

ENL UNIT PLAN

Introduction to Argumentative Writing

**By Luis Colón
EDDN 634
Professor Cowin**

<p style="text-align: center;"><u>UNIT FOUR: INTRODUCTION TO ARGUMENT</u> Quarter 2: Weeks 6-10</p>

Next Generation ELA Standards

Reading Standards

9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.

- **RH1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
- **RST1:** Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.

9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text.

- **RH2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
- **RST2:** Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.

9-10R8: Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient

- **RH8:** Analyze the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- **RST8:** Assess the extent to which the reasoning and evidence in a source support the author's claim or a recommendation for solving a scientific or technical problem.

Writing Standards

9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- **9-10W1a:** Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counter claim(s), reasons, and evidence.
- **9-10W1b:** Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.
- **9-10W1c:** Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.
- **9-10W1d:** Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.
- **9-10W1e:** Provide a concluding statement or section that explains the significance of the argument presented.
- **9-10W1f:** Maintain a style and tone appropriate to the writing task.

9-10W7: Gather relevant information from multiple 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; avoid plagiarism and follow a standard format for citation.

- **WHST7:** Draw evidence from informational texts to support analysis, reflection, and Research

ESL Learning Standards

Standard 1: Students will listen, speak, read, and write in English for information and understanding.

Standard 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.

Unit Introduction

As high school students in my district, there is a shift in curricular focus from how students are taught English / Language Arts in the lower grades (which follow the Teachers College Reading and Writing Workshop Curriculum) to one that is designed to prepare students for the demands of the New York State Regents Exam. I specifically chose these articles and designed these activities for my groups of students since I have classes with many athletes who play competitively and many of which have hopes of playing sports in college. The argumentative question “Should college athletes be paid as professional athletes are?” asks students to consider where and if a line should be drawn between what is considered professional sports and what is not since a lot of money is made from college sports through admission to games, merchandising and even airtime on television and radio.

Many of my ENL students are on the school soccer team which just won the State Championship or play outside of school on travel teams. They show passion for sports and many have played competitively since they were very young. Their passion for sports caused me to reflect and reconsider which argumentative topic to use with my group this year and I was excited to put it into action.

Essential Questions

- What is an argument?
- What makes a good argument?
- Where do we see arguments in our day to day lives?
- What is the intended audience of argumentative writing?
- What literary techniques do good writers use to convince their audience?
- How do I select effective evidence to support the claims I am making?
- How is argumentative writing similar and/or different to other styles of writing?
- What are the different mediums of argumentative writing in the modern day?

End of Unit Assessment (Performance Task)

Argumentative Essay

Main Objectives

By the end of the unit, students will be able to...

- Define the academic language of argument writing: Claim, Counterclaim, Argument, etc.)
- Become familiar with and utilize argumentative conventions in their writing
- Cite textual evidence from multiple texts that supports and refutes the argument that the writer is intending to deliver to their audience

- Analyze how writers use the elements of Ethos, Pathos, and Logos when supporting their claims in their writing
- Analyze how writers explain evidence that they have gathered through research to support their claims
- Revise and edit their written work to create a final draft that includes the conventions of argumentative writing as well as the structure and organization of a final draft

Critical Thinking Questions (Bloom's)

- Interpret texts from different authors on the same subject matter by analyzing textual evidence, identifying who the intended audience is, and analyzing how the author uses rhetorical devices to support their claims
- Evaluate how effective an argument is based on source material, validity of sources, and voice of the author of the text
- Analyze the typical language of argumentative writing and determine what the intended purpose behind the author's use of specific diction in their writing
- Discuss in either pairs or groups how the evidence found in argumentative articles supports the claims that the author is attempting to make in their writing
- Appraise argumentative evidence based on the credibility of the source material, quality of textual evidence cited, and validity of that textual evidence
- Compile evidence from various sources that reflect both evidence that supports our claim and evidence that refutes our claims.
- Compile and organize evidence for an in-class debate that effectively and strongly supports the claims that student groups are defending.

