

**Vertical Progression:**

<p><b>5<sup>th</sup> Grade</b></p>	<p><b>W 5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.</p>
<p><b>6<sup>th</sup> Grade</b></p>	<p><b>W 6.1</b> Write arguments to support claim(s) with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style.</p>
<p><b>7<sup>th</sup> Grade</b></p>	<p><b>W 7.1</b> <b>Write arguments to support claim(s) with clear reasons and relevant evidence.</b> a. <b>Introduce claim(s), acknowledge alternate or opposing claim(s), and organize the reasons and evidence logically.</b> b. <b>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</b> c. <b>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</b> d. <b>Establish and maintain a formal style.</b> e. <b>Provide a concluding statement or section that follows from and supports the argument</b></p>
<p><b>8<sup>th</sup> Grade</b></p>	<p><b>W 8.1</b> Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.</p>

#### Students will demonstrate command of the Standard by:

- Selecting or developing a position or claim to write an argument effectively.
- Using sources to locate, sort, and select reasons and evidence to support claims.
  - acknowledging the opposing point of view
  - differentiating between relevant and irrelevant reasons/evidence
  - including an appropriate variety of reasons/evidence
- Creating cohesion and clarifying relationships among claims, reasons, counterclaims, and evidence.
- Using a formal style in writing.
- Providing a conclusion that supports the argument.

#### Vocabulary:

- Acknowledge
- Address
- Argument/Counterargument
- Claim/Alternate or Opposing Claim
- Conclusion
- Credible Sources
- Relevant Evidence
- Support
- Thesis Statement
- Transitions

#### Question Stems:

- Introduce a claim; acknowledge and address alternate/opposing claims.
- In sentence \_\_\_\_\_, the author supports his argument with relevant evidence.
- Which sentences best supports the counterargument?
- What evidence does the author use to support his claim?
- Does the evidence come from a credible source?
- Rewrite the concluding statement to support the argument presented.

## PARCC Evidence Statement:

Students write effectively when using and/or analyzing sources.

### Development of Ideas

- The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements<sup>1</sup> by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.

### Organization

- The student response demonstrates purposeful coherence, clarity, and cohesion<sup>2</sup> and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas.

### Clarity of Language

- The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone<sup>3</sup>, and/or domain-specific vocabulary.

### Knowledge of Language and Conventions

- The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.

## Sample Instructional/Assessment Tasks:

- 1) Passages: “Social Media as Community,” “Is Google Making Us Stupid?” And “Attached to Technology and Paying a Price.”

**Resource:** <http://achievethecore.org/search?q=argumentative+writing>

**Prompt:** Should your school participate in the national “Shut Down Your Screen Week?” Be sure to use evidence from the texts, as well as your own knowledge, to support and develop your thinking.

Remember, a strong and effective piece of argument writing:

- *Takes the audience into account*
- *Has a clear introduction*
- *States a focus/position statement clearly, precisely, and thoughtfully*
- *Uses specific evidence from the text(s) to support and develop the position, and explains that evidence logically*
- *Takes into account what people who disagree with you might think and tries to respond to that*
- *Concludes effectively*
- *Uses precise language*
- *Shows control over conventions*