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Grade: 9-12	ESL Units of Study Semester 2 English Language Arts	Unit 6
Crafting an Argument Number of Instructional days: 4 Weeks (1 Week=230 Minutes)		

Overview

To support students in crafting their own persuasive speech, they will read a variety of complex argumentative works, especially American speeches and essays. Students will then create their own research questions, gather and synthesize sources, and determine their own clear and distinct perspective based on their research findings. Finally, students will present information, findings, and supporting evidence in a persuasive speech that demonstrates command of English grammar and conventions.

Teachers should provide students with a variation of speech models. This exposure should lead into research and writing activities. Through independent study and collaboration with peers, this writing should then transfer into a well-developed, effective persuasive speech.

This unit is taught at this time of the year because it builds upon the rhetorical skills evident in the previous unit. Students should now have the skills to perform a persuasive speech and display their ability to sort through a number of research materials.

As with all units aligned to the Common Core State Standards, English Learners should read and be exposed to texts with an appropriate range of complexity. Teachers maintain high expectations by engaging students in tasks that provide high challenge with appropriate support. Activities are robust but flexible enough to allow multiple entry points for all students regardless of where they start. Teachers should continually integrate the WIDA model performance indicators to support instruction of English Learners. Additionally, when writing and speaking in discussions, students will use academically challenging vocabulary.

Reading Anchor Standard

[CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.](#)

Writing Anchor Standard

[CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.](#)

[CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.](#)

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CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Speaking and Listening Anchor Standard

CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Language Anchor Standard

CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCRA.L.3 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.

Concepts to Be Learned and Skills to Be Used

- DEVELOP and STRENGTHEN **writing** as needed by **planning, revising, editing, rewriting**, or trying a new approach.
 - FOCUS on addressing what is most significant for a **specific purpose and audience**.
 - (EDITING for **conventions** should DEMONSTRATE **command of Language standards 1–3** up to and including grades 11–12 on page 54 [of the full ELA Common Core State Standards document].)
- CONDUCT short as well as more **sustained research projects**.
 - ANSWER a **question** (including a self-generated question) or solve a problem.
 - NARROW or BROADEN the **inquiry** when appropriate.
 - SYNTHESIZE **multiple sources** on the subject.
 - DEMONSTRATE **understanding** of the **subject** under investigation.
- GATHER **relevant information** from **multiple authoritative print and digital sources**,
 - USE advanced **searches effectively**.
 - ASSESS the **strengths** and **limitations** of each **source** in terms of the task, purpose, and audience.
 - INTEGRATE **information** into the text **selectively** to maintain the flow of ideas,
 - AVOID **plagiarism** and overreliance on any one source and following a standard format for citation.
- PRESENT **information, findings, and supporting evidence**.
 - CONVEY a **clear and distinct perspective**, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- DEMONSTRATE **command** of the conventions of **standard English grammar and usage** when writing or speaking.

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- RESOLVE issues of **complex or contested usage**.
- CONSULT **references** (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
- APPLY knowledge of language to **understand how language functions in different contexts**.
 - MAKE **effective choices** for meaning or style.
 - COMPREHEND more **fully** when reading or listening.
 - VARY **syntax** for effect, **consulting references** (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Essential Questions

- How can diverse perspectives of different authors strengthen arguments made in speeches?
- How does effective research enhance an understanding of the subject under investigation?
- What rhetorical techniques can a speaker use to convey a clear and distinct perspective?

Assessment

Task Name: [Cite Strong Textual Evidence To Support Analysis](#)

Written Curriculum

Standards that are the **Focus** in the Unit of Study:

Writing Standards

Production and Distribution of Writing

[W.11-12.5](#) 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54 [of the full ELA Common Core State Standards document].)

- W.9-10.5 standard is identical to grades 11-12

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Research to Build and Present Knowledge

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.5 standard is identical to grades 11-12

W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- W.9-10.8. 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.

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Speaking and Listening Standards

Presentation of Knowledge and Ideas

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

- o SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Language Standards

Conventions of Standard English

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- o L.9-10.1. Standard is identical to grades 11-12
 - b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
 - 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.

Knowledge of Language

L.11-12.3 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.

- o L.9-10.3. Standard is identical to grades 11-12
 - a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
 - a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

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Standards that **Reinforce/Support** the Unit of Study Focus Standards:

Reading Standards for Informational Text

Key Ideas and Details

[RI.11-12.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

- RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Integration of Knowledge and Ideas

[RI.11-12.7](#) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

- RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

[RI.11-12.9](#) Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Writing Standards

Text Types and Purposes

[W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.9-10.1. standard is identical to grades 11-12
 - [a.](#) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s).

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counterclaims, reasons, and evidence.

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. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

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.

c. Use words, phrases, and clauses as well as varied syntax 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.

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.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

d. 9-10 standard is identical to grades 11-12

Production and Distribution of Writing

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
(Grade-specific expectations for writing types are defined in standards 1–3 above.)

- o W.9-10.4. standard is identical to 11-12

Standards that **Recur** in the Unit of Study:

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Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

[RI.11-12.10](#) By the end of grade 11 read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

- RI.9-10.10 standard is identical to grades 11-12

Writing Standards

Range of Writing

[W.11-12.10](#) 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.

- W.9-10.10 standard is identical to grades 11-12

Speaking and Listening Standards

Presentation of Knowledge and Ideas

[SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 [of the full ELA Common Core State Standards document] for specific expectations.)

- SL.9-10.6 standard is identical to grades 11-12 (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)

Language Standards

Vocabulary Acquisition and Use

[L.11-12.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.9-10.6 standard is identical to grades 11-12

Clarifying the Standards

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Key =

RL	Reading Standards for Literature	W	Writing Standards
RI	Reading Standards for Informational Text	SL	Speaking & Listening Standards
RF	Foundational Skills	L	Language Standards

RL No standards in this unit.

