit as they read, beginning with their reading and discussion of the argument model "Keep on Reading." Discuss the importance of marking the text by asking students to Think, Pair, Share about the following question:

What are some purposes for marking the text?

🗨 Student responses may include:

Marking the text helps readers:

- o Focus on and remember what they are reading by recording their thoughts about the text
- o Keep track of important ideas or observations about the text
- o Mark sections that are surprising or illuminating
- o Keep track of unfamiliar words and/or familiar words used in an unfamiliar way
- o Keep a record of their thoughts about the text, including thoughts on content and style
- o See how the writer organized his or her thoughts on a topic
- o Question the text or make connections between ideas
- o Interpret the ideas in the text
- o Identify specific components of effective writing (e.g., an engaging introduction, a clear claim, etc.) that readers may want to use in their own writing

Explain to students that marking the text, or *annotation*, is a skill for reading closely. Explain that it is important for students to include short notes or labels about their thinking along with any underlining, circling, or boxing when they annotate the text. Annotation provides an opportunity for students to keep a record of their thinking, and short notes or labels help students remember their thinking when they revisit a text. Explain to students that their annotations may focus on different elements of a text depending on the purpose of their reading. Explain that annotating the argument models in this lesson and Lesson 2 will help them identify and analyze the components of effective argument writing, preparing them to purposefully use these components in their own writing.

Activity 3: Reading and Discussion   40%

Instruct students to form pairs or small groups. Distribute a copy of the argument model "Keep on Reading" to each student. Inform students that this is a real, student-written argument. Explain to students that the model includes some typos and grammatical mistakes, but the goal of reading and discussing this model is to identify the effective elements of the argument.

Explain to students that in this unit, they will learn new vocabulary specific to the writing process and to the texts they read. Instruct students to keep track of new vocabulary by recording it in a vocabulary journal. Students should divide the vocabulary journal into three sections, one for each of the following categories: "argument terms," "writing terms," and "academic vocabulary."

ⓘ **Differentiation Consideration**: Consider informing students that "argument terms" refer to the words they will encounter in this unit that describe aspects of an argument writing assignment or the process of writing it, including "claim," "evidence," "reasoning," etc. (Students encounter and define these words later in this lesson.) "Writing terms" are words that refer to writing in general and may include techniques, grammatical features, and elements of writing. "Academic vocabulary" refers to the words that students may encounter in their reading and research that frequently appear in academic texts and dialogues. If students struggle to determine the appropriate category for the vocabulary provided in this lesson, consider explaining to students which words should be added to which category.

Provide students with the following definitions: *tentatively* means "uncertainly; not definitely or positively; hesitantly," *exemplifies* means "shows or illustrates by example," *recurrently* means "occurring or appearing again, especially repeatedly or periodically," and *avid* means "showing great enthusiasm for or interest in."

ⓘ Students may be familiar with these words. Consider asking students to volunteer the definitions before providing them to the class.

▸ Students write the definitions of *tentatively, exemplifies, recurrently,* and *avid* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration**: Consider providing students with the following definitions: *pupils* means "children or young people who are being taught; students," *shimmering* means "shining with a light that seems to move slightly," *envision* means "to picture in your mind," *solid* means "having a strong basis; good and dependable," and *accompany* means "to be included with (something)."

▸ Students write the definitions of *pupils*, *shimmering*, *envision*, *solid*, and *accompany* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration:** If necessary to support comprehension and fluency, consider using a masterful reading of the model for the lesson.

Instruct students to read the argument model in their pairs or groups. Instruct students to annotate the model for items they find interesting and engaging, such as an unusual word choice, beautiful phrase, illuminating analysis, or surprising fact.

After students read and annotate the model, post or project the following set of questions for students to discuss before sharing out with the class. Instruct students to annotate the model for how the writer organizes the argument as they discuss each question, remembering to include short notes or labels to record their thinking.

ⓘ **Differentiation Consideration**: If the skill of annotation is new or challenging to students, consider posting or projecting the text and asking student volunteers to share their annotations for how the writer organizes the paper. Consider posting or projecting the volunteered annotations.

