

They should be able to

- 1. Reading – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
- 2. Reading – Identify and explain claims and evidence within an argument.
- 3. Writing – Develop a paragraph that includes a claim and evidence supporting the claim.

| Stage                                            | Use                                                                       | Your notes |
|--------------------------------------------------|---------------------------------------------------------------------------|------------|
| <b>Starter</b><br>10 min · retrieval<br>practice | Topic quiz 01 (10 questions, answers on sheet 2)                          |            |
| <b>Teach</b><br>the new content                  | Handout 01<br>Slide deck 01 (+ notes handout, 6-up)<br>Vocabulary list 01 |            |
| <b>Practice</b><br>guided then<br>independent    | Exercise sheets 1.1, 1.2, 1.3<br>Past-paper sheets 1.1                    |            |
| <b>Check</b><br>before they leave                | Unit test 1 (with mark scheme)                                            |            |
| <b>Homework</b><br>set from the Library          | Any unused exercise sheet above<br>Holiday homework pack                  |            |

They should be able to

- 1. Reading – Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.
- 2. Writing – Demonstrate an understanding of an audience’s beliefs, values, or needs.
- 3. Reading – Identify and explain claims and evidence within an argument.
- 4. Writing – Develop a paragraph that includes a claim and evidence supporting the claim.
- 5. Reading – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.
- 6. Writing – Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

| Stage                                            | Use                                                                       | Your notes |
|--------------------------------------------------|---------------------------------------------------------------------------|------------|
| <b>Starter</b><br>10 min · retrieval<br>practice | Topic quiz 02 (10 questions, answers on sheet 2)                          |            |
| <b>Teach</b><br>the new content                  | Handout 02<br>Slide deck 02 (+ notes handout, 6-up)<br>Vocabulary list 02 |            |
| <b>Practice</b><br>guided then<br>independent    | Exercise sheets 2.1, 2.2, 2.3, 2.4, 2.5, 2.6<br>Past-paper sheets 2.6     |            |
| <b>Check</b><br>before they leave                | Unit test 2 (with mark scheme)                                            |            |
| <b>Homework</b><br>set from the Library          | Any unused exercise sheet above<br>Holiday homework pack                  |            |

They should be able to

- 1. Reading – Identify and explain claims and evidence within an argument.
- 2. Writing – Develop a paragraph that includes a claim and evidence supporting the claim.
- 3. Reading – Describe the line of reasoning and explain whether it supports an argument’s overarching thesis.
- 4. Writing – Develop a line of reasoning and commentary that explains it throughout an argument.
- 5. Reading – Recognize and explain the use of methods of development to accomplish a purpose.
- 6. Writing – Use appropriate methods of development to advance an argument.

| Stage                                            | Use                                                                        | Your notes |
|--------------------------------------------------|----------------------------------------------------------------------------|------------|
| <b>Starter</b><br>10 min · retrieval<br>practice | Topic quiz 03 (10 questions, answers on sheet 2)                           |            |
| <b>Teach</b><br>the new content                  | Handout 03<br>Slide deck 03 (+ notes handout, 6-up)<br>Vocabulary list 03  |            |
| <b>Practice</b><br>guided then<br>independent    | Exercise sheets 3.1, 3.2, 3.3, 3.4, 3.5, 3.6<br>Past-paper sheets 3.3, 3.4 |            |
| <b>Check</b><br>before they leave                | Unit test 3 (with mark scheme)                                             |            |
| <b>Homework</b><br>set from the Library          | Any unused exercise sheet above<br>Holiday homework pack                   |            |

They should be able to

- 1. Reading – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
- 2. Writing – Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
- 3. Reading – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.
- 4. Writing – Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
- 5. Reading – Recognize and explain the use of methods of development to accomplish a purpose.
- 6. Writing – Use appropriate methods of development to advance an argument.

| Stage                                            | Use                                                                       | Your notes |
|--------------------------------------------------|---------------------------------------------------------------------------|------------|
| <b>Starter</b><br>10 min · retrieval<br>practice | Topic quiz 04 (10 questions, answers on sheet 2)                          |            |
| <b>Teach</b><br>the new content                  | Handout 04<br>Slide deck 04 (+ notes handout, 6-up)<br>Vocabulary list 04 |            |
| <b>Practice</b><br>guided then<br>independent    | Exercise sheets 4.1, 4.2, 4.3, 4.4, 4.5, 4.6                              |            |
| <b>Check</b><br>before they leave                | <i>nothing in the Library for this stage yet</i>                          |            |
| <b>Homework</b><br>set from the Library          | Any unused exercise sheet above<br>Holiday homework pack                  |            |

