

# English 10

Sept. 19

# Warm-up:

Take a moment and finish your argument statement for the article, A Case Against Affirmative Action.

Check your statement with your partner. If you do not have the same statement, discuss and make corrections.

Be ready to share.

# Today

- Today we will finish a new article we started yesterday.
- Once again, we will be focusing on active reading skills.
- We will be identifying the claim, finding its evidence and explaining how the evidence supports the argument.
- This is the last article before we have our assessment.

# *A Case Against* *Affirmative Action*

- I can demonstrate active reading skills
- I can identify a claim and its support in a passage

# What you should do today

You should finish the steps we have been practicing the past few weeks:

- Identify Key Text Elements
- Make a prediction
- Closely read for understanding
- Take notes/organize the reading
- Find the claim and its support.

# Support and Analysis

- **Create** a T- chart like you did for *Lowering the Bar*.
- In the first column, **identify the author's evidence or support** for his claim. (In other words, what are the reasons he gives to support his opinion)
- In the second column, **explain how** his evidence helps prove his claim.

# Support

This will be in the author's words

How does this help prove the author's claim?

This will be in your own words (write complete sentences)

# Paragraph Activity

(to be completed on your own)

- Write one paragraph that includes:
  - Claim statement
  - Support of the claim
  - Evaluation of the claim
- You have already done this 3 times, just with my help. Look back in your Daily Work section to see how this paragraph can be written.

# Paragraph Activity

- Turn and talk with a partner. Discuss these questions:
  - Is everything included in the paragraph that is supposed to be included?
  - What could be added?
  - What could be changed?
  - Are there any grammar/punctuation errors?