What is the writer's central claim?

- 🗩 The central claim is that the writer's school should continue the program of daily silent reading during school hours.

- ⓘ **Differentiation Consideration**: If students struggle to identify the central claim, consider providing students with the following definition: a *central claim* is "an author or speaker's main point about an issue."

  - ▸ Students write the definition of *central claim* in the appropriate section of their vocabulary journals.

- ⓘ Consider informing students that the writer of the model is male, so during discussion, they may refer to the writer as "he."

Describe how the writer organizes the ideas in his paper.

- 🗩 The writer first expresses the larger, main idea that maintaining silent reading in class "is a very good idea" (par. 1). Then, the writer gives several reasons why silent reading is beneficial for students. Each reason has its own paragraph. At the end, the writer repeats his idea that silent reading is important and that his school should continue the practice.

- ⓘ Consider identifying for students that the first paragraph is the *introduction*, the last paragraph is the *conclusion*, and the paragraphs in the middle are *body paragraphs*.

Paraphrase the claim in each body paragraph. Underline the sentence that introduces the claim in each body paragraph.

- 🗩 Student responses should include:

  - o In paragraph 2, the writer claims that silent reading in class is good for students—especially busy students—because they can use that time to do assigned reading. Underline "The first reason why reading is [sic] class is a good idea is because it helps get some of our required silent reading done."
  - o In paragraph 3, the writer claims that silent reading can help struggling readers. Underline "There are people who say that silent reading doesn't help low level readers, but it [sic] reality, it actually helps a lot."
  - o In paragraph 4, the writer claims that silent reading can help students prepare for taking standardized tests. Underline "Silent reading is not only fun, it paves way [sic] for tests—no one is allowed to read out loud or have questions read to them during a test."
  - o In paragraph 5, the writer claims that choosing what to read during silent reading can help students prepare for their future. Underline "Not only is silent reading useful, it allows students to choose what they want to read, which in turn can help their future."

ⓘ **Differentiation Consideration**: If students struggle to paraphrase the claims, provide students with the following definition: a *claim* is a statement about an issue or topic.

▸ Students write the definition of *claim* in the appropriate section of their vocabulary journals.

How does the information in each body paragraph connect to the central claim from the introduction?

💬 Although the writer presents a different claim in each body paragraph and gives a lot of details that support each claim, the claims and details in each paragraph all support the central claim from the introduction that silent reading is a good practice to continue in class at his school.

How does the writer appeal to his audience?

💬 Student responses may include:

o The writer appeals to his readers by giving realistic examples of students (e.g., Anne and KC) who would benefit from continuing silent reading in school.

o The writer appeals to his readers by mentioning professionals (e.g., James McNair, Chow & Chou, and the National Center for Educational Statistics) whose studies about reading support his claim that continuing silent reading "is a very good idea" (par. 1).

ⓘ Consider informing students that appealing to the audience is a rhetorical strategy used to make an argument more persuasive.

In writing, what does *style* mean? Is the writer's *style* in the model formal or informal? Use textual evidence to support your answer.

💬 Student response should include:

o *Style* is the way a writer expresses the content he or she is trying to communicate. *Style* refers to the type of language (e.g., formal or informal) a writer uses.

💬 Student responses may include:

o The writer's style is formal, because he does not use conversational words. Instead, in some places the writer uses vocabulary that seems more academic and less like talking to a friend. Examples include the words "Therefore" (par. 1), "Envision" (par. 2), "comprehend" (par. 3), and "ensures" (par. 4).

o The writer's style is formal. Even though he is giving his opinion, he does not make the essay personal. When he explains why silent reading should be continued at his school, he does not write, "I think." For example, he writes, "Silent reading is not only fun, it paves way [sic] for tests" (par. 4).

    o   The writer's style is informal, because he uses contractions throughout the paper, including "we've," "it's," "don't" (par. 1), "can't," and "there's" (par. 2).

