Cliffside Park Public Schools

GRADE: Advanced ESL Unit 3

Unit Name: Argumentative Writing

Resource: Milestones Red Textbook

Duration: 2-3 months

Enduring Understandings:

Great readers and writers know:

1-their voice is important
2-it is their responsibility to investigate their interests and powerfully communicate about them using their language skills informatively.
3-the importance of transitional and temporal words when comprehending and analyzing text
4-annotation strategies are essential in Close reading
5-inferencing is important in order to draw conclusions about information

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Essential Questions:
1. What is an argument?
2. Where do we see arguments in our daily lives?
3. What makes an argument effective?
4. How can arguments affect change?
5. What role can we personally play in using arguments to affect change?

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Focus of Standards			
Student Outcomes ● I can write an argumentative essay ● I can communicate a counterargument ● I can understand the features of informational text. ● I can give opinions. ● I can conduct an interview. ● I can validate, support and cite evidence ● I can write a descriptive essay.	**Skills** ● Visualizing and questioning to understand text ● Inferring ● Synthesizing ● Questioning ● Drawing conclusions ● Discussing & interacting ● Listening & responding ● Reading for different purposes ● Writing for different purposes ● Parts of speech: nouns, verbs, adjectives ● Sentence structure: subject-predicate	**Assessments** **Formative:** ● Quizlet.com - https://quizlet.com ● Kahoot- https://kahoot.it/ ● Quizizz - https://quizizz.com ● Teacher prepared assessments, based on shorter chapters. ● Literary responses ● Quizzes ● Do Now ● Exit tickets **Summative:** ● Milestones unit tests **Benchmarks:** ● WIDA placement (for new arrivals) ● WIDA Model assessment ● Spring WIDA assessment (for all ELLs ● Milestones benchmark tests	**Resources** ● Milestone B textbook, Units 4 & 5 and workbook ● Newsela.com ● Scholastic Action & Scope Magazines ● Student journals ● Student folders and portfolios ● Google Suite: classroom, drive, docs, slides, forms ● Khan Academy ● Action magazine ● www.englishforeveryone.com ● Newspapers ● Audio CDs
WIDA Standards:			

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English Language Development Standard 1-English language learners communicate for Social and Instructional purposes within the school setting.

English Language Development Standard 2-English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

English Language Development Standard 3-English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

English Language Development Standard 4-English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

English Language Development Standard 5-English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Interdisciplinary Connections: (RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.8, RH.9-10.9, RST.9-10.1, RST.9-10.2, RST.9-10.8, NJSLSA.W2, WHST.9-10.2, WHST.9-10.6)

Students will write an argumentative essay relating to their class reading, including Scholastic News and Newsela

Language Modalities Practice:

Listening: introduction to choral reading, CD-assisted reading, Read Aloud/Think Alouds, evaluating peers' presentations, Think-Pair-Share

Speaking: introduction to Accountable Talk Stems, summative group magazine presentations, introduction to Think-Write-Group-Share (table shares), choral reading

Reading: introduction to annotation strategies, summarization and response to reading via reading logs, introduction to choral reading, NewsELA leveled and grade-level reading via flexible grouping

Writing: introduction to journal writing & sentence starters, NewsELA writing prompts, summative project

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Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies *(Alternate Modes of Instruction and Support)*		
Modifications to Support Gifted and Talented Students	**Modifications to Support English Language Learners**	**Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)**
Amplify learning by providing more challenging argumentative writing texts. A project comparing and contrasting writing with a presentation of the findings to the class. A guided webquest to further explore the argumentative writing unit.	Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students. Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary) Provide sentence frames and graphic organizers to assist with the writing task. Provide scaffolds for English via purposeful partnering and teacher modelling. *Also See At Risk/504 Modifications	Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports. Text to speech - teacher models reading. Access to word/picture banks for Argumentative Essay vocabulary Supply Students with Anchor Charts for writing the argumentative essay. Provide writing templates specific to the Argumentative essay. The framework will help organize the writing. *Also See ELL Modifications
Sources:		

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Milestones Textbook
New Jersey Student Learning Standards (2016) http://www.state.nj.us/education/cccs/2016/ela/k.pdf
New Jersey Student Learning Standards: Technology (2014) http://www.state.nj.us/education/cccs/2014/tech/8.pdf
Career Ready Practices (2014) http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf
WIDA (2012) https://www.wida.us/standards/eld.aspx