

W K.1

Standard: Use a combination of drawing, dictating, and writing to state an opinion or a preference about a topic or part of a book (e.g., I like dogs better than cats because...; My favorite part of the story is when...; I think it was funny when...).

Anchor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Essential Skills/Concepts:

- ☐ Draw a picture
- ☐ Know that a story tells about something that happened
- ☐ Understand that ideas can be conveyed through writing, drawing pictures or telling
- ☐ Make a choice and give reasons for that choice
- ☐ Understand that letters and the sounds that they make can be written
- ☐ Understand that a title is the name of a book
- ☐ Give the name of the book when writing about that book

Academic Vocabulary

Draw	Reason
Tell	Dislike
Writing	Opinion
Favorite	Like
Book title	
Sentence frame	
Sentence starter	

Teaching Notes/Strategies: (For Teacher Use)

Questions to generate thinking:

- ✓ What are you writing about?
- ✓ Which is your favorite (animal, book, food)? Don't forget to put that in your writing.
- ✓ How will you start your writing?
- ✓ Can you tell me what you like and I will write down what you say?
- ✓ Can you tell me about your picture and I will help you write about your picture?
- ✓ Can you use this frame to start your writing? My favorite_____is_____. or I like because_____.
- ✓ Start your writing by using this sentence starter... The name of my favorite book is_____.

W 1.1:

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion or preference, supply a fact (e.g., because race cars go faster than...) or reason for the opinion, and end with a sentence that restates their opinion related to a feeling or emotion (e.g., it makes me laugh; that was the scariest part).

W 1.1

Standard: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion or preference, supply a fact or reason for the opinion, and end with a sentence that restates their opinion related to a feeling or emotion.

Anchor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Essential Skills/Concepts:

- ☐ Understand the concept of having an opinion
- ☐ Identify a favorite book or story
- ☐ To express orally an opinion such as like or dislike of a chosen book or story. Support that opinion with a reason
- ☐ Write a brief opinion piece about a book or story. Provide a reason for that opinion
- ☐ Provide enough detail to bring the written piece to a reasonable closure
- ☐ Identify a topic for their writing

Academic Vocabulary

Opinion
Reasons
Topic
Details
Title
Ask and answer

Teaching Notes/Strategies: (For Teacher Use)

Questions to generate thinking:

- ✓ What did you like best?
- ✓ Name your favorite book or story
- ✓ Why did you choose this book or story?
- ✓ What did you like best?
- ✓ What are you going to write about? Why?
- ✓ Tell me two things you like about_____.
- ✓ Write about_____include the reasons you chose this topic.
- ✓ How will you end your writing?

W K.1:

Use a combination of drawing, dictating, and writing to state an opinion or a preference about a topic or part of a book (e.g., I like dogs better than cats because...; My favorite part of the story is when...; I think it was funny when...).

W 2.1:

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide one or more concluding sentences that restate or paraphrase their opinion.

W 2.1

Standard: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide one or more concluding sentences that restate or paraphrase their opinion.

Anchor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Essential Skills/Concepts:

- ☐ Understand the concept of having an opinion
- ☐ Ability to express orally an opinion such as like or dislike of a chosen book or story. Support that opinion with a reason
- ☐ Ability to write a brief opinion piece about a book or story. Provide a reason for that opinion
- ☐ Know common organizational structures such as cause/effect, chronological/sequential order; problem/solution
- ☐ Know what linking words are and how to use them when moving from one reason to another
- ☐ Know that conclusions should restate or sum up the writing

Academic Vocabulary

Argument
Support claims
Substantive topics
Valid reason
Evidence

Teaching Notes/Strategies: (For Teacher Use)

Questions to generate thinking:

- ✓ Who is your audience?
- ✓ What is your purpose for writing?
- ✓ From what point of view will you be writing?
- ✓ Did I completely explain my opinion of topic or argument in my paper?
- ✓ Does the reader know my opinion?
- ✓ How did I support my opinion with details?
- ✓ Did I include transitional or linking words?
- ✓ Did my opinion end with a strong conclusion?

W 1.1:

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion or preference, supply a fact or reason for the opinion, and end with a sentence that restates their opinion related to a feeling or emotion.