ⓘ **Differentiation Consideration**: If students struggle, consider providing students with the following definitions: *style* means "how the writer expresses content," *formal* means "suitable for serious or official speech or writing," and *informal* means "relaxed in tone; not suitable for serious or official speech or writing."

    ▸ Students write the definitions of *style*, *formal*, and *informal* in the appropriate section of their vocabulary journals.

Lead a brief whole-class discussion of student responses.

Activity 4: Components of Effective Argument Writing   25%

ⓘ The following activity addresses the expectations of W.9-10.1.

Remind students that in this unit, they learn how to plan, draft, and revise their own arguments. Instruct students to Turn-and-Talk about the following question:

Considering what you have written in the past and your exploration of the model in this lesson, how would you describe the purpose of an argument?

    🗩 The purpose of an argument is to persuade someone to agree with a particular idea.

Explain to students that the purpose of writing an argument is to convince an audience to accept a perspective. Explain that an argument is a logically organized composition of precise claims about an issue. Inform students that argument writing differs from both informative writing, which adds to or enriches comprehension of a concept by conveying information accurately, and narrative writing, which tells a story, either real or imagined.

ⓘ **Differentiation Consideration**: If necessary, provide students with the following definition: *purpose* means "an author's reason for writing."

    ▸ Students write the definition of *purpose* in the appropriate section of their vocabulary journals.

ⓘ For clarity, it may be helpful to refer to the explanation of the difference between argument and informational writing in the CCSS Appendix A (p. 23): "Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her

to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification."

Post or project the questions below. Remind students to draw on their work with the model in this lesson as well as their previous experiences with argument writing. Instruct students to Turn-and-Talk about the following questions:

What is the writer's purpose in the model?

🗨 The writer's purpose in the model is to convince readers to accept his perspective that daily silent reading in school "is a very good idea" (par. 1), and the school should continue the program.

What are the components of an argument?

🗨 Student responses should include:

- An argument is composed of claims, a central claim and supporting claims, about an issue.
- An argument includes evidence and reasoning to support the claims.
- An argument also includes counterclaims that refute the claim.

ⓘ **Differentiation Consideration:** If students struggle to name the components of an argument, consider asking the following support questions. If students continue to struggle, consider identifying an example for each term:

What is a *claim*?

🗨 A *claim* is a statement about an issue or topic.

Describe what a *central claim* is and what a *supporting claim* is. Give an example from the model for each.

🗨 Student responses should include:

- A *central claim* is the writer's main idea about an issue. It expresses the writer's key perspective on the issue. In the model, the writer's central claim is that his school should continue the program of daily silent reading during school hours.
- A *supporting claim* is a statement that is related to the same issue as the central claim. *Supporting claims* develop and advance the central claim. In the model, one of the writer's supporting claims is that silent reading helps struggling readers.

What do writers use to support their claims? Give examples from the model.

🗨 Student responses should include:

- o Writers support their claims by using *evidence*, like facts and examples that are clearly related to the claims. Evidence is necessary for informing readers because it gives readers proof that the claims are supported with facts. An example of evidence in the model is the information from research evaluation by Chow & Chou about silent reading improving 9th graders' reading skills (par. 3).
- o Writers use *reasoning* to explain how the evidence connects together and how the evidence supports the claims. An example of reasoning in the model is the way the writer explicitly connects the research evaluation by Chow and Chou to the claim that having time to read in class is beneficial (par. 3).

What familiar words are in the term *counterclaim*? How do these words and the context of argument writing help you understand what a *counterclaim* is?

💬 Student responses should include:

- o The word *counter* is in *counterclaim*, and when something is *counter* to something else that means it is against or opposing something else.
- o The word *claim* is in *counterclaim*, and a claim is a statement about a topic.
- o In the context of argument writing, a *counterclaim* is a statement that goes against the writer's other claims, like the central or supporting claims. A *counterclaim* shows a side of the argument that is against the side that the writer supports.

What is an example of a *counterclaim* in the model? What claim does it oppose?

💬 The writer includes the counterclaim that "There are people who say that silent reading doesn't help low level readers," which opposes the writer's supporting claim that "[in] reality, [silent reading] actually helps a lot" (par. 3).

