

Argumentative Writing in All Subjects



*Tucson Unified School District
Office of Curriculum, Instruction,
Professional Development, & Assessment*
Curriculum & Student Engagement: MODULE 3
Grades 6-12
August 28 and 29, 2014

Quick Write

“Beginning as early as the latter elementary years, schools should offer -- no, require -- age-appropriate cross-cultural studies that would, in effect, introduce us to us.”

-- Leonard Pitts

Jot down your thoughts to this claim. Clarify your response.

Outcomes

- Explain the key elements for argumentative writing
- Write a short argumentative essay with a claim, evidence and interpretation
- Identify at least two culturally responsive (CR) strategies that promote effective critical thinking among all learners, particularly African American and Latino students.

Agenda

- Critical Elements and Characteristics
- Strategies for Argumentation
- Application of Argumentative Writing

Norms



- Equity of Voice
- Active listening
- Respect for all perspectives
- Safety and confidentiality
- Respectful use of technology

COMMON CORE SHIFTS FOR ELA / LITERACY

STUDENT
ACHIEVEMENT
PARTNERS

ACHIEVETHECORE.ORG

- 1 Regular practice with **complex text** and its **academic language**
- 2 Reading, writing and speaking grounded in **evidence from text**, both literary and informational
- 3 **Building knowledge** through **content-rich nonfiction**

Basic Elements

- Claim
- Evidence
- Interpretation (Warrants)
- Counterclaim
- Rebuttal

Definitions

- **Claim**—The main point you will argue
- **Evidence**—Supporting facts, figures, statistics, and/or observations
- **Interpretation**—Logical explanation showing how the evidence supports the claim
- **Counterclaim**—A different claim negating the original
- **Rebuttal**—Evidence negating the counterclaim

Annotate the Text

- Highlight the claim. Put a C
- Underline the evidence. Put an E
- Circle the interpretation. Put an I
- Find the counterclaim. Put a CC
- Identify the rebuttal.

C-E-I-Cc-R

- C—“Schools should offer...cross-cultural studies.”
- E—“Unconscious biases have real impact... Michael Brown lying dead in the street... [yet] 7 white Hispanic teens questioned, released.”
- I—“Black kids are strangers to benefit of the doubt.”
- CC—“You might consider this Utopian.”
- R—“A mile in another man’s shoes [may] inoculate you against bias.”

Rigor at Each Grade Level

6 The requirements shift from writing opinions to writing **arguments**. Students need to make a **claim**. They must effectively introduce, support, and organize their claims and evidence. They must use **credible sources**, and they must maintain a **formal style**.

7 Now, students not only introduce, support, and organize their own claims, but they also **acknowledge alternate/opposing claims**. In addition, they must gather evidence by using **accurate**, credible sources. They need to maintain a formal style.

8 Students not only acknowledge alternate claims, but they also **distinguish** these claims from their own. The other requirements from grades 6-7 still stand.

9-10 Once they are in high school, students make more **precise claims** in an analysis of **substantive** topics or texts, using **valid** reasoning and **relevant and sufficient evidence**. They develop claims and counterclaims **fairly**; they **anticipate the audience's knowledge level and concerns**; and they maintain a formal style and **objective tone** while attending to **norms and conventions** of the discipline in which they are writing.

11-12 In addition to meeting the above requirements, students now make precise and **knowledgeable claims**; they establish the **significance** of their claims; they acknowledge the audience's knowledge level, concerns, **values**, and **possible biases**; and they must use **varied syntax**.

“It’s clear from observing student writing in various contexts that although adolescents may intend to write an argument, they often see no need to present evidence or show why it is relevant; they merely express (usually vague) opinions.”

George Hillocks, Jr.

2 Strategies for Argumentation

- C-E-I graphic organizer for prewriting*
- They Say / I Say template*

C-E-I – Looking at Evidence 1st

Evidence (Facts, Examples, Definitions, Statistics, Expert Ideas)	Interpretation (What does the evidence mean? Why is it important?)	Claim (My conclusion that pulls the argument together)
<u>Example: From paragraph 2</u> "Only a fraction of Americans have ever set foot in the state of Missouri, much less in Ferguson."	<u>Example:</u> The author implies that we need not concern ourselves about things that happen in places where we don't reside.	<u>Example:</u> Small towns need to take care of their own business.

