

11th Grade Unit 2a W.1 Argument Writing Plan

Standard W.1 - Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Day	Learning Targets, Daily Activities, Material Links
1	<p><i>Learning Target W.1: I can explain the different parts of an argument essay.</i></p> <p>*Introduce W.1 Argument Writing Proficiency Scale *Teach how ACT Writing Prompts work</p> <p><u>Materials:</u> ACT Essay Writing Tips ACT Writing Rubric and Sample Prompt</p>
2	<p><i>Learning Target W.1: I can</i></p> <ul style="list-style-type: none">● <i>write an introduction paragraph with a thesis containing a clear claim and the valid reasons to support the claim, refer to a counterclaim, and restate the claim in a conclusion.</i>● <i>write body paragraphs with textual evidence that develop claim(s) and counterclaims, pointing out the strengths and limitations of both while anticipating the audience's point of view.</i> <p>*CFA W.1 #1 ACT Writing Test (40 minutes)</p> <p><u>Materials:</u> ACT Writing Rubric and Sample Prompt</p>
3	<p><i>Learning Target W.1: I can evaluate argument writing by scoring sample essays and comparing my scores to the scores given by ACT graders.</i></p> <p>*ACT Writing - how ACT writing is scored/ rubric - score samples in small groups</p> <p><u>Materials:</u> ACT Sample Essays with Fake Names for scoring ACT Writing Rubric and Sample Prompt (rubric) ACT Sample Essays with scores (originals) (for teacher only) ACT Scoring Explanation for “Intelligent Machines” samples (for teacher only)</p>
4	<p><i>Learning Target W.1: I can evaluate argument writing by scoring my own essay.</i></p> <p>1. Using the ACT Scoring Explanations Simplified rubric, score your own essay by underlining the parts of the rubric that best describe your essay. Consider the scores for each category and write an overall score at the top of the page.</p>

	<p>2. Connect your score to the proficiency scale for W.1, and mark your self-score under CFA Score 1 on your tracker sheet. Report your self-score to the teacher.</p> <p>ACT 6 = PS 4</p> <p>ACT 5 = PS 3.5</p> <p>ACT 4 = PS 3</p> <p>ACT 3 = PS 2.5</p> <p>ACT 2 = PS 2</p> <p>ACT 1 = PS 1</p> <p>3. At the bottom of your tracker sheet for W.1, answer the following questions: In what areas could you improve your essay? What could you do on your next essay to move your rubric or proficiency score up at least one level?</p> <p><u>Materials:</u> ACT Scoring Explanations Simplified (rubric)</p>
5	<p><i>Learning Target W.1: I can write a thesis containing a clear claim and the valid reasons to support the claim and refer to a counterclaim.</i></p> <p>*CFA W.1 #2 Process Paper (Choice of topic) = Thesis: claim, reasons, and counterclaim</p> <p><u>Materials:</u> Possible prompts (ACT style)</p>
6	<p><i>Learning Target W.1: I can plan body paragraphs with textual evidence that develop claim(s) and counterclaims, pointing out the strengths and limitations of both while anticipating the audience's point of view.</i></p> <p>*CFA W.1 #2 = Outline</p> <p><u>Materials:</u> Outline template</p>
7	<p><i>Learning Target W.1: I can plan body paragraphs with textual evidence that develop claim(s) and counterclaims, pointing out the strengths and limitations of both while anticipating the audience's point of view.</i></p>

	*CFA W.1 #2 = Outline
8	<p>Learning Target W.1: I can plan body paragraphs with textual evidence that develop claim(s) and counterclaims, pointing out the strengths and limitations of both while anticipating the audience's point of view.</p> <p>*CFA W.1 #2 = Outline</p>
9	<p>Learning Target W.1: I can</p> <ul style="list-style-type: none"> • write an introduction paragraph with a thesis containing a clear claim and the valid reasons to support the claim, refer to a counterclaim, and restate the claim in a conclusion. • write body paragraphs with textual evidence that develop claim(s) and counterclaims, pointing out the strengths and limitations of both while anticipating the audience's point of view. <p>*CFA W.1 #2 = Draft</p>
10	<p>Learning Target W.1: I can</p> <ul style="list-style-type: none"> • write an introduction paragraph with a thesis containing a clear claim and the valid reasons to support the claim, refer to a counterclaim, and restate the claim in a conclusion. • write body paragraphs with textual evidence that develop claim(s) and counterclaims, pointing out the strengths and limitations of both while anticipating the audience's point of view. <p>*CFA W.1 #2 = Draft</p>
11	<p>Learning Target W.1: I can</p> <ul style="list-style-type: none"> • write an introduction paragraph with a thesis containing a clear claim and the valid reasons to support the claim, refer to a counterclaim, and restate the claim in a conclusion. • write body paragraphs with textual evidence that develop claim(s) and counterclaims, pointing out the strengths and limitations of both while anticipating the audience's point of view. <p>*CFA W.1 #2 = Draft</p>
12	<p>Learning Target W.1: I can</p> <ul style="list-style-type: none"> • write an introduction paragraph with a thesis containing a clear claim and the valid reasons to support the claim, refer to a counterclaim, and restate the claim in a conclusion. • write body paragraphs with textual evidence that develop claim(s) and counterclaims, pointing out the strengths and limitations of both while anticipating the audience's point of view. <p>*CFA W.1 #2 = Draft Argument Essay Due</p>
13	<p>Learning Target W.1: I can revise my essay to</p> <ul style="list-style-type: none"> • effectively use transition words, phrases, and syntax to express relationships between ideas.

	<ul style="list-style-type: none"> ● <i>maintain a formal style and tone.</i> ● <i>write well-developed commentary that consistently and explicitly explains the relationship between the evidence and the thesis (level 4).</i> <p>*CFA W.1 #3 = Revisions/ Peer Review</p>
14	<p><i>Learning Target W.1: I can revise my essay to</i></p> <ul style="list-style-type: none"> ● <i>effectively use transition words, phrases, and syntax to express relationships between ideas.</i> ● <i>maintain a formal style and tone.</i> ● <i>write well-developed commentary that consistently and explicitly explains the relationship between the evidence and the thesis (level 4).</i> <p>*CFA W.1 #3 = Revisions/ Teacher Conferences</p>
15	<p><i>Learning Target W.1: I can revise my essay to</i></p> <ul style="list-style-type: none"> ● <i>effectively use transition words, phrases, and syntax to express relationships between ideas.</i> ● <i>maintain a formal style and tone.</i> ● <i>write well-developed commentary that consistently and explicitly explains the relationship between the evidence and the thesis (level 4).</i> <p>*CFA W.1 #3 = Revisions/ Teacher Conferences</p>
16	<p><i>Learning Target W.1: I can revise my essay to</i></p> <ul style="list-style-type: none"> ● <i>effectively use transition words, phrases, and syntax to express relationships between ideas.</i> ● <i>maintain a formal style and tone.</i> ● <i>write well-developed commentary that consistently and explicitly explains the relationship between the evidence and the thesis (level 4).</i> <p>*CFA W.1 #3 = Revised Argument Essay Due</p>

Course: English 11 and 12		Grade:			
Standard: Writing 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.					
	Learning Targets		CFA Score 1	CFA Score 2	CFA Score 3
Score 4.0	Advanced Level Performance Students will... a. Write a defensible thesis that presents an established and interpreted line of reasoning. b. Write well-developed commentary that consistently and explicitly explains the relationship between the evidence and the thesis. c. Demonstrates sophistication of thought and/or develops a complex argument.				
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content.</i>			
Score 3.0	Proficient Level Performance Students will... a. Write an introduction paragraph with a thesis containing a clear claim and the valid reasons to support the claim, refer to a counterclaim, and restate the claim in a conclusion. b. Write body paragraphs with textual evidence that develop claim(s) and counterclaims, pointing out the strengths and limitations of both while anticipating the audience's point of view. c. Effectively use transition words, phrases, and syntax to express relationships between ideas. d. Write an argument essay that maintains a formal style and tone.				
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.</i>			
Score 2.0	Basic Learning Progression Performance Students will... a. Define the following vocabulary words: argument, claim, reasons, textual evidence, thesis, style, and tone. b. Write a thesis that contains either the claim or the reasons. c. Write body paragraphs that contain either the textual evidence or the development of the argument. d. Use formal style and tone inconsistently.				
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.</i>			
Score 1.0	<i>With help, partial success at score 2.0 content and score 3 content.</i>				