

Writing Success Guide #2 – Argumentative ECR

Unit Synopsis

During this unit, students read, annotate, and discuss informational texts. Students will unpack a prompt, participate in the writing process, and construct a written response. In addition, students will unpack the STAAR argumentative essay rubric for responding to an Extended Constructed Response (ECR). This unit relies heavily on the teacher sharing their thinking and analysis through think alouds and exemplars of written responses. By the end of the unit, the goal is for students to write an in-depth response by arguing, analyzing, and evaluating information provided in a reading selection to include a counterargument and refutation.

This unit of study has been updated to include the implementation of Class Companion.

- **During the writing process (drafting and revising), students will receive targeted, rubric-based guidance to strengthen their writing.**

Unit at a Glance

	Focus	Standards
Day 1	Unpack the ECR Rubric Unpack an Argumentative Extended Constructed Response (ECR) Prompt	<ul style="list-style-type: none"> • E2.8 Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. • E2.4(B) generate questions about text before, during, and after reading to deepen understanding and gain information
Day 2	Prewriting	<ul style="list-style-type: none"> • E2.4(F) make inferences and use evidence to support understanding • E2.9(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing • E2.5(B) write responses that demonstrate understanding of texts, including comparing texts within and across genres; • E2.10(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft
Day 3	Drafting	<ul style="list-style-type: none"> • E2.9(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: <ul style="list-style-type: none"> ○ (i) using an organizing structure appropriate to purpose, audience, topic, and context ○ (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary

		<ul style="list-style-type: none"> • E2.5(B) write responses that demonstrate understanding of texts, including comparing texts within and across genres; • E2.10(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft
Day 4	<p>Drafting Revising/Editing - Peer Review Conferring</p> <p>Updated Step: Students can submit their draft to Class Companion for feedback.</p>  <p>Class Companion BY PANORAMA EDUCATION</p>	<ul style="list-style-type: none"> • E2.9(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses • E2.2(D) edit drafts using standard English conventions, including: <ul style="list-style-type: none"> ○ (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments ○ (ii) consistent, appropriate use of verb tense and active and passive voice ○ (iii) pronoun-antecedent agreement ○ (iv) correct capitalization ○ (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate ○ (vi) correct spelling • E2.5(B) write responses that demonstrate understanding of texts, including comparing texts within and across genres; • E2.10(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft
Day 5	<p>Conferring Publishing</p>	<ul style="list-style-type: none"> • E2.5(B) write responses that demonstrate understanding of texts, including comparing texts within and across genres; • E2.9(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses • E2.9(E) publish written work for appropriate audiences • E2.10(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft