

6th-8th  
GRADE

middle school

# ARGUMENTATIVE WRITING

an expository reading and writing unit

*argumentative unit at a glance*

LESSON	GOALS	ACTIVITIES
LESSON 1: Introduction to Argumentative Writing	Understand the purpose of argumentative writing.	Read and discuss a sample argumentative essay.
LESSON 2: Identifying Claims and Evidence	Identify the main claim and supporting evidence in a text.	Analyze a sample text for claims and evidence.
LESSON 3: Developing a Thesis Statement	Formulate a clear and specific thesis statement.	Brainstorm and write a thesis statement.
LESSON 4: Researching Credible Sources	Find and evaluate credible sources for research.	Use a research guide to find and evaluate sources.
LESSON 5: Writing an Argumentative Essay	Write a well-organized argumentative essay.	Outline and write an argumentative essay.

**COUNTERCLAIM**  
WHAT IS A COUNTERCLAIM?

**CREDIBLE SOURCES**  
Credible sources should:

- Be from a reputable source.
- Be up-to-date.
- Be unbiased.
- Be supported by evidence.

**A THESIS STATEMENT**  
A thesis statement is a clear statement that expresses the main point of an argument.

**ARGUMENTATIVE reference note**

**PRINT AND DIGITAL**



# Common Core Argumentative Writing Unit

**Nancy Akhavan**



## **Common Core Argumentative Writing Unit:**

*Common Core Writing Prompts and Strategies Facing History and Ourselves*, 2015-05-28 This resource further aligns our Choices in Little Rock unit with the Common Core State Standards through an argumentative writing assignment Choices in Little Rock is a teaching unit that focuses on efforts to desegregate Central High School in Little Rock Arkansas in 1957 and explores civic choices the decisions people make as citizens in a democracy This supplement includes specific writing prompts and teaching strategies that ask students to use evidence as they craft a formal argumentative essay In addition the resource features effective writing strategies for the social studies classroom Meeting Common Core Standards for Argumentative Writing Malissa Ann Stotts, 2014 High school students are lacking writing skills to be successful in post secondary education and in the work force At work writing is a gateway for employment and promotion especially in salary positions Those seeking employment in businesses as well as government and state jobs must be able to create clearly written documents such as emails messages memoranda and technical reports Writing also influences the participation in civic life and the community at large In order to meet these post secondary expectations for writing new Common Core State Standards are being implemented in 45 states including California Common Core State Standards CCSS require high school students to write using evidence from primary and secondary source texts across academic areas rather than from prior experience Potentially students with learning disabilities especially those in their later years of high school will be impacted because they will not have had the writing exposure While the CCSS are already being implemented no established curriculum has yet to be published for teachers to use Therefore the purpose of this project was to develop and pilot test a curriculum unit tailored specifically to meet the needs of students with learning disabilities and to promote their success in argumentative writing With this curriculum teachers can teach multiple lessons over a period of time to their students regarding effective argumentative writing Students can develop and learn to use valid reasoning to support their claim as well as to provide relevant and sufficient evidence The curriculum unit begins with an introduction and instructions on how to write a measurable IEP goal aligned with the relevant CCSS and guidelines for the implementation of explicit direct instruction UDL scaffolding and other evidence based organizational strategies to teach students with learning disabilities Next nine unit lessons plans offer strategies and materials to walk students through the step by step process of writing an argumentative essay Manipulatives such as a foldable or graphic organizer and collaboration with peers are suggested to foster and strengthen writing skills The curriculum unit was implemented twice with nineteen high school freshmen with learning disabilities using two separate writing prompts over a four month period Throughout the implementation of the lessons growth was measured using a four point rubric and the majority of students demonstrated progress toward meeting the CCSS standards for argumentative writing *The Nonfiction Now Lesson Bank, Grades 4-8* Nancy Akhavan, 2014-02-04 What exactly makes The Nonfiction NOW Lesson Bank such a stand out If you consider the amount of instructional support

that alone is substantial enough to transform your teaching But Nancy Akhavan happens to be an educator who has performed many roles over her career so she divests in this book just about everything in her professional vault A whole new vision of teaching nonfiction 50 powerhouse lessons A bank of short informational texts Dozens of student practice activities Graphic organizers for taming textbooks Unlike so many books this one will live its life in actual use dog eared sticky noted and loved

**Mapping Comprehensive Units to the ELA Common Core Standards, K-5** Kathy Tuchman Glass, 2012-04-26 Consultant and former teacher Glass helps K 5 teachers make sense of the new Common Core State Standards in English language arts ELA and presents numerous classroom activities differentiation ideas and rubrics She introduces a process for developing a unit of study using the ELA Common Core Standards and includes a template with each key component explained in detail There is also a lesson design template and sample lessons using the template The website provides reproducibles for classroom use Annotation 2012 Book News Inc Portland OR booknews com

**(Re)designing Argumentation Writing Units for Grades 5-12** Kathy Tuchman Glass, 2016-12-22 Writing plays a crucial part in all education disciplines helping students to communicate their ideas to different audiences and extend their content knowledge Developed fhttp player listenlive co 35601 enor teachers curriculum designers and literacy coaches this user friendly guide offers practical recommendations strategies and tips for establishing argumentation units of instruction that empower students to artfully and logically present and convince others of their position Benefits Examine the characteristic elements of an argument and the benefits of teaching students to work through how to structure an argument Examine an argumentation unit map its learning goals and guiding questions and then develop cohesive units based in argumentation writing Complete exercises throughout the book that will help to create consistent engaging units that will prepare students to take on any writing challenge that asks them to exercise their persuasive writing skills Design a full lesson on argumentation from establishing author s purpose to supporting a thesis with evidence to presenting counter arguments Download templates checklists rubrics and student activities useful for designing an argumentation unit and guiding lessons Contents Introduction Chapter 1 Preparing for Argumentation Chapter 2 Building an Argumentation Unit Map Chapter 3 Formulating a Pre and Culminating Assessment and Establishing Criteria for Success Chapter 4 Writing Engaging Introductions Using Gradual Release of Responsibility Chapter 5 Designing Lessons Epilogue Appendix A List of Figures and Tables Appendix B Professional and Student Resources References and Resources Index

*Common Core Writing Prompts and Strategies Facing History and Ourselves*, 2015-05-26 Common Core Writing Prompts and Strategies A Supplement to Civil Rights Historical Investigations is a resource that further aligns our Civil Rights Historical Investigations units with the Common Core State Standards through an argumentative writing assessment The three Civil Rights Historical Investigation units require students to do history to gather evidence from primary documents use that evidence to make claims about the past and then apply what they learn to their own lives today This supplement includes specific writing prompts and teaching

strategies that ask students to use this evidence to craft a formal argumentative essay about the civil rights movement In addition the resource features effective writing strategies for the social studies classroom

**The ESL/ELL Teacher's Survival Guide** Larry Ferlazzo,Katie Hull Sypnieski,2022-04-11 Maximize the educational potential of your ESL ELL class with this singular resource The ESL ELL Teacher s Survival Guide Ready to Use Strategies Tools and Activities for Teaching English Language Learners of All Levels 2nd Edition offers readers a comprehensive range of instructional strategies and educational resources for teaching English The newly revised 2nd Edition includes brand new chapters on Working with Long Term English Language Learners Teaching English internationally Teaching Elementary Age ELLs Teaching Adult ELLs Teaching ELLs with learning challenges Culturally Responsive Instruction Effective online instruction Working with co teachers and para professionals In addition to the new chapters The ESL ELL Teacher s Survival Guide contains updated material on topics including math science social studies Common Core Standards the Next Generation Science Standards and 150 pages of new highly engaging content An essential resource for anyone involved in teaching English as a Second Language to students of all ages this book is perfect for general education teachers and ESL specialists for students in grades six through twelve It s also highly instructive for teachers of adult ESL classes elementary and teacher educators and resource specialists

