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| **Topic** | **Narrative/General Description** | **Grade & Time Frame** |
| Persuasion/ Immigration Policy | Our investigation of migration begins in a familiar place. Students engaged the style of memoir by constructing their own personal narrative as we read Francisco Jimenez’s book, The Circuit. The themes present in The Circuit are similar to our modern debate on immigration. Using informational text from the New York Times Up Front, students will write persuasive letters to NY Congressman José E. Serrano to compel the representative to vote one way or another. Students will develop the academic and language skills needed to declare, describe, and discuss their point of view. This exercise in argumentation will engage students with unfamiliar text on a familiar topic, while developing new skills and language for argumentation. | 9th grade 1 month of daily 45 min. classes |
| **Essential Questions** |
| * *How do I create a claim to argue my position and persuade my audience?*
* *How do I use text evidence to support my claim?*
* *How do I analyze my text for supporting evidence?*
* *How do I analyze charts and graphs for quantitative evidence?*
* *How do I use transition words and cause/effect words to connect my ideas?*
 |
| **Anchor Vocabulary** | **Skills** |
| **Tier 2** | **Tier 3** | * Analytical/persuasive writing
	+ Argumentation (Declare)
		- Constructing viable, clear claims
	+ Explanation
		- Reasoning (describe)
		- Evidence (discuss)
	+ Discourse (persuasion)
* Close Reading
	+ Reading and listening with purpose
		- *Life in the Shadows*
		- *The Circuit* by Francisco Jimenez
* Analyze and interpret graphical information to use as evidence
 |
| 1 | * [Transition for Supporting Evidence](https://docs.google.com/a/oregonlearning.org/file/d/0B_8tTJz8H1huWk1QT1RPeWVhZU0/edit?pli=1)
	+ This is true because
	+ The (source) tells us…
	+ The graph shows…
* [Cause/Effect](http://leadership-and-learning-communitie.www.esu13.org/modules/locker/files/get_group_file.phtml?gid=1519815&fid=19014963)
	+ \_\_\_\_\_\_ caused \_\_\_\_\_\_
	+ Because
	+ \_\_\_\_\_ caused by \_\_\_\_\_\_
* Point/Counterpoint
	+ I think \_\_\_\_\_\_\_
	+ I believe that
	+ Other people think
 | * Perspective
* Point of View
* Persuade
* Convince
* Claim
* Evidence
* Support
* Congress
* Legislature
* Legislation
* Migrate
* Migration
* Migrant
* Immigrate
* Immigration
* Amnesty
 |
| 2 | * Transition for Supporting Evidence
	+ This is true because
	+ According to \_\_\_\_\_\_\_, \_\_\_\_\_\_
	+ The graph on page \_\_\_ demonstrates \_\_\_\_
	+ This explains
* Cause/Effect
	+ \_\_\_ caused \_\_\_
	+ This led to\_\_\_\_
	+ A reason for \_\_\_\_ was \_\_\_\_
* Point/Counterpoint
	+ However,
	+ I think \_\_\_\_\_\_\_
	+ But
	+ Yet
 |
| 3 | * Transition for supporting evidence
	+ According to \_\_\_\_\_
	+ This illustrates that…
* Cause/Effect
	+ \_\_\_ resulted in \_\_\_\_
	+ As a result of \_\_\_\_\_\_,
	+ Due to \_\_\_\_
	+ Consequently,
* Point/Counterpoint
	+ However,
	+ Moreover
	+ On the other hand,
	+ Others suggest
	+ Some people think \_\_\_
 |
| 4 | * Transition for Supporting Evidence
	+ This confirms that…
	+ In addition to\_\_\_\_, -\_\_\_\_ shows/demonstrates/illustrates
* Cause/Effect
	+ Furthermore, \_\_\_\_\_
	+ As a result of \_\_\_\_\_\_,
	+ \_\_\_ was impacted by
	+ \_\_\_\_ influenced the \_\_\_\_
* Point/Counterpoint
	+ Conversely,
	+ On the other hand,
	+ Evidence on the contrary indicates…
	+ Nonetheless,
	+ The point remains that
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| **Standards** | **1** | **2** | **3** | **4** | **5** |
| (1) construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing  | use a very limited set of strategies to: * identify a few key words and phrases in oral communications and simple oral and written texts.
 | use an emerging set of strategies to:* identify the main topic
* retell a few key details in oral presentations and simple oral and written texts.
 | use a developing set of strategies to: * determine the central idea or theme in oral presentations and written texts
* explain how the theme is developed by specific details in the texts
* summarize part of the text.
 | use an increasing range of strategies to: * determine two central ideas or themes in oral presentations and written texts
* analyze the development of the themes/ideas
* cite specific details and evidence from the texts to support the analysis
* summarize a simple text.
 | use a wide range of strategies to:* determine central ideas or themes in presentations and written texts
