**Key Learning**: Authors include specific information in an argument in order to persuade the reader.

**UEQ**: What specific information do authors include in an argument in order to persuade a reader?

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| **Launch: Review basic elements of an argument** |  | **Elements of an Argument** | **Composing an Argument** | **Presenting an Argument** | **Culminating Activity** | **Review** |
| LEQ1 | How do authors use arguments to persuade a reader? | How do writers compose a strong argument? | How do speakers present an argument in a coherent way? |
| AP topics (skill break-down) | 1. Analyze the elements of an argument2. Analyze the author’s response to conflicting evidence 3. Evaluate the argument | 1. Identify claim2. Organize information and support for your claim3. Compose your argument | 1. Identify traits of a coherent presentation2. Analyze a spoken argument3. Apply traits to evaluate other students’ arguments |
| Possible ETs | Error Analysis |  |  |
| Assignment |  |  |  |
| Vocabulary | Irrelevant evidenceSound reasoningcounterargument |  | Eye ContactAdequate VolumeClear pronunciation\*These are not new words, but rather new criteria for this standard |
| LEQ2 | How do readers analyze multiple texts that provide conflicting information? |  |  |  |
| AP topics (skill break-down) | 1. Identify authors’ support in two articles on the same topic2. Analyze the differences in conflicting information |  |  |  |
| Possible ETs | Analyzing perspectives |  |  |  |
| Assignment |  |  |  |  |
| Vocabulary |  |  |  |  |