To start the argument activity, students select an issue that is most important to them. They spend time adequately developing their argument about the issue, including actively looking for evidence as they read. Teachers can help this process by modeling for students how to dissect texts and infer deeper meaning. The teacher provides the students with a three-paragraph essay outline and prompts them individually to help them advance through the process. Figure 5 contains prompts that can be used to help them write.

This process is duplicated when students begin building an argument for a second or third issue. The teacher instructs the students to change their verbiage from “most important” to “another important” as they work on a second issue. Students create a well-built argument as their final product for one or two issues. As a class or in small groups students take turns listening to their classmates' arguments and sharing their own. From this activity, students are able to improve both their productive and receptive language skills and demonstrate their level of mastery.

**Conclusion**

Students come to school already fluent in many discourses (e.g., argument, narration, description, exposition, and transactional). Many of these existing discourses could be used to support language learning in the classroom. Classroom strategies, such as those identified in this article, give ELL students opportunities to explore and articulate their own opinions and develop language vocabulary.

**References**

National Middle School Association [NMSA]. (2010). *This we believe: Keys to educating young adolescents.* Westerville, OH: Author.


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**Upcoming Roundtable Schedule**

**How to Ensure that Everyone Feels Safe**

**Thursday, February 27, 2020, 5-6pm ET**

How do you maintain the balance between a welcoming school climate and the complex issues involved with maintaining a secure facility? How do you address cyber safety and cyberbullying?

**Health and Wellness for Staff**

**Thursday, March 26, 2020, 5-6pm ET**

What strategies and tools do you provide to support the physical, emotional, instructional, and institutional needs of your staff?

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