

Lesson Guidance 19	
Grade	9
Unit	4
Selected Text(s)	Fences (entire text) Fences Argumentative Writing Prompts
Duration	Approx 6-8 days

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

What should students understand about today's selected text?

Students will write a thesis-driven argumentative essay that includes precise claims, counterclaims, reasoning and evidence. Students will develop and strengthen their writing as needed by planning, revising, editing, rewriting.

CCSS Alignment

CCSS.ELA-LITERACY.W.9-10.1

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

CCSS.ELA-LITERACY.W.9-10.4

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.)

CCSS.ELA-LITERACY.W.9-10.5

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 9-10 here.)

CCSS.ELA-LITERACY.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

End of lesson task *Formative assessment*

Ask students to write a 5-paragraph thesis-driven argumentative paper in which they develop precise claims, a counterclaim and a rebuttal as well as relevant and sufficient reasoning and evidence. Students will choose one of the five argumentative prompts.

Knowledge Check

Background knowledge:



What do students need to know in order to access the text?

- Knowledge of *Fences* and any supplementary texts explored during this Unit.

Key Terms (*domain specific terms to analyze the text*)

- **analysis:** careful examination of the mechanism of a literary work and a discussion of how that mechanism functions to reveal meaning
- **claim:** a statement in which a writer presents an assertion as truthful to substantiate an argument
- **context:** the necessary information readers need to have in order to understand a writer's evidence
- **counterclaim:** an argument that goes against your thesis and that expresses the perspective of someone with an opposite point of view from your own
- **evidence:** facts, examples or sources used to support a claim
- **hook sentences(s):** an opening statement, which is usually the first sentence(s) in an essay, that attempts to grab the reader's attention so that they want to read on.
- **thesis:** a sentence(s) that states the argument that you are proving throughout your paper
- **topic sentence:** a sentence that expresses the main idea of the paragraph in which it occurs
- **transitions:** phrases or words used to connect one idea to the next (such as from context into a quote)
- **rebuttal:** refutes or disproves the counterclaim and strengthens your thesis

Vocabulary Words (*words found in the text*)

- N/A

Core Instruction

Text-centered questions and ways students will engage with the text

Content Knowledge:

We have now completed the play, *Fences*. Encourage students to view writing as a process rather than a "one and done" activity. Strong writers prewrite/brainstorm, outline, revise (and rewrite!), and edit their work before publishing it. Preview the [Fences Argumentative Essay prompts](#). Define (*or review*) what a thesis-driven argumentative paper is and the importance of a counterargument. A thesis consists of the topic of the essay and the writer's claim about the topic that will be argued throughout the essay. Students' argumentative essays do not need to include research. Instead, students will develop their claims based on their knowledge of the novel *Fences*.

Suggested Pacing:

Teachers may use the following pacing guide as it is displayed or at their discretion. The steps within the guide were designed for 50-60 minute class periods or can be combined for block schedules.

Students will write a 5-paragraph thesis-driven argumentative paper in which they develop precise claims, a counterclaim and a rebuttal as well as relevant and sufficient reasoning and evidence. Students will choose one of the five argumentative prompts.

[Argumentative Essay Outline](#)

[Argumentative Essay Prompts](#)

[Fences Argumentative Essay Slides](#)

The outline and slide deck follow this structure:

- Paragraph 1: Introduction
- Paragraph 2: Claim 1 (in support of thesis)
- Paragraph 3: Claim 2 (in support of thesis)
- Paragraph 4: Counterclaim & Rebuttal
- Paragraph 5: Conclusion

However, an argumentative essay can be easily adapted to follow a more traditional structure:

- Paragraph 1: Introduction
- Paragraph 2: Counterclaim
- Paragraph 3: Rebuttal
- Paragraph 4: Claim
- Paragraph 5: Conclusion

Step 1	Step 2	Step 3	Step 4
<p>Introduce <i>Fences</i> Argumentative Essay Prompts.</p> <p>Discuss the elements of an argumentative essay by introducing claims, counterclaims and rebuttal. Students can take notes on terms and practice developing counterclaims and rebuttals using slides 4-6 of the Fences Argumentative Essay Slides.</p> <p>Students will choose which prompt they are going to write about and begin brainstorming. As we go through the essay writing process, preparing a structured outline is strongly encouraged. For shorter,</p>	<p>Have students review thesis statement writing using slides 8-10.</p> <p>Once students are ready to develop a thesis statement and claims, have them use the following structured outline.</p> <p>Students write a counterclaim and rebuttal to that claim using on slides 11 & 12 to include in their essay in the above structured outline.</p>	<p>Once students have developed their thesis, claims, counterclaim and rebuttal, they should begin collecting evidence to support their argument.</p> <p>For collecting evidence, feel free to use slides 14 & 15 of the slide deck for argumentative writing.</p> <p>Students should continue using the structured outline from the last few days to keep track of quotes.</p>	<p>Students should begin writing context and integrating quotes into their body paragraphs planning document.</p> <p>For writing context and integrating quotes, use slides 16-17 of the slide deck for argumentative writing.</p> <p>Students should continue using the structured outline from the last few days to keep track of quotes.</p>

formative argumentative paragraph practice, please see Lesson Guidance 16 & Formative Argumentative Paragraph Handout .			
Step 5	Step 6	Step 7	Step 8
<p>Students should begin writing analysis for the quotes they have selected for their body paragraphs.</p> <p>For writing analysis, use slide 18 of the slide deck for argumentative writing.</p> <p>Students should continue using the structure outline for the essay writing process.</p>	<p>Once students have developed their body paragraphs, they should write the introduction.</p> <p>Discuss with students strategies to grab an audience's attention and what to include in a summary using slides 19-23.</p> <p>Students should continue using the structure outline for the essay writing process.</p>	<p>After all body paragraphs are complete as well as the introduction students will develop their conclusion paragraphs using slides 24-27.</p> <p>Students should continue using the structure outline for the essay writing process.</p>	<p>Peer Feedback and Final Revisions</p> <p>Students should take all essays parts from their outline to finalize and organize their five-paragraph argumentative essay.</p> <p>Students should submit their final essay using MLA format and guidelines. See slides 28-30 for guidance.</p> <ul style="list-style-type: none"> • MLA formatted heading • 12 point, Times New Roman font • Double-spaced • One inch margins • MLA in-text citations

Fluency, Comprehension and Writing Supports	
Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence protocol with sample sentence N/A
Writing	Pattan Writing Scope and Sequence Purposes of Writing III. Opinion/Argument Writing



Additional Supports	
<u>ELD Practices</u>	Practices to promote Tier 1 access
<u>ELD ELA Tasks and Scaffolding Directions</u>	ELD Tasks and Scaffolds
<u>SpEd Practice</u>	Practices to promote Tier 1 access
<u>MTSS Practices</u>	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access