* analyze the development of the themes/ideas
* cite specific details and evidence from the texts to support the analysis
* summarize a text.
 |
| (4) Construct claims to declare and describe your position. Support your claims with text evidence. | * express an opinion about a familiar topic.
 | * construct a claim about familiar topics
* introduce the topic
* give a reason to support the claim
* provide a concluding statement.
 | * construct a claim about familiar topics
* introduce the topic
* provide sufficient reasons or facts to support the claim
* provide a concluding statement.
 | * construct a claim about a variety of topics
* introduce the topic
* provide logically ordered reasons or facts that effectively support the claim
* provide a concluding statement.
 | * construct a substantive claim about a variety of topics
* introduce the claim
* distinguish it from a counter-claim
* provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim
* provide a conclusion that summarizes the argument presented.
 |
| (5) Conduct research, evaluate findings, and communicate your findings in your persuasive letter. | * gather information from a few provided print and digital sources
* label collected information, experiences, or events.
 | * gather information from provided print and digital sources
* summarize data and information.
 | * carry out short research projects to answer a question
* gather information from multiple provided print and digital sources
* evaluate the reliability of each source
* paraphrase key information in a short written or oral report
* include illustrations, diagrams, or other graphics
* provide a list of sources.
 | * carry out both short and more sustained research projects to answer a question
* gather and synthesize information from multiple print and digital sources
* use search terms effectively
* evaluate the reliability of each source
* integrate information into an organized oral or written report
* cite sources appropriately.
 | * carry out both short and more sustained research projects to answer a question or solve a problem
* gather and synthesize information from multiple print and digital sources
* use advanced search terms effectively
* evaluate the reliability of each source
* analyze and integrate information into a clearly organized oral or written text
* cite sources appropriately.
 |
| (6) Analyze and critique the arguments of others orally and in writing. | * identify a point an author or a speaker makes.
 | * identify the main argument an author or speaker makes
* identify one reason an author or a speaker gives to support the argument.
 | * explain the reasons an author or a speaker gives to support a claim
* cite textual evidence to support the analysis.
 | * analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance,
* determine whether the evidence is sufficient to support the claim, and
* cite textual evidence to support the analysis.
 | * analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance,
* determine whether the evidence is sufficient to support the claim, and
* cite specific textual evidence to thoroughly support the analysis.
 |
| (7) Adapt your language choice to your audience, purpose, and task. | * recognize the meaning of some words learned through conversations, reading, and being read to.
 | * adapt language choices to task and audience with emerging control
* use some frequently occurring general academic and content-specific words in conversation and discussion.
 | * adapt language choices and style according to purpose, task, and audience with developing ease
* use an increasing number of general academic and content-specific words and expressions in speech and written text
* show developing control of style and tone in oral or written text.
 | * adapt language choices and style according to purpose, task, and audience
* use a wider range of complex general academic and content-specific words and phrases
* adopt and maintain a formal style in speech and writing, as appropriate.
 | * adapt language choices and style according to purpose, task, and audience with ease
* use a wide variety of complex general academic and content-specific words and phrases
* employ both formal and more informal styles effectively, as appropriate.
 |
| (8) Determine the meaning of words and phrases in oral presentations and literary and informational text . . . | relying heavily on context, visual aids, and knowledge of morphology in their native language,* recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions

in texts about familiar topics, experiences, or events. | using context, visual aids, reference materials, and knowledge of morphology in their native language,* determine the meaning of frequently occurring words, phrases, and expressions

in texts about familiar topics, experiences, or events. | using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words),* determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions

In texts about familiar topics, experiences, or events. | using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology,* determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions

in texts about a variety of topics, experiences, or events. | using context, complex visual aids, reference materials, and consistent knowledge of English morphology,* determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions

in texts about a variety of topics, experiences, or events. |
| (9) Create clear & coherent grade appropriate text in your persuasive letter. | with support (including context and visual aids) and non-verbal * communication, communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences

with limited control | with support (including modeled sentences),* recount a short sequence of events in order, and
* introduce an informational topic
* provide one or two facts about the topic
* use common linking words to connect events and ideas (e.g., *first, next, because*)

with emerging control. | * recount a sequence of events, with a beginning, middle, and end
* introduce and develop an informational topic with facts and details
* use common transitional words and phrases to connect events, ideas, and opinions (e.g., *after a while*, *for example*, *as a result*)
* provide a conclusion

 with developing control. | * recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure
* introduce and develop an informational topic with facts, details, and evidence
* use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas
* provide a concluding section or statement

with increasingly independent control. | * recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order
* introduce and effectively develop an informational topic with facts, details, and evidence
* use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas
* provide a concluding section or statement.
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| Language Functions (examples) | * Cause/Effect
	+ \_\_\_\_\_\_ caused \_\_\_\_\_\_
	+ Because
	+ \_\_\_\_\_ caused by \_\_\_\_\_\_
 | * Cause/Effect
	+ \_\_\_\_ was a result of
	+ This led to\_\_\_\_
	+ \_\_\_\_\_ resulted in\_\_\_\_
	+ Due to \_\_\_\_
 | * Cause/Effect
	+ As a result of \_\_\_\_\_\_,
	+ Due to \_\_\_\_
	+ Consequently,
 | * Cause/Effect
	+ Furthermore, \_\_\_\_\_
	+ As a result of \_\_\_\_\_\_,
	+ Due to \_\_\_\_
* Point/Counterpoint
	+ Conversely,
	+ However,
	+ Moreover
 | * Transition for Supporting Evidence
	+ According to \_\_\_\_\_
	+ This confirms that…
	+ Furthermore,
	+ In addition to\_\_\_\_, -\_\_\_\_ shows/demonstrates/illustrates
	+ This illustrates that…
 |
| (10) Make accurate use of standard English in your persuasive letter. | with support (including modeled sentences),* recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions
* understand and respond to simple questions.
 | with support (including modeled sentences),* use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions
* produce simple and compound sentences.
 | with support (including modeled sentences),* use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional)
* use simple clauses (e.g., independent, dependent, relative, adverbial)
* produce and expand simple, compound and a few complex sentences.
 | * use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute)
* use increasingly complex clauses
* produce and expand simple, compound, and complex sentences.
 | * use complex phrases and clauses
* produce and expand simple, compound, and complex sentences.
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| Language Forms | People migrate because of opportunity. | A bad economy led to more migration. This resulted in illegal immigration. | As a result of a down economy, more migrants moved to the US. Consequently, many migrants do not have legal documentation. | Critics will point out that migrants lack proper documentation. However, I believe that people have a right to work. | In addition to the economic advantages of extending asylum to thousands of workers living in the shadows, there is a political advantage. Providing asylum to undocumented workers will result in great political gain. |