CENTRAL TEXTS

Central Texts	Paired Texts	Paired Film
“Students Who Lose Recess are the Ones Who Need It Most” (Link)	“School Suspensions Don’t Work. It’s Time for Something Better” (Link)	
“The Surprising Truth About Discipline in Schools” (Link)	“How One Middle School Cut Discipline Referrals By 98 Percent in Just One Year” (Link)	
“Should Athletes Be Paid to Play?” (Link)	“College Athletes are Being Educated, Not Exploited” (Link)	
“How the N.C.A.A Cheats College Athletes” (Link)	It's time to pay the tab for America's college athletes” (Link)	

SUPPLEMENTAL MATERIAL

Texts	Film
“21 Reasons Why Student-Athletes Are Employees And Should Be Allowed To Unionize” (Link)	“A Day in the Life of a Student Athlete” (Link)
“Why Shouldn’t We Pay Student-Athletes?” (Link)	A Day In The Life of NFL Running Back Latavius Murray (Link)

ENL ACCOMMODATIONS / MODIFICATIONS

- Graphic organizer for organizing evidence and in class debate
- Sentence frames on chart paper to assist with writing
- Verbal as well as visual modeling on the SMART Board
- Incorporation of various media including diverse articles, video clips, etc.
- Seating in a manner where students have a speaker of their native language in the area
- Explain directions at a slower pace and simplify them for all students

Lesson Plans

Luis Colon	November 9th, 2018 Reading Lesson
Connection:	<p>Last week, we began our argumentative writing unit and began to read our first article</p> <p>Today, I will be able to “notice and note” text features that argumentative writers use to sway their readers.</p>
Teach:	<p><u>I DO:</u></p> <ul style="list-style-type: none"> ● Begin class by discussing how there are different text features to look for in nonfiction texts. ● Describe the different text features as review and show them an example of a paragraph from our first article “Should Athletes Be Paid to Play?” ● I will verbally annotate the article and discuss my thinking as I am marking the text on the SMART Board.
Active Engagement:	<p><u>WE DO:</u></p> <ul style="list-style-type: none"> ● Together, we will continue to go through the article with our notations and check to see what is identified. Students will annotate these ideas on their own sheets so they have an example from which to work from. At each different section, we will identify (using our “notice and note” charts) why that particular feature is important. <p><u>YOU DO:</u></p> <ul style="list-style-type: none"> ● Students will continue to go through the article and annotate text features according to their “notice and note” sheets. This will guide their thinking and draw their attention to parts of the paragraph that are particularly useful as textual evidence. ● Share and discuss
Assessment:	<ul style="list-style-type: none"> ● Informal assessment and conferencing throughout the independent work segment of the class ● Leveled questioning during share and discuss

Luis Colon	November 12th, 2018 Reading Lesson
Connection:	<p>Yesterday, I was able to use the skill of “notice and note” to go through an article and identify information that is useful.</p> <p>Today, I will be able to organize my evidence by using a textual evidence tracker</p>
Teach:	<p><u>I DO:</u></p> <ul style="list-style-type: none"> ● Begin class by reviewing some of the main points of the article “Should Athletes Be Paid to Play?” on whether college athletes should be paid ● Discuss how between some articles, writers will express different reasons to either support or refute the claims of the argument. As we read many articles, it will be important to keep track of our information so we can keep track of each writer’s arguments.
Active Engagement:	<p><u>WE DO:</u></p> <ul style="list-style-type: none"> ● Show students the <u>Textual Evidence Tracker</u> and hand them a copy to use for their articles. Show them how to include information from our first article and have them do this for a couple of more facts. Then, discuss. ● Introduce the second article “ and begin modeling the identification of different text features before reading. <p><u>YOU DO:</u></p> <ul style="list-style-type: none"> ● Students will be asked to continue to fill out their evidence tracker with information from our second article. If they are not annotating, stop and show them the importance of using the “notice and note” symbols to recognize these text features when looking back later.
Assessment:	<ul style="list-style-type: none"> ● Informal assessment and conferencing throughout the independent work segment of the class ● Leveled questioning during share and discuss