Display and distribute a copy of the Argument Visual Handout to each student.

Explain to students that this handout shows the relationships among the components of an argument. This handout also includes the terms and definitions used to describe the components of an argument, which students just reviewed. Explain to students that an effective argument incorporates all of these components in a logically organized way.

ⓘ If necessary, explain to students that the Argument Visual Handout is a visual representation of the key components of an argument. It is not a graphic organizer intended for students to use as a tool.

As necessary, review the definitions of the argument terms with students, demonstrating how they relate to each other in an argument using the handout.

▸ Students follow along with the Argument Visual Handout.

ⓘ Consider informing students that they will explore these terms and definitions further in Lessons 2–5.

Explain to students that when writing an argument, the writer first engages the reader and introduces a central claim. The writer then develops the central claim with supporting claims, valid reasoning, and relevant and sufficient evidence. After developing claims and counterclaims fairly and thoroughly, the writer concludes with a statement or section that supports the central claim.

ⓘ **Differentiation Consideration:** If necessary to support comprehension, consider providing students with the following definitions: *valid* means "sound; well-founded; logical," *relevant* means "relating to a subject in an appropriate way," and *sufficient* means "adequate for the purpose; enough."

> ▸ Students write the definitions of *valid*, *relevant*, and *sufficient* in the appropriate section of their vocabulary journals.

ⓘ Students will learn how to develop their own arguments with claims, counterclaims, evidence, and reasoning in Lessons 8–10.

Activity 5: Group Assessment: Argument Writing Checklist   15%

ⓘ The following activity addresses the expectations of W.9-10.1.

Explain that in this unit, students will work together as a class to build the elements of an Argument Writing Checklist. As students learn more about argument writing, they will continue adding items to the class's Argument Writing Checklist. Students will use this checklist as a guide while drafting, revising, and finalizing their arguments. In this lesson, students begin brainstorming ideas for items for the checklist. In the next lesson, the class will come to a consensus on what items to begin adding to the Argument Writing Checklist.

Explain that the Argument Writing Checklist is structured with yes-or-no questions that begin with "Does my response …" Items on the checklist should be concise, specific, and actionable. Post or project the following examples:

- **Example 1:** Does my response express to the reader what my argument topic is about?

- **Example 2:** Does my response introduce a precise central claim?

Explain that the first example is too long and unclear. The phrase "what my argument topic is about" can be communicated with fewer words. The phrase "express to the reader" is not actionable, because it is not clear what the student should do to fulfill this item. The second example is precise and tells the student exactly what he or she needs to do to be able to check this item off the list.

Explain that the assessment for this lesson requires students first to individually brainstorm items that they believe should be included on the class's Argument Writing Checklist and then collaborate in pairs or small groups to record their items on a piece of chart paper that will remain in the classroom for the next lesson. Remind students to use this lesson's discussions about the model and the components of effective argument writing (i.e., argument terms) to inform their thinking as they brainstorm items.

Instruct students to individually brainstorm items for the class's Argument Writing Checklist using a piece of paper to record their ideas.

▸ Students individually brainstorm items for the class's Argument Writing Checklist.

Instruct students to form pairs or small groups to discuss their individual ideas and decide what items to add to their chart paper. Remind students to focus on developing checklist items that directly address the components of effective argument writing.

▸ Students work in pairs or small groups to discuss and decide on items appropriate for the class's Argument Writing Checklist. Each student records an item on the chart paper.

🗨 Student responses may include:

   o Introduce a precise central claim?
   o Develop supporting claims that reinforce or advance the central claim?
   o Use relevant and sufficient evidence to support my claims?
   o Use valid reasoning to demonstrate clear relationships between claims and evidence?
   o Develop counterclaims fairly?

ⓘ Chart paper is not necessary for this activity. Groups may brainstorm on loose leaf paper. If students use loose leaf paper, consider collecting each group's list at the end of the activity in order to re-distribute them to each group again in the next lesson.

ⓘ If individual accountability is desired, consider having each student use a different colored marker when adding an item to the pair's or group's chart paper.