They Say...I Say

2-Paragraph Template

The general argument made by author X in her/his work, _____, is that _____.

More specifically, X argues that _____.

She/he writes, “_____.” In this passage, X is suggesting that _____. In conclusion, X’s belief is that _____.

In my view, X is wrong/right, because _____.

More specifically, I believe that _____.

For example, _____. Although X might object that _____, I maintain that _____.

Therefore, I conclude that _____.

Let's Practice

Do you agree that “beginning in the latter elementary years, schools should... require age-appropriate cross-cultural studies that would...introduce us to us?”

- *Referring to the Op Eds by Pitts and Geraghty, use the C-E-I chart or the They Say / I Say template.*
- *Write a mini argumentative essay supporting your stance.*

Resources for Teaching Argumentative Writing

- Achieve the Core. ELA/Literacy for Grades 6-12.
<http://achievethecore.org/dashboard/300/search/1/1/0/1/2/3/4/5/6/7/8/9/10/11/12> *Lessons and Student Samples.*
- Burke, Jim. Teaching Reading in the Content Areas
<http://www.englishcompanion.com/pdfDocs/BurkeHOutsFullWorkshop.pdf> See p. 47 for writing argument graphic organizer and p. 12 for sentence starters and frames
- Davis, Lauren. 8 Strategies for Designing Lesson Plans to Meet the CCSS Opinion and Argument Writing Requirements.
<http://www.nsta.org/docs/2013congressccssargumentation.pdf> *Progression of rigor chart and description of strategies*
- Duffy, Matthew. “Argumentative Writing in Science.”
<http://prezi.com/llkabjkn2pdz/argumentative-writing-in-science/> *Examples of science prompts for argumentative writing*

Resources for Teaching Argumentative Writing

- Graff, Gerald and Cathy Birkenstein. 2014. *They Say, I Say: The Moves That Matter in Academic Writing*. 3rd ed
http://www.amazon.com/They-Say-Academic-Writing-Edition/dp/0393935841/ref=dp_ob_image_bk Shows students how to engage in argumentative writing; offers many useful templates
- Hillocks, Jr., George. Teaching Argument Writing: Grades 6-12.
<http://www.heinemann.com/shared/onlineresources/e01396/introandchapter1.pdf> Elements of argument writing and strategies for teaching it
- ProCon.org <http://www.procon.org/> Resources for critical thinking and argumentation across multiple content areas
- Smekens Education Solutions, Inc. “Persuasive vs. Argumentative Writing Samples.”
<http://www.smekenseducation.com/argumentative-v-persuasive-writing.html> 2 samples showing difference between persuasive and argumentative essays
- Stuart, Jr., Dave. Non-Freaked Out Common Core—Part 4—Argument and Debate. <http://www.teachingthecore.com/non-freaked-out-common-core-argument-debate/> Argument via debate

Resources for Teaching Argumentative Writing

- TC Reading and Writing Project “Teaching Students to Examine Craft Moves and Author’s Intent in Mentor Persuasive Essay in Order to Support Revision”
<http://vimeo.com/album/2192388/video/56066196> *Fifteen-minute video of middle school teacher and students analyzing a mentor text for its persuasive/argumentative features as preparation for revising drafts*
- The Online Writing Lab at Purdue. “Argumentative Essays”
<https://owl.english.purdue.edu/owl/resource/685/05/> *Description of argumentative essays and explanation of the structure*
- Tucker, Caitlin. “Common Core Standards: Teaching Argument Writing” <http://catlintucker.com/2012/10/common-core-standards-teaching-argument-writing/> *Strategies for teaching argument writing*
- 2011 Utah ELA Core Academy. “The 7 C’s of Argumentation”
http://www.uen.org/core/languagearts/writing/downloads/7C_argumentation.pdf *Outline of argumentation process*

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EXIT SLIP:

What do you need to implement argumentative writing?

Write:

- o 3 new things you learned today
- o 2 concerns or questions
- o 1 thing you will implement right away or change right away based on AZCCRS.