Luis Colon	November 16th, 2018 Speaking Lesson
Connection:	<p>Yesterday, I was able to organize my argumentative evidence for our in class debate as well as our culminating argumentative essay</p> <p>Today, I will be able to use my evidence to debate my side in class.</p>
Teach:	<p><u>I DO:</u></p> <ul style="list-style-type: none"> ● Now that we have finished all of our articles, it's time to debate these claims. ● Go over the rules and procedures of a debate, explain such things as: <ul style="list-style-type: none"> ○ One speaker at a time ○ Raise hand to speak ○ Quiet when asked for quiet ● Hand out slips of paper that decide which side of the argument the student will take.
Active Engagement:	<p><u>WE DO:</u></p> <ul style="list-style-type: none"> ● When students find out what side of the argument they are on, we will form two large circles and then each side will prepare and discuss their argument amongst each other. They will have to decide which side of evidence is better or worse and why they believe so. ● Hand out discussion stems so students know the ways to respond and/or voice their own opinions in the classroom <p><u>YOU DO:</u></p> <ul style="list-style-type: none"> ● Students will be asked to argue their position by supporting their argument with evidence from the text. They will use their notes and the information that they collaborated on when talking amongst each other to determine which side is superior.
Assessment:	<ul style="list-style-type: none"> ● Students will be assessed through varied questioning to check for understanding as well as through the use of the TC Matrix as instructors circulate during the class period

Sample of Student Work

College Athletes

College athletes should not be paid because when they get paid they aren't playing for the team or the fans they are playing to win money. Second is that if college athletes get paid many other programs like music art and more will be cut and. What if i were to say that instead of making money the school is losing money. Third is that some athletes might use that money for many wrong things because if they don't have money they are not able to buy things they don't need but if they do have the money they will use it inappropriately like buying steroids because they want to play better. Overall it's just a bad idea to give young athletes money because they are being educated not paid like professionals.

Glow: I really liked how you made great points about why college athletes should not be paid based on your own opinions and experience with the topic in the real world.

Grow: Next time, I would like you to work on using more evidence from the text to support your answers. We all have our own opinions, but evidence that we use helps bring our argument to life.

Teacher Reflection

What Worked:

I was pleased to find that the students really did enjoy the topic and connected with it well. Many used experiences from their own lives as a basis for their opinion and I even heard that students were discussing the argumentative topic outside of class. Lydia Breiseth in her article "Reading Comprehension Strategies for English Language Learners" explains that "Students may already possess content knowledge that they cannot yet demonstrate in English. Look for opportunities to make associations between students' experiences and new content," (Breiseth, 2017). A majority of students speak Spanish in my ENL classes which I also speak and sometimes the students would discuss the topic in Spanish but stay on topic.

I also found that the graphic organizers helped the students with the process of seeking their information and structuring it into an in-class debate before working on the final writing assignment. At times, it can be difficult for ENL to structure an essay without supports which is why I wanted to provide them with the scaffolds necessary to help them. In the article "Teaching Argument Writing to ELLs" by Larry Ferlazzo and Katie Hull-Sypnieski, they explain a situation where students were writing an argumentative essay. They explained that, "Finally, with all this information in hand, students use a simple essay outline, with appropriate scaffolds like sentence starters, to formulate an argument that explains which neighborhood they think is better and that provides evidence to support their position," (Ferlazzo & Hull-Sypnieski, 2014). I found that by providing various organizers and resources for the students throughout the process of writing that it translated to more success in the writing of my ENL students.

What Didn't Work:

I felt that while students felt more confident using the various graphic organizers I used with them that the students still needed a bit more work with finding evidence and incorporating this evidence in their writing. In the student work that I enclosed, the student was able to write about her opinions which she found from her work but struggled with incorporating valid evidence from the articles.

I also found that a majority of the articles that I used focused on basketball where a majority of my students are interested in soccer. Since many of the students did not regularly play basketball or follow basketball teams, I felt like some of the connection with the article was a bit lost on them. In the future, I would like to diversify the articles to include different sports to appeal to a wider audience of students. With that said, I would also like to incorporate more opportunities for students to discuss these articles beyond the in-class debate so that those who play different sports can find similarities and differences between their sports as well which can help them to support their own opinion and refute the opposing opinion.

What To Do Next Time:

In the future of this unit, I would like to spend more time on stressing the importance of textual evidence in argument writing. I feel like in the future I would like to have a model text of a pre-written argument essay for students to follow along with and I would give it to them in the beginning of the unit. As we work through the different articles, they would have a tangible artifact to refer to. I can differentiate this for the different levels of ENL students in my class by substituting the written essay for sentence frames for the students who are expanding and commanding.

References

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Teaching Argument Writing to ELLs - Educational Leadership. (2017, December 31). Retrieved November 19, 2018, from <http://www.ascd.org/publications/educational-leadership/apr14/vol71/num07/Teaching-Argument-Writing-to-ELLs.aspx>