They should be able to

- 1. Reading – Describe the line of reasoning and explain whether it supports an argument’s overarching thesis.
- 2. Writing – Develop a line of reasoning and commentary that explains it throughout an argument.
- 3. Reading – Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.
- 4. Writing – Use transitional elements to guide the reader through the line of reasoning of an argument.
- 5. Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
- 6. Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

| Stage                                            | Use                                                                       | Your notes |
|--------------------------------------------------|---------------------------------------------------------------------------|------------|
| <b>Starter</b><br>10 min · retrieval<br>practice | Topic quiz 05 (10 questions, answers on sheet 2)                          |            |
| <b>Teach</b><br>the new content                  | Handout 05<br>Slide deck 05 (+ notes handout, 6-up)<br>Vocabulary list 05 |            |
| <b>Practice</b><br>guided then<br>independent    | Exercise sheets 5.1, 5.2, 5.3, 5.4, 5.5, 5.6<br>Past-paper sheets 5.5     |            |
| <b>Check</b><br>before they leave                | Unit test 5 (with mark scheme)                                            |            |
| <b>Homework</b><br>set from the Library          | Any unused exercise sheet above<br>Holiday homework pack                  |            |

They should be able to

- 1. Reading – Identify and explain claims and evidence within an argument.
- 2. Writing – Develop a paragraph that includes a claim and evidence supporting the claim.
- 3. Reading – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.
- 4. Writing – Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
- 5. Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
- 6. Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

| Stage                                            | Use                                                                             | Your notes |
|--------------------------------------------------|---------------------------------------------------------------------------------|------------|
| <b>Starter</b><br>10 min · retrieval<br>practice | Topic quiz 06 (10 questions, answers on sheet 2)                                |            |
| <b>Teach</b><br>the new content                  | Handout 06<br>Slide deck 06 (+ notes handout, 6-up)<br>Vocabulary list 06       |            |
| <b>Practice</b><br>guided then<br>independent    | Exercise sheets 6.1, 6.2, 6.3, 6.4, 6.5, 6.6<br>Past-paper sheets 6.1, 6.2, 6.4 |            |
| <b>Check</b><br>before they leave                | Unit test 6 (with mark scheme)                                                  |            |
| <b>Homework</b><br>set from the Library          | Any unused exercise sheet above<br>Holiday homework pack                        |            |

They should be able to

- 1. Reading – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
- 2. Writing – Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
- 3. Reading – Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.
- 4. Writing – Qualify a claim using modifiers, counterarguments, or alternative perspectives.
- 5. Reading – Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas. (Note: Students should be able to read and analyze these complexities but are not expected to write with them on timed essays.)
- 6. Writing – Write sentences that clearly convey ideas and arguments.
- 7. Reading – Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.
- 8. Use established conventions of grammar and mechanics to communicate clearly and effectively.

| Stage                                            | Use                                                                                  | Your notes |
|--------------------------------------------------|--------------------------------------------------------------------------------------|------------|
| <b>Starter</b><br>10 min · retrieval<br>practice | Topic quiz 07 (10 questions, answers on sheet 2)                                     |            |
| <b>Teach</b><br>the new content                  | Handout 07<br>Slide deck 07 (+ notes handout, 6-up)<br>Vocabulary list 07            |            |
| <b>Practice</b><br>guided then<br>independent    | Exercise sheets 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8<br>Past-paper sheets 7.3, 7.4 |            |
| <b>Check</b><br>before they leave                | Unit test 7 (with mark scheme)                                                       |            |
| <b>Homework</b><br>set from the Library          | Any unused exercise sheet above<br>Holiday homework pack                             |            |

They should be able to

- 1. Reading – Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.
- 2. Writing – Demonstrate an understanding of an audience’s beliefs, values, or needs.
- 3. Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
- 4. Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.
- 5. Reading – Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.
- 6. Writing – Write sentences that clearly convey ideas and arguments.

| Stage                                            | Use                                                                       | Your notes |
|--------------------------------------------------|---------------------------------------------------------------------------|------------|
| <b>Starter</b><br>10 min · retrieval<br>practice | Topic quiz 08 (10 questions, answers on sheet 2)                          |            |
| <b>Teach</b><br>the new content                  | Handout 08<br>Slide deck 08 (+ notes handout, 6-up)<br>Vocabulary list 08 |            |
| <b>Practice</b><br>guided then<br>independent    | Exercise sheets 8.1, 8.2, 8.3, 8.4, 8.5, 8.6<br>Past-paper sheets 8.4     |            |
| <b>Check</b><br>before they leave                | Unit test 8 (with mark scheme)                                            |            |
| <b>Homework</b><br>set from the Library          | Any unused exercise sheet above<br>Holiday homework pack                  |            |

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They should be able to

- 1. Reading – Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.
- 2. Writing – Qualify a claim using modifiers, counterarguments, or alternative perspectives.

| Stage                                            | Use                                                                       | Your notes |
|--------------------------------------------------|---------------------------------------------------------------------------|------------|
| <b>Starter</b><br>10 min · retrieval<br>practice | Topic quiz 09 (10 questions, answers on sheet 2)                          |            |
| <b>Teach</b><br>the new content                  | Handout 09<br>Slide deck 09 (+ notes handout, 6-up)<br>Vocabulary list 09 |            |
| <b>Practice</b><br>guided then<br>independent    | Exercise sheets 9.1, 9.2<br>Past-paper sheets 9.2                         |            |
| <b>Check</b><br>before they leave                | Unit test 9 (with mark scheme)                                            |            |
| <b>Homework</b><br>set from the Library          | Any unused exercise sheet above<br>Holiday homework pack                  |            |