



# Writing Argumentative Text

## Learning Objectives

- I will write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.
- I will edit writing for standard grammar and usage, including subject-verb agreement commensurate with grade-level expectations as more English is acquired.
- I will edit writing for standard grammar and usage, including pronoun agreement, commensurate with grade-level expectations as more English is acquired.
- I will edit writing for standard grammar and usage, including appropriate verb tenses, commensurate with grade-level expectations as more English is acquired.

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### SCENE 1 (1.A.i, 1.C.i)

- **1.A.i:** use prior knowledge to understand meanings in English
- **1.C.i:** use strategic learning techniques to acquire basic and grade-level vocabulary

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### SCENE 2 (1.A.i, 1.A.ii, 1.C.i, 1.D.i, 2.C.iii, 2.C.iv, 2.D.ii, 2.I.iii, 4.C.i, 4.C.iii, 4.C.iv, 4.F.ii, 4.G.iii, 4.G.iv, 5.B.ii, 5.F.iii, 5.G.ii)

- **1.A.i:** use prior knowledge to understand meanings in English
- **1.A.ii:** use prior experiences to understand meanings in English
- **1.C.i:** use strategic learning techniques to acquire basic and grade-level vocabulary
- **1.D.i:** speak using learning strategies
- **2.C.iii:** learn basic vocabulary heard during classroom instruction and interactions
- **2.C.iv:** learn academic vocabulary heard during classroom instruction and interactions
- **2.D.ii:** seek clarification [of spoken language] as needed

- **2.I.iii:** demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs
- **4.C.i:** develop basic sight vocabulary used routinely in written classroom materials
- **4.C.iii:** comprehend English vocabulary used routinely in written classroom materials
- **4.C.iv:** comprehend English language structures used routinely in written classroom materials
- **4.F.ii:** use visual and contextual support to enhance and confirm understanding
- **4.G.iii:** demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs
- **5.B.ii:** write using content- based grade-level vocabulary
- **5.F.iii:** write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired
- **5.G.ii:** describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired

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**SCENE 3 (1.C.i, 2.C.iv, 2.I.v, 4.C.i, 4.C.iii, 4.C.iv, 4.F.ii, 4.F.iii, 4.G.iii, 4.G.iv, 5.B.i, 5.B.ii, 5.G.iii)**

- **1.C.i:** use strategic learning techniques to acquire basic and grade-level vocabulary
- **2.C.iv:** learn academic vocabulary heard during classroom instruction and interactions
- **2.I.v:** demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs
- **4.C.i:** develop basic sight vocabulary used routinely in written classroom materials
- **4.C.iii:** comprehend English vocabulary used routinely in written classroom materials
- **4.C.iv:** comprehend English language structures used routinely in written classroom materials
- **4.F.ii:** use visual and contextual support to enhance and confirm understanding
- **4.F.iii:** use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language

- **4.G.iii:** demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs
- **4.G.iv:** demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs
- **5.B.i:** write using newly acquired basic vocabulary
- **5.B.ii:** write using content- based grade-level vocabulary
- **5.G.iii:** explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired

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**SCENE 4 (4.C.iv, 4.D.i, 5.A.i, 5.B.i, 5.B.ii, 5.C.i, 5.C.ii, 5.C.iii, 5.E.i, 5.F.i, 5.F.ii, 5.F.iii, 5.G.iii)**

- **4.C.iv:** comprehend English language structures used routinely in written classroom materials
- **4.D.i:** use prereading supports to enhance comprehension of written text
- **5.A.i:** learn relationships between sounds and letters of the English language to represent sounds when writing in English
- **5.B.i:** write using newly acquired basic vocabulary
- **5.B.ii:** write using content- based grade-level vocabulary
- **5.C.i:** spell familiar English words with increasing accuracy
- **5.C.ii:** employ English spelling pattern with increasing accuracy as more English is acquired
- **5.C.iii:** employ English spelling rules with increasing accuracy as more English is acquired
- **5.E.i:** employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations
- **5.F.i:** write using a variety of grade-appropriate sentence lengths in increasingly accurate ways as more English is acquired
- **5.F.ii:** write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired
- **5.F.iii:** write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired
- **5.G.iii:** explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired

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**SCENE 5 (4.F.ii, 4.F.iii, 4.F.v, 5.B.i, 5.B.ii, 5.C.i, 5.C.ii, 5.C.iii, 5.E.i, 5.F.i, 5.F.ii, 5.F.iii, 5.G.iii)**

- **4.F.ii:** use visual and contextual support to enhance and confirm understanding

- **4.F.iii:** use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language
- **4.F.v:** use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language
- **5.B.i:** write using newly acquired basic vocabulary
- **5.B.ii:** write using content- based grade-level vocabulary
- **5.C.i:** spell familiar English words with increasing accuracy
- **5.C.ii:** employ English spelling pattern with increasing accuracy as more English is acquired
- **5.C.iii:** employ English spelling rules with increasing accuracy as more English is acquired
- **5.E.i:** employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations
- **5.F.i:** write using a variety of grade-appropriate sentence lengths in increasingly accurate ways as more English is acquired
- **5.F.ii:** write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired
- **5.F.iii:** write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired
- **5.G.iii:** explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired

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**SCENE 6 (3.C.iv, 3.D.i, 3.D.ii, 3.E.i, 3.F.i, 5.D.i, 5.D.ii, 5.D.iii, 5.G.ii)**

- **3.C.iv:** speak using a variety of connecting words with increasing accuracy and ease as more English is acquired
- **3.D.i:** speak using grade-level content area vocabulary in context to internalize new English words
- **3.D.ii:** speak using grade-level content area vocabulary in context to build academic language proficiency
- **3.E.i:** share information in cooperative learning interactions
- **3.F.i:** ask [for] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments
- **5.D.i:** edit writing for standard grammar and usage, including subject-verb agreement commensurate with grade-level expectations as more English is acquired

- **5.D.ii:** edit writing for standard grammar and usage, including pronoun agreement, commensurate with grade-level expectations as more English is acquired
- **5.D.iii:** edit writing for standard grammar and usage, including appropriate verb tenses, commensurate with grade-level expectations as more English is acquired
- **5.G.ii:** describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired