

Vertical Progression:

<p>6th Grade</p>	<p>W 6.1 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>7th Grade</p>	<p>W 7.1 Write arguments to support claim(s) with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claim(s), 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), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument.</p>
<p>8th Grade</p>	<p>W 8.1 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>
<p>9- 10th Grade</p>	<p>W 9-10.1 Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that establishes clear relationships among claim(s), counterclaim(s), reasons, and evidence. b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaim(s). d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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 and distinguishing between opposing claims
 - distinguishing 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:

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|-------------------------------------|---------------------|
| • Acknowledge | • Credible Sources |
| • Address | • Distinguish |
| • Argument/Counterargument | • Logical |
| • Claim/Alternate or Opposing Claim | • Relevant Evidence |
| • Clarify | • Support |
| • Conclusion | • Thesis Statement |
| • Cohesion | • Transitions |

Question Stems:

- How did you distinguish your claim from opposing claims?
- How are your claims and reasons organized? Is the arrangement logical?
- What words and phrases give this piece a “formal style”?
- How do you maintain this style?
- How does your concluding statement (conclusion) support the arguments 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 elements⁷ 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 cohesion⁸ 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 tone⁹, 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:

Resource: <https://coretools ldc.org/mods/286e33b5-65c2-4ff5-9ec6-511459111ecf>

Prompt: Is Mark Twain's story of a jumping frog satire or only humorous? After reading "The Jumping Frog of Calaveras County", write an essay in which you discuss "satire" and "humor" and evaluate whether Twain's story is one of satire or humor. Support your position with evidence from the text(s).