WV TREE Resource:

English Language Arts

Resource Name: Argument Analysis for Rhetoric

Grade Level(s):  5th Grade  6th Grade  7th Grade  8th Grade  9th Grade

10th Grade  11th Grade  12th Grade

Resource Summary/Overview: .A mini-lesson designed to guide students through identifying claims, evidence, counter-claims, and the rhetoric used in an argument.

Length: 45-90 minutes

Domain(s) Addressed:  Reading  Writing  Speaking/Listening  Language

West Virginia College- and Career-Readiness Standards:

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| **ELA.12.4** | Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where and why the informational text leaves matters uncertain. |
| **ELA.12.5** | Determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex and critical analysis; provide an objective summary of the informational text. |
| **ELA.12.6** | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the informational text and media. |
| **ELA.12.10** | Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how and why an author uses and refines the meaning of a key term or terms over the course of an informational text (e.g., how Madison defines “faction” in Federalist No. 10). |
| **ELA.12.11** | In informational text, analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including how the author uses structure to make points clear, convincing, and engaging. |
| **ELA.12.19** | By the end of the year, read and comprehend nonfiction and other informational texts independently and proficiently at the high end of the grades 11-12 text complexity range. |

Delivery Method(s):  Direct Instruction  Whole Group  Pairs  
  Small Group  Computer-based  Individual  
  Other (explain): While this lesson is designed for individual student use, additional directions are provided for scaffolding for students with identified special needs.

Resource Materials:  Text(s)  Handouts  Media  Rubric

Other (explain): Plan includes definition of what meets expectations for teacher review.

Resource Purpose(s):  Engage/Activate  Introduce Topic/Skill  Review Topic/Skill

Formative Assessment  Summative Assessment

Reinforce Skill  Enrichment  Intervention/Support

Other (explain): Click here to enter text.

Instructor Notes: This mini-task can be used with any text, but does require that students have a basic understanding of rhetorical strategies, claim, counter-claim, and evidence.