

**Vertical Progression:**

<p><b>7<sup>th</sup> Grade</b></p>	<p><b>W 7.1</b> Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge 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), 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><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>
<p><b>9<sup>th</sup>-10<sup>th</sup> Grade</b></p>	<p><b>W 9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <b>a.</b> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. <b>b.</b> Develop claim(s) and counterclaims 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. <b>c.</b> 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 counterclaims. <b>d.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <b>e.</b> Provide a concluding statement or section that follows from and supports the argument presented</p>
<p><b>11<sup>th</sup>-12<sup>th</sup> Grade</b></p>	<p><b>W 11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences</p>

claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax 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 counterclaims.

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.

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

- Introduce precise, knowledgeable claims
- Establish significance of claims
- Distinguish claims from opposing claims
- Logically sequence claims, counterclaims, reasons, and evidence
- Develop claims & counterclaims fairly and thoroughly
- Supply the most relevant evidence
- Identify strengths and weaknesses of claims and counterclaims
- Anticipate audience reactions to claims and counterclaims
- Use skillful and varied diction and syntax to create clear and cohesive links between claims, counterclaims, reasons, and evidence
- Maintain a formal style and objective tone
- Adhere to norms and conventions of specific writing disciplines
- Provide a strong sense of closure that supports the argument

#### Vocabulary:

- Compare
- Evaluate
- Distinguish
- Cohesion
- Substantive
- Defensible
- Valid
- Precise

### Question Stems:

- What is the most important element of your claim?
- Why is your claim significant?
- What is the relationship between your claims and alternate or opposing claims?
- What are the strengths or weaknesses of each side?
- How might you order your claims for maximum coherence/effect?
- Which evidence is most relevant to your claim or your counterclaims?
- What ideas, values, or biases might your audience bring to your writing?
- How could you target your writing for maximum impact on your audience?
- What language or style best aligns with your argument?
- What are the norms and/or conventions of this type of writing?
- How can you best support your writing with a sense of closure?

### PARCC Evidence Statement:

**Development of Ideas:** The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements 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 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, 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” <http://www.nytimes.com/roomfordebate/2012/02/12/the-advantages-and-disadvantages-of-living-alone/social-media-as-community>
- “Is Google Making Us Stupid?” <http://teacher.scholastic.com/scholasticnews/indepth/upfront/debate/index.asp?article=d100410>
- “Attached to Technology and Paying a Price.” <http://farms.hartlandschools.us/subsites/Elizabeth-Bontekoe/documents/Wissner/Language%20Arts/Argument/Attached%20to%20Technology%20and%20Paying%20a%20Price.pdf>

#### Item Type: Open Response

Groups of parents and teachers have made proposals to school boards across the country in support of joining a national movement called “Shut Down Your Screen Week.”

You will read three texts relating to the issue: “Social Media as Community,” “Is Google Making Us Stupid?” and “Attached to Technology and Paying a Price.” As you read these texts, think about how they deepen your understanding of the issue. Think about what position you will take and what evidence you will use to support your thinking.

Finally, compose an argumentative essay taking a position on this question: **Should schools participate in the national “Shut Down Your Screen Week?”** Be sure to cite evidence from the texts to support and develop your position as well as acknowledge and address possible counterclaims.