**Developing Strategic Writers through Genre Instruction** Zoi A. Philippakos,Charles A. MacArthur,David L. Coker,2015-05-07 This highly practical guide offers a systematic approach to instruction in the three main writing genres narrative persuasive and informative that students in grades 3 5 are expected to master Ready to use lesson plans and materials are grounded in research on strategy instruction and self regulated learning and connect with learning standards Presented are ways to teach students strategies for planning drafting evaluating revising editing and publishing writing in each genre while making connections between reading and writing Sixty four reproducible planning forms and student handouts are provided the large size format facilitates photocopying The Appendix contains a Study Guide to support professional learning Purchasers also get access to a Web page where they can download and print the reproducible materials See also the authors Developing Strategic Young Writers through Genre Instruction Resources for Grades K 2

Reading, Thinking, and Writing About History Chauncey Monte-Sano,Susan De La Paz,Mark Felton,2014 Although the Common Core and C3 Framework highlight literacy and inquiry as central goals for social studies they do not offer guidelines assessments or curriculum resources This practical guide presents six research tested historical investigations along with all corresponding teaching materials and tools that have improved the historical thinking and argumentative writing of academically diverse students Each investigation integrates reading analysis planning composing and reflection into a writing process that results in an argumentative history essay Primary sources have been modified to allow struggling readers access to the material Web links to original unmodified primary sources are also provided along with other sources to extend investigations The authors include sample student essays from each investigation to illustrate

the progress of two different learners and explain how to support students development Each chapter includes these helpful sections Historical Background Literacy Practices Students Will Learn How to Teach This Investigation How Might Students Respond Student Writing and Teacher Feedback Lesson Plans and Materials Book Features Integrates literacy and inquiry with core U S history topics Emphasizes argumentative writing a key requirement of the Common Core Offers explicit guidance for instruction with classroom ready materials Provides primary sources for differentiated instruction Explains a curriculum appropriate for students who struggle with reading as well as more advanced readers Models how to transition over time from more explicit instruction to teacher coaching and greater student independence The tools this book provides from graphic organizers to lesson plans to the accompanying documents demystify the writing process and offer a sequenced path toward attaining proficiency From the Foreword by Sam Wineburg co author of Reading Like a Historian Assuming literate practice to be at the core of history learning and historical practice the authors provide actual units of history instruction that can be immediately applied to classroom teaching These units make visible how a cognitive apprenticeship approach enhances history and historical literacy learning and ensure a supported transition to teaching history in accordance with Common Core State Standards Elizabeth Moje Arthur F Thurnau Professor School of Education University of Michigan The C3 Framework for Social Studies State Standards and the Common Core State Standards challenge students to investigate complex ideas think critically and apply knowledge in real world settings This extraordinary book provides tried and true practical tools and step by step directions for social studies to meet these goals and prepare students for college career and civic life in the 21st century Michelle M Herczog president National Council for the Social Studies

*Writing Behind Every Door* Heather Wolpert-Gawron, 2014-04-24 For students to become college ready writers they must be exposed to writing throughout the school day not just in English class This practical book shows teachers in all subject areas how to meet the Common Core State Standards and make writing come alive in the classroom Award winning educator Heather Wolpert Gawron provides effective and exciting ideas for teaching argument writing informational writing project based writing and writing with technology Each chapter is filled with strategies prompts and rubrics you can use immediately Special Features A variety of writing strategies that work in any subject area Tips for developing meaningful prompts Diagrams and templates that you can use with your students Rubrics for assessing writing as well as ideas for having students create their own rubrics Samples of student work in different formats Ideas for teaching students to break the Google homepage habit and conduct effective research Cross curricular writing assignments for science history ELA electives and PE Suggestions for teaching summary writing an essential academic skill Ideas for staff professional development on Common Core writing *Writing Lessons to Meet the Common Core* Linda Beech, 2013 Step by step lessons to help you model the three types of writing students must master to meet the Common Core Standards Opinion Argument Informative Explanatory Narrative The lessons help students identify the key features and purpose of each text type and

support them as they practice writing in each of these forms Includes reproducible guided and independent writing frames and student self assessment checklists Argument Writing, Teacher Guide, Grades 9-12 PCG Education,2016-06-07