W 3.1:

Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons.

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists fact- or text-based reasons.
- b. Provide reasons that support the opinion.
- c. Link opinion and reasons using words and phrases
- d. Provide a concluding statement or section that reinforces or restates the opinion.

W 3.1

Standard: Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons.

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists fact- or text-based reasons.
- Provide reasons that support the opinion.
- Link opinion and reasons using words and phrases
- Provide a concluding statement or section that reinforces or restates the opinion.

Anchor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Essential Skills/Concepts:

- ☐ Chose a topic
- ☐ State an opinion about the topic
- ☐ Know common organizational structures such as cause/effect, chronological/sequential order; problem/solution
- ☐ Know what linking words are and how to use them when moving from one reason to another
- ☐ Know that conclusions should restate or sum up the writing

Academic Vocabulary

Fact/opinion
Topic
Point of view
Introduction/conclusion statements
Support
Organizational structure
Linking words

Teaching Notes/Strategies: (For Teacher Use)

Questions to generate thinking:

- ✓ Who is your audience?
- ✓ What is your purpose for writing?
- ✓ Have you stated an opinion or preference?
- ✓ Did you let your reader know your opinion or preference?
- ✓ How did you introduce your topic?
- ✓ Is your writing organized in a way that makes sense to your reader?
- ✓ Are you using cause and effect or sequence to help organize your writing?
- ✓ Are any important details or reasons left out of your writing?
- ✓ Do you use time-order words to help your reader understand when the events happened?
- ✓ Does your conclusion sum up or restate your opinion or purpose?
- ✓ From which point of view will you be writing?
- ✓ What linking words could you use to help your reader follow your thinking?

W 2.1:

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide one or more concluding sentences that restate or paraphrase their opinion.

W 4.1

Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases.
- Provide a concluding statement or section that reinforces or restates the opinion presented.

W 4.1

Standard: Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases.
- Provide a concluding statement or section that reinforces or restates the opinion presented.

Anchor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Essential Skills/Concepts:

- ☐ Know the difference between fact and opinion pieces
- ☐ Support a point of view
- ☐ Know various organizational text structures
- ☐ Know how to groups related ideas
- ☐ Support reasons with facts and details
- ☐ Use transitional words
- ☐ Write a conclusion
- ☐ Relate the conclusion to the opinion

Academic Vocabulary

Fact
Opinion
Text
Structure
Conclusion
Support
Reasons
Linking words/phrases
Transitional words

Teaching Notes/Strategies: (For Teacher Use)

Questions to generate thinking:

- ✓ What is your piece about? How will you support your opinion?
- ✓ What are your reasons for writing about this?
- ✓ Which details and facts have you included that support your opinion?
- ✓ How is your writing organized? Chronological order, cause and effect...?
- ✓ Does your conclusion restate your opinion?
- ✓ Which words or phrases help move the reader logically between your opinions to your reasons for that opinion?

W 3.1: Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons.

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists fact- or text-based reasons.
- Provide reasons that support the opinion.
- Link opinion and reasons using words and phrases
- Provide a concluding statement or section that reinforces or restates the opinion.

W 5.1: Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information.

- 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.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses.
- Provide a concluding statement or section that reinforces or restates the opinion presented.

W 5.1

- Standard:** Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information.
- 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.
 - Provide logically ordered reasons that are supported by facts and details.
 - Link opinion and reasons using words, phrases, and clauses.
 - Provide a concluding statement or section that reinforces or restates the opinion presented.

Anchor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Essential Skills/Concepts:

- ☐ Recognize facts from opinions
- ☐ Use various organizational structures, such as cause and effect, chronological order, etc. to organize text
- ☐ Understand the features of expository text
- ☐ Know how to group related ideas
- ☐ Recognize when ideas are not expressed logically
- ☐ Use transitional words and phrases to help the reader follow the information
- ☐ Understand how to express an opinion effectively

Academic Vocabulary

Organization
Opinion
Phrases
Clauses
Transitions
Concluding statement
Facts
Details

Teaching Notes/Strategies: (For Teacher Use)

Questions to generate thinking:

- ✓ What is your writing about? How will you support your opinion?
- ✓ What reasons do you state to explain your opinion?
- ✓ Which facts and details have you included that support your opinion?
- ✓ Should your reasons be placed in a specific order? Why, or why not? Is your writing logical?
- ✓ Is your writing logical?
- ✓ Does your concluding statement relate back to the opinion(s) you presented earlier in your writing?