Activity 6: Closing   5%

Display and distribute the homework assignment. For homework, instruct students to respond briefly in writing to the following question:

What might have been the prompt for the argument model "Keep on Reading"? Give three reasons to support your answer.
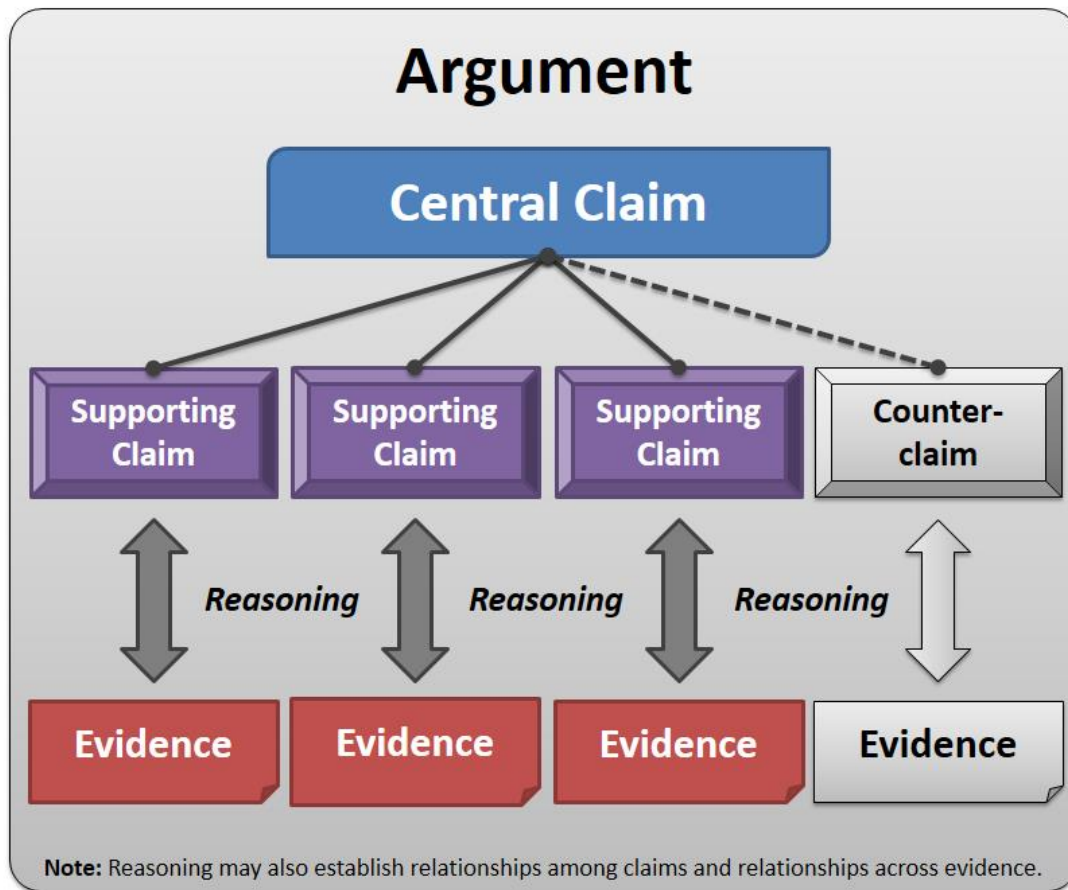
▸ Students follow along.

Homework

Respond briefly in writing to the following question:

What might have been the prompt for the argument model "Keep on Reading"? Give three reasons to support your answer.

Argument Visual Handout

- **Argument:** The organized collection of clear, definite claims about a topic, including enough evidence that is related to the topic, and logical reasoning

- **Central Claim:** An author or speaker's main point about an issue

- **Supporting Claim:** Smaller, related points that develop or advance the central claim

- **Counterclaim:** A statement that opposes another claim

- **Evidence:** The facts, events, and ideas that support the claims of an argument

- **Reasoning:** The logical relationships among ideas, including relationships among claims and relationships across evidence