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| **Formative Assessments** | **Summative Assessments** | **Language Features** |
| * [Image Analysis – Migrant Farmworkers](https://drive.google.com/file/d/0B_8tTJz8H1huUXc1UEJLcXI2S1E/edit?usp=sharing)
	+ [Student version](https://drive.google.com/a/oregonlearning.org/?usp=chrome_app#folders/0B_8tTJz8H1huUTgtV1VtLUl6bzA)
* [Image Analysis – Immigration](https://drive.google.com/file/d/0B_8tTJz8H1huYWdQZGZPbFBnb28/edit?usp=sharing)
* [Extended Anticipatory Guide](https://drive.google.com/file/d/0B_8tTJz8H1huMm41aWJ3SUJzRDQ/edit?usp=sharing)
	+ [EAG 1](https://drive.google.com/file/d/0B_8tTJz8H1huVmxfLUwxV0tHWGc/edit?usp=sharing)
	+ [EAG 2](https://drive.google.com/file/d/0B_8tTJz8H1huRmp3XzNOY2JUeVk/edit?usp=sharing)
* [Argumentation Organizer](https://drive.google.com/file/d/0B_8tTJz8H1huLU1GNGM5RDloUkU/edit?usp=sharing)
* Support Materials
	+ [Graphic supports & additional research](https://drive.google.com/file/d/0B_8tTJz8H1hublVBckNqX2ZlYU0/edit?usp=sharing)
	+ [Immigration data](https://drive.google.com/file/d/0B_8tTJz8H1huU0ZwLVEzVkh0T0U/edit?usp=sharing)
	+ Memoir Organizers
		- [Setting Organizer](https://drive.google.com/file/d/0B_8tTJz8H1huY3Y4ZFhIcC1SVkU/edit?usp=sharing)
		- [Compare & Contrast Matrix](https://drive.google.com/file/d/0B_8tTJz8H1hub3lDS0JGMDktcjQ/edit?usp=sharing)
		- [Double Entry Journal](https://drive.google.com/file/d/0B_8tTJz8H1hua2o2U1dZZVdrRDA/edit?usp=sharing)
 | * [*Persuasive letter task to Congressman José E. Serrano*](https://drive.google.com/file/d/0B_8tTJz8H1hudWs2NnRQWG1OYjA/edit?usp=sharing)
	+ [Persuasive Task List](https://drive.google.com/file/d/0B_8tTJz8H1hubkVaVGQwcEthTTQ/edit?usp=sharing)
	+ Sample Student Letters
		- [Draft letter](https://drive.google.com/file/d/0B_8tTJz8H1huaHRoMVNpOTVYMHM/edit?usp=sharing)
		- [Final Draft 1](https://drive.google.com/file/d/0B_8tTJz8H1huZHZmN1pqSWtTSFE/edit?usp=sharing)
* Support Materials
	+ [Letter to Congressman Serrano](https://drive.google.com/file/d/0B_8tTJz8H1huUXc1UEJLcXI2S1E/edit?usp=sharing) from Mr. Tim
	+ [Letter to Mr. Tim](https://drive.google.com/file/d/0B_8tTJz8H1huV0d2WW9hYWs4cTA/edit?usp=sharing)
	+ [Project Reflection](https://drive.google.com/a/oregonlearning.org/?usp=chrome_app#folders/0B_8tTJz8H1huUTgtV1VtLUl6bzA)
	+ [Congressman to Student](https://drive.google.com/file/d/0B_8tTJz8H1huSkxJOWpIZ1I4bk0/edit?usp=sharing)
 | * [Connecting and transition words practice](https://drive.google.com/file/d/0B_8tTJz8H1huMVBmMnZmOHdFN1k/edit?usp=sharing)
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| **Sample Lessons** | **Enduring Understandings** |
| * [Evidence and claims](https://drive.google.com/file/d/0B_8tTJz8H1huZEZ1UDBFXy1LUHc/edit?usp=sharing)
* [Analyzing Quantitative Data](https://drive.google.com/file/d/0B_8tTJz8H1huMGtKeHFaanBDM1U/edit?usp=sharing)
* [Essay Organization – transition words](https://drive.google.com/file/d/0B_8tTJz8H1huYUloeDNqalktRjA/edit?usp=sharing)
* [Argumentation](https://drive.google.com/file/d/0B_8tTJz8H1huMGp0dmVjc0p6Zjg/edit?usp=sharing)
* [Comparing/Contrasting](https://drive.google.com/file/d/0B_8tTJz8H1huWXA2R3c1WGhHZmc/edit?usp=sharing)
* [Final Lesson (Publishing)](https://drive.google.com/file/d/0B_8tTJz8H1huR0FJX1VkWnc1YVU/edit?usp=sharing)
* [Student Reflection](https://drive.google.com/file/d/0B_8tTJz8H1huR0FJX1VkWnc1YVU/edit?usp=sharing)
 | * Students will understand:
	+ How to construct a claim to argue their position
	+ How to mine text and analyze charts and graphs for evidence
	+ How to defend their claim with text and graphical evidence
	+ How to link ideas with critical connecting and transition words
	+ How to adapt their language for audience and purpose
 |