W 4.1: Write opinion pieces on topics or texts, supporting a point of view with fact- or text- based reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases.
- Provide a concluding statement or section that reinforces or restates the opinion presented.

W 6.1: Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.

W 6.1

Standard: Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.

Anchor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Essential Skills/Concepts:

- ☐ Understand the rhetoric of argument
- ☐ Introduce a precise claim
- ☐ Provide reasons and evidence to support claims
- ☐ Determine relevance of evidence
- ☐ Utilize credible sources
- ☐ Utilize transitional expressions to establish relationships among claims and reasons
- ☐ Understand and use a formal style
- ☐ Provide an effective conclusion

Academic Vocabulary

Arguments	Style
Claims	Persuade
Clear reasons	Conclusion
Relevant evidence	Transitions
Facts, reasons, details	Topic
Credible source	Thesis
Supporting evidence	

Teaching Notes/Strategies (For Teacher Use)

Questions to generate thinking:

- ✓ How can you clearly introduce your claim?
- ✓ What reasons/evidence best supports your claim?
- ✓ Is the evidence relevant? Are your sources credible?
- ✓ What words will assist the reader in clarifying the relationship between the claim and reasons?
- ✓ What makes your piece formal in style?
- ✓ Is your concluding statement congruent with the argument presented?

W 5.1: Write opinion pieces on topics or texts, supporting a point of view with fact- or text- based reasons and information.

- 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.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses.
- Provide a concluding statement or section that reinforces or restates the opinion presented.

W 7.1: Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

W 7.1

Standard: Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

Anchor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Essential Skills/Concepts:

- ☐ Establish and maintain formal text structure
- ☐ Use words, phrases, and clauses to create cohesion
- ☐ Sustain an objective style and tone
- ☐ Understand the purpose of writing
- ☐ Understand expository text structure
- ☐ Understand starting point, purpose, form, audience, voice, and point of view
- ☐ Use precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader
- ☐ Write a multi-paragraph essay
- ☐ Provide a concluding statement

Academic Vocabulary

Style	Topic
Persuade	Text
Address	Conclusion
Relevant evidence	Cohesion
Credible source	Supporting
Evidence	
Claims/alternate or opposing claims	
Arguments/counterarguments	

Teaching Notes/Strategies: (For Teacher Use)

Questions to generate thinking:

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

W 6.1:

Write arguments to support claims 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 accurate, 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.
- e. Provide a concluding statement or section that follows from the argument presented.

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 accurate, relevant evidence, using 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.

W 8.1

Standard: Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

Anchor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Essential Skills/Concepts:

- ☐ Write an argument with claims, reasons, and evidence
- ☐ Understand use of counterclaims in an argument essay
- ☐ Employ logical reasoning when supporting claims
- ☐ Understand what makes evidence relevant, accurate and credible
- ☐ Create cohesion and clarify relationships via choice
- ☐ Understand sentences of “formal style”
- ☐ Craft conclusions that support the argument

Academic Vocabulary

Argument	Reasoning
Claim	Accurate
Relevant	Credible
Evidence	Cohesion
Acknowledge	Clarify
Distinguish	Counterclaim
Alternate	Logical
Opposing	

Teaching Notes/Strategies: (For Teacher Use)

Questions to generate thinking:

- ✓ How did you distinguish your claim from opposing claims?
- ✓ How are your claims & reasons organized? Is the arrangement logical?
- ✓ What words phrases piece “formal”?
- ✓ How do you maintain this style?
- ✓ How does your concluding statement (section) support the arguments presented?

W 7.1:

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 accurate, relevant evidence, using 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.

W 9-10.1:

Write arguments to support claims 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 claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- 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.
- 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 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.

W 9-10.1

- Standard:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 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.
 - 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.
 - 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.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented.

Anchor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Essential Skills/Concepts:

- ☐ Understand the rhetoric of argument
- ☐ Analyze a substantive topic or text
- ☐ Introduce a precise