Argument Writing Paths to College and Career Jossey Bass and Public Consulting Group Inc PCG are proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6 12 to educators across the country Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require Paths to College and Career includes daily lesson plans guiding questions recommended texts scaffolding strategies and other classroom resources The Paths Writing Units Argument Writing Informative Writing and Narrative Writing complement the full instructional program and can also be used independently providing in depth writing instruction to support all students in grades 9 12 in meeting grade level standards To emphasize the relationship between reading and writing each Writing Unit includes accessible model texts that exemplify key elements of each text type and source texts that provide a topic for the unit writing assignment Individual lessons guide students through the writing process providing instruction on grammar and conventions and highlighting collaboration and reflection as key elements of effective writing Students final essays are assessed using a checklist developed by the class over the course of the unit The organization and distinctive content of the model and source texts in each unit afford teachers the flexibility to implement each unit independently of the others and at any point during the curriculum For example a unit may be implemented to assess students writing prior to implementation of the standard curriculum to scaffold writing instruction leading into a writing assessment or to support struggling writers by addressing gaps in skills as demonstrated in previous assessments The Paths Writing Units provide teachers with invaluable opportunities to engage students as active participants in their own learning at every stage of the writing process and to customize instruction to meet the varying needs of all students ABOUT PUBLIC CONSULTING GROUP Public Consulting Group works with schools districts and state education agencies to build their capacity for instructional and programmatic improvements We provide curriculum development coaching professional development and technical assistance services Our work alongside educators and policy makers ensures effective implementation of both the Common Core State Standards and state specific standards for college and career readiness As the creators of the Paths ELA curriculum for grades 6 12 Public Consulting Group provides a professional learning program that ensures the success of the curriculum The program includes Nationally recognized professional development from an organization that has been immersed in the new standards since their inception Blended learning experiences for teachers and leaders that enrich and extend the learning A train the trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches **Mapping Comprehensive Units to the ELA Common Core Standards, 6-12** Kathy Tuchman Glass,2013-05-09 Your blueprint for skilled Common Core literacy alignment Learn to artfully navigate Common Core or any state province standards with concrete step by step

instruction from master teacher and curriculum specialist Kathy Tuchman Glass Confidently map a unit of study aligned to Common Core s rigorous evidence based writing and reading requirements Dive into in depth analyses of informational text with supporting essential questions Glass walks you through the entire process with manageable chunks that eliminate overwhelm Chapters include thorough explanations step by step exercises and detailed templates assessments charts tips and prompts centered around key CCCS concepts for grades 6 12 Teachers curriculum committees grade level teams and professional development leaders will learn to Challenge and engage students in all content areas using the CCCS ELA framework Use existing curriculum and materials to design new CCCS aligned units of study Identify mandatory CCCS ELA essential understandings for informational text evidence based writing and other critical competencies Conduct resource rich workshops and professional development This all in one instructional guide with a companion website for extra help improves your professional capacity to create revise or critique quality driven units and lessons aligned to the ELA Common Core Get this essential blueprint to building high quality 6 12 grade level curriculum for skilled CCCS literacy aligned success Like them or hate them the Common Core Standards represent one of the most significant opportunities for improvement schools have faced in decades This book will be a great help to anyone engaged in the act of translating the Common Core into actual teaching practices Jim Knight Author of High Impact Instruction      **The Encyclopedia of Language and Linguistics** R. E.

