## 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 letters. While answering text-dependent questions about the letters, students will be able to recognize how authors provide reasons to support their arguments.

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 video games.

Students will then go through the writing process to develop and compose their own argumentative/opinion essay in order to share their opinion about video games. 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 3rd grade, they will begin to work with argumentative texts, both in reading and composition. By 4th grade, students should be able to read an argumentative text and determine the claim or arguable statement that the author holds about the topic or issue discussed in the text. Students should also know that argumentative texts have unique characteristics when responding to an argumentative prompt.

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, 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, 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 want to highlight a difference for them, an easy way is to connect it to what they learned about persuasive texts in previous grades. You may want to say something like, "In second grade you learned about persuasive text. In third grade, you were introduced to argumentative texts. This year, we're going to continue to learn about argumentative texts."

## Lesson 1: Review & Explore Argumentative Texts

| Focus Standards (TEKS)* | Content Objectives |
|---|---|
| • **4.9Ei:** recognize characteristics and structures of argumentative text by: identifying the claim<br>• **4.9Eii:** recognize characteristics and structures of argumentative text by: explaining how the author used facts for an argument<br>• **4.7C:** use text evidence to support an appropriate response | • Students will recognize the characteristics and structures of argumentative text by reading and discussing two letters.<br>• Students will be able to answer text-dependent questions by reading and discussing two letters.<br>• Students will be able to recognize how authors provide reasons to support their arguments. |

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

| Focus Standards (TEKS)* | Content Objectives |
|---|---|
| • **4.9Ei:** recognize characteristics and structures of argumentative text by: identifying the claim<br>• **4.9Eii:** recognize characteristics and structures of argumentative text by: explaining how the author used facts for an argument<br>• **4.7C:** use text evidence to support an appropriate response | • Students will recognize the characteristics and structures of argumentative essays by reading and discussing three student essays.<br>• Students will be able to identify an author's claim within an essay.<br>• Students will be able to unpack an argumentative prompt and begin planning their own argumentative essay by reading two articles about video games. |

## Lesson 3: Prewriting & Drafting Argumentative Essay

| Focus Standards (TEKS)* | Content Objectives |
|---|---|
| • **4.7C:** use text evidence to support an appropriate response<br>• **4.11A:** 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<br>• **4.11Bi:** develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, and a conclusion<br>• **4.11Bii:** develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details | • Students will use text evidence to support an appropriate response while discussing two articles about video games.<br>• Students will plan an argumentative essay using a mapping strategy.<br>• Students will begin drafting an argumentative essay using a writing planner. |

## Lesson 4: Revising for Clarity & Organization

| Focus Standards (TEKS)* | Content Objectives |
|---|---|
| • **4.11C:** revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity<br>• **4.11Bi:** develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, and a conclusion | • Students will revise their essay by focusing on clarity using a revision square and checklist.<br>• Students will revise their essay by focusing on organization using a revision square and checklist.<br>• Students will revise their writing by adding, deleting, combining, and rearranging words, phrases, sentences, and/or ideas within their essay. |

| 4.11Bii: develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details | |
|---|---|

| Lesson 5: Revising for Development & Word Choice | |
|---|---|
| **Focus Standards (TEKS)*** | **Content Objectives** |
| • **4.11C:** revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity<br>• **4.11Bi:** develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, and a conclusion<br>• **4.11Bii:** develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details | • Students will revise their essay by focusing on development and word choice using a revision square and checklist.<br>• Students will revise their writing by adding, deleting, combining, and rearranging words, phrases, sentences, and/or ideas within their essay. |

| Lesson 6: Edit & Share Final Draft | |
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| **Focus Standards (TEKS)*** | **Content Objectives** |
| • **4.11D:** edit drafts using standard English conventions<br>• **4.12C:** compose argumentative texts, including opinion essays, using genre characteristics and craft | • Students will edit their argumentative essay using an editing checklist.<br>• Students will write their final draft to share with their classmates and teacher.<br>• Students will compose an argumentative essay that includes a claim to address a writing prompt about video games. |
| • If you plan on having the students enter their draft into Edcite, the following assignment is available:<br>  o **TX_ELA_4thELA_S26_ Writing_Success_Unit_ECR** | |

*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).