RI No standards in this unit.

RF N/A

W 11-12.5: Students at all secondary levels are expected to plan, revise, edit, and rewrite in order to develop and strengthen writing, as well as consider new approaches based on specific concerns related to purpose and audience. (See grade-specific expectations for editing conventions as outlined in Language standards 1-3.) **In grade 11-12, this skill will be further developed through more practice.**

W 11-12.7: Students at all secondary levels are expected to answer questions (including self-generated questions) by conducting short term and long term research projects in which they will choose when to narrow or expand their research, synthesize relevant sources, and demonstrate an understanding of the subject. **In grade 11-12, this skill will be further developed through more practice.**

W 11-12.8: In grades 9-10, students are expected to collect relevant and reliable information by effectively utilizing search engines to find and determine the usefulness of multiple print and digital sources; synthesize researched information into their own writing to aid the flow of ideas, avoid plagiarism, and adhere to proper citation formatting. **In grade 11, this skill will be further developed to determine a source's strengths and weaknesses for a given task, purpose, and audience. Additionally, they will synthesize researched information to avoid relying too heavily on any one source.**

SL 11-12.4: In grades 9-10, students will be expected to present information, findings, and evidence concisely and logically. Consider audience and purpose when making decisions about organizing lines of reasoning and style. **In grade 11, this skill will be further developed to present a distinct point of view and address alternate or opposing perspectives. Consider audience, purpose, and a range formal and informal tasks when making decisions about organizing lines of reasoning and style.**

L 11-12.1 Students at all secondary levels are expected to write and speak by correctly utilizing conventions of standard English.
b.) grades 9-10, students are expected to vary their writing and presentations by incorporating various types of phrases and clauses. **In grade 11, this skill will be further developed by engaging with complex or contested usages of words or phrases and consult reference materials as needed.** This skill will be addressed in further depth in grade 12.

L 11-12.3 Students at all secondary levels are expected to become more aware of

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instances in which different contexts call for different language functions; make effective choices for meaning and style, and to comprehend more fully when reading and listening.

a.) In grades 9-10, students are expected to consult a style manual that is appropriate to a task or project. **In grade 11, this skill is developed by varying syntax for effect, consulting references as needed and applying this knowledge toward the study of complex texts.** This skill will be addressed in further depth in grade 12.

Resources: References to Appendices A, B, and C and Other Resources

EDGE Level C
Unit 6: Elements of Persuasion
Pgs. 540-602

Literature and Thought Series Unit 6 Resources

The Three Branches of Government:

Great Presidential Speeches (Speech) Pg. 54

The Sword and the Robe –Thurgood Marshall (Speech) pg. 129

We The People:

The Fourth of July and Slavery –Frederick Douglas (Speech) pg. 68

Give me Liberty or Give me Death –Patrick Henry (Speech) pg. 55

Individual Rights:

Declaration of Conscience –Margaret Chase Smith (Speech) pg. 24

The Spirit of Liberty –Judge Learned Hand (Speech) pg. 50

[Appendix A: Research Supporting Key Elements of the Standards ad](#)

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Glossary of Key Terms

See page 23

Argument

Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

See page 29

Progressive Language Skills in the Standards

While all of the Standards are cumulative, certain Language skills and understandings are more likely than others to need to be retaught and relearned as students advance through the grades. Beginning in grade 3, the Standards note such “progressive” skills and understandings with an asterisk (*) in the main document; they are also summarized in the table on pages 29 and 55 of that document as well as on page 34 of this appendix. These skills and understandings should be mastered at a basic level no later than the end of the grade in which they are introduced in the Standards. In subsequent grades, as their writing and speaking become more sophisticated, students will need to learn to apply these skills and understandings in more advanced ways.

The following example shows how one such task—ensuring subject-verb agreement, formally introduced in the Standards in grade 3—can become more challenging as students’ writing matures. The sentences in the table below are taken verbatim from the annotated writing samples found in Appendix C. The example is illustrative only of a general development of sophistication and not meant to be exhaustive, to set firm grade-specific expectations, or to establish a precise hierarchy of increasing difficulty in subject-verb agreement.

Appendix B: Text Exemplars and Sample Performance Task

JFK Inaugural

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Obama Race Speech
Declaration of Independence
Paine, Thomas. *Common Sense*
Fourth of July Speech by Frederick Douglass
Ballot to Bullet
Malcolm X

[Appendix C: Samples of Student Writing](#)

Appendix C does not include 11th grade samples.

Terminology:

Key Terms

Plagiarism
Synthesize

Challenging Concepts

During research, students often struggle with evaluating multiple sources critically to develop a clear and logical point of view of their own. Students tend to accept all easily accessed sources. In order to encourage the students to actually analyze sources for relevance and bias, teachers could assign an annotated reference list as a part of the research process. On the annotated reference list, students would be required to summarize the sources information, evaluate its validity and create a thesis that synthesizes the research.

Online Resources:

- Multicultural Resources <http://www.edchange.org/multicultural>
- <http://medialiteracyproject.org/>
- Dual Language: <http://www.dlenm.org/>
- <http://www.aps.edu/academics/common-core-state-standards/ccss-resources-1>

WiDA: <http://www.wida.us/standards/eld.aspx>

www.americanrhetoric.com

www.rhetoric.byu.edu

Additional Resources

Lunsford, Andrea A. *Everything is an Argument*

The standards listed below include all the CCSS linked to this Unit of Study. The list does not distinguish among FOCUS, SUPPORTING and RECURRING standards in this Unit of Study.

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