Asher,J. M. Y. Simpson,1994      *Writing Arguments* Allyn & Bacon, Incorporated,2000-07      Uncommonly Good Ideas—Teaching Writing in the Common Core Era Sandra Murphy,Mary Ann Smith,2014-04-15 This innovative resource provides teachers with a road map for designing a comprehensive writing curriculum that meets Common Core standards The authors zero in on several big ideas that lead to and support effective practices in writing instruction such as integrating reading writing speaking and listening teaching writing as a process extending the range of students writing spiraling and scaffolding a writing curriculum and collaborating These big ideas are the cornerstones of best researched based practices as well as the CCSS for writing The first chapter offers a complete lesson designed around teaching narrative writing and illustrating tried and true practices for teaching writing as a process The remaining chapters explore a broad range of teaching approaches that help students tackle different kinds of narrative informational and argumentative writing and understand complexities like audience and purpose Each chapter focuses on at least one of the uncommonly good ideas and illustrates how to create curricula around it Uncommonly Good Ideas includes model lessons and assignments mentor texts teaching strategies student writing and practical guidance for moving the ideas from the page into the classroom An uncommonly good book about uncommonly good ideas about teaching writing in the era of the Common Core and beyond In this slender volume two master teachers Sandra Murphy and Mary Ann Smith share the knowledge accumulated during their lifetimes of teaching writing and exploring the broader world of related theory and research They confront the hard problems all teachers will face but do so with an evident joy in their chosen profession The book is slender readable and well worth the



ride whether you are a novice terrified as you stare into your first classroom or an old hand looking for an extra boost with a new class and a new year Arthur Applebee Distinguished Professor and chair Department of Educational Theory and Practice University at Albany Throughout this book I find the intelligence and insights that help me think about what it looks like to teach writing through the Common Core State Standards while maintaining my own integrity as a teacher This book is a master class that you can take throughout the year reading today about what you need to learn to do better tomorrow Jim Burke best selling author and high school teacher Instructor's Manual John Bean, June Johnson, John Ramage, 2003-08

**Writing Lessons to Meet the Common Core** Linda Beech, 2013 The step by step lessons in this book help teachers model the three types of writing students must master to meet the Common Core Standards Opinion Argument Informative Explanatory and Narrative The lessons help students identify the key features and purpose of each text type and support them as they practice writing in each of these forms Includes reproducible guided independent writing frames and student self assessment checklists For use with Grade 1 **Units of Study in Argument, Information, and Narrative Writing** Lucy Calkins, 2014 Lucy Calkins and her colleagues from the Teachers College Reading and Writing Project are extending their bestselling writing workshop curriculum to the middle school grades Like the K 5 Units of Study series the middle school series not only provides a coherent systematic curriculum in the three types of writing mandated by the Common Core opinion argument information and narrative writing it also reflects the latest research on data based responsive instruction Publisher's website Helping English Learners to Write Carol Booth Olson, Robin C. Scarcella, Tina Matuchniak, 2014-04-15 Using a rich array of research based practices this book will help teachers improve the academic writing of English learners It provides specific teaching strategies activities and extended lessons to develop EL students narrative informational and argumentative writing emphasized in the Common Core State Standards It also explores the challenges each of these genres pose for ELs and suggests ways to scaffold instruction to help students become confident and competent academic writers Showcasing the work of exemplary school teachers who have devoted time and expertise to creating rich learning environments for the secondary classroom Helping English Learners to Write includes artifacts and written work produced by students with varying levels of language proficiency as models of what students can accomplish Each chapter begins with a brief overview and ends with a short summary of the key points These authors are at the very forefront of scientifically testing and validating instructional practices for improving the writing and reading of adolescents who are English learners Why is their research so good It is informed by years of experience in the classroom and working with hundreds of teachers across California What a powerful combination My advice ingest consider and employ the strategies described here Your students will become better writers if you do From the Foreword by Steve Graham Warner Professor of Educational Leadership Innovation Arizona State University This book is a tour de force It's up to the minute in offering what teachers and administrators need and what parents want With examples of classrooms in action it incorporates what research tells us

about effective teaching and learning and what the Common Core Standards and related policy are demanding into successful and engaging activities that the authors extensive research shows works Helping English Learners to Write is a must read You will dog ear many pages for future use Judith A Langer Vincent O Leary Distinguished Research Professor Director Center on English Learning Achievement University at Albany

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### Common Core Argumentative Writing Unit Introduction

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