

## Unit Synopsis

During this unit, students will engage in argumentative writing. During the first lesson, students will review the characteristics and structures of argumentative texts by reading and discussing two articles about plastic straw bans. While answering text-dependent questions about the articles, students will be able to see how authors use facts and opinions within opinion essays in order to support their claim.

During the second lesson, students will unpack a study stack of student essays to further explore how authors use specific techniques within argumentative essays. The students will also unpack an argumentative prompt to begin planning their own opinion essay by reading two articles about zoos.

Students will then go through the writing process to develop and compose their own argumentative/opinion essay in order to share their opinion about zoos. Throughout the unit, the students will engage in a variety of reading, writing, listening, speaking, and thinking routines and tasks. Teachers should model and write alongside students throughout the unit.

## Persuasive Texts vs. Argumentative Texts: What is the difference and why is it important?

In grades K-2, students work with persuasive texts and are expected to recognize their characteristics. However, they are not required to compose persuasive texts. Once students enter 3<sup>rd</sup> grade, they will begin to work with argumentative texts, both in reading and composition. The differences between persuasive and argumentative text are subtle but important.

As defined by the [TEKS Guide](#), a [persuasive text](#) is a text written with the intent of convincing the audience to adopt a belief and to move to action by appealing to emotions, reason, or values. An [argumentative text](#), on the other hand, is a text written to demonstrate to an audience that a certain position or idea is valid and that others are not. The writer appeals to reason, and develops, defends, or debates the topic, connecting a series of statements in an orderly way so they lead to a logical conclusion.

Argumentative Text	Persuasive Text
Goal: To get the reader to see that your point is valid	Goal: To get the reader to agree with you
Relies on facts and evidence	Relies heavily on opinion
Supports claim with facts, evidence, and logic	Supports opinion with facts, but often relies on emotional appeal as well

While it is important that students understand the difference, you don't need to spend a lot of time having your students outline the differences. They will get to this type of work in later grades. However, **it's important that we don't confuse the students by using the words interchangeably or teaching the two as the same thing.** If you're wanting to highlight a difference for them, an easy way is to connect it to what they learned in second grade about persuasive texts. You may want to say something like, "Last year you learned about persuasive text. This year, we're going to learn about another genre that's similar but gives a little more factual evidence."

## Lesson 1: Explore Argumentative Texts

Focus Standards (TEKS)*	Content Objectives
<ul style="list-style-type: none"> <li><b>3.9Ei:</b> recognize characteristics and structures of argumentative text by: identifying the claim</li> <li><b>3.9Eii:</b> recognize characteristics and structures of argumentative text by: distinguishing facts from opinion</li> <li><b>3.7C:</b> use text evidence to support an appropriate response</li> </ul>	<ul style="list-style-type: none"> <li>Students will recognize the characteristics and structures of argumentative text by reading and discussing two articles about plastic straw bans.</li> <li>Students will be able to answer text-dependent questions by reading and discussing two articles about plastic straw bans.</li> <li>Students will be able to identify the claim of the text "People need them": The trouble with the movement to ban plastic straws" by explaining how the author uses facts for an argument.</li> </ul>

## Lesson 2: Study Mentor Texts & Deconstruct Argumentative ECR Prompt

Focus Standards (TEKS)*	Content Objectives
<ul style="list-style-type: none"> <li><b>3.9Ei:</b> recognize characteristics and structures of argumentative text by: identifying the claim</li> <li><b>3.9Eii:</b> recognize characteristics and structures of argumentative text by: distinguishing facts from opinion</li> <li><b>3.7C:</b> use text evidence to support an appropriate response</li> </ul>	<ul style="list-style-type: none"> <li>Students will recognize the characteristics and structures of argumentative essays by reading and discussing three student essays.</li> <li>Students will be able to identify an author's claim within an essay.</li> <li>Students will be able to unpack an argumentative prompt and begin planning their own argumentative essay by reading two articles about zoos.</li> </ul>

## Lesson 3: Prewriting & Drafting Argumentative Essay

Focus Standards (TEKS)*	Content Objectives
<ul style="list-style-type: none"> <li><b>3.7C:</b> use text evidence to support an appropriate response</li> <li><b>3.11A:</b> plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping</li> <li><b>3.11Bi:</b> develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction and a conclusion</li> <li><b>3.11Bii:</b> develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details</li> </ul>	<ul style="list-style-type: none"> <li>Students will use text evidence to support an appropriate response while discussing two articles about zoos.</li> <li>Students will plan an argumentative essay using a mapping strategy.</li> <li>Students will begin drafting an argumentative essay using a writing planner.</li> </ul>

## Lesson 4: Revising for Clarity & Organization

Focus Standards (TEKS)*	Content Objectives
<ul style="list-style-type: none"> <li><b>3.11C:</b> revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</li> <li><b>3.11Bi:</b> develop drafts into a focused, structured, and coherent piece of writing by: organizing with</li> </ul>	<ul style="list-style-type: none"> <li>Students will revise their essay by focusing on clarity using a revision square and checklist.</li> <li>Students will revise their essay by focusing on organization using a revision square and checklist.</li> </ul>

<p>purposeful structure, including an introduction and a conclusion</p> <ul style="list-style-type: none"> <li>• <b>3.11Bii:</b> develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details</li> </ul>	<ul style="list-style-type: none"> <li>• Students will revise their writing by adding, deleting, combining, and rearranging words, phrases, sentences, and/or ideas within their essay.</li> </ul>
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### Lesson 5: Revising for Development & Word Choice

Focus Standards (TEKS)*	Content Objectives
<ul style="list-style-type: none"> <li>• <b>3.11C:</b> revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</li> <li>• <b>3.11Bi:</b> develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction and a conclusion</li> <li>• <b>3.11Bii:</b> develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details</li> </ul>	<ul style="list-style-type: none"> <li>• Students will revise their essay by focusing on development and word choice using a revision square and checklist.</li> <li>• Students will revise their writing by adding, deleting, combining, and rearranging words, phrases, sentences, and/or ideas within their essay.</li> </ul>

### Lesson 6: Edit & Share Final Draft

Focus Standards (TEKS)*	Content Objectives
<ul style="list-style-type: none"> <li>• <b>3.11D:</b> edit drafts using standard English conventions</li> <li>• <b>3.12C:</b> compose argumentative texts, including opinion essays, using genre characteristics and craft</li> </ul>	<ul style="list-style-type: none"> <li>• Students will edit their argumentative essay using an editing checklist.</li> <li>• Students will write their final draft to share with their classmates and teacher.</li> <li>• Students will compose an argumentative essay that includes a claim to address a writing prompt about zoos.</li> </ul>
<ul style="list-style-type: none"> <li>• If you plan on having the students enter their draft into Edcite, the following assignment is available: <ul style="list-style-type: none"> <li>○ <b>TX_ELA_3rdELA_S26_Writing_Success_Unit_ECR</b></li> </ul> </li> </ul>	

\*Please note that the focus standards listed do not include the TEKS that are integrated throughout the unit, such as those from Strand 2 (Comprehension), Strand 3 (Response Skills), and Strand 6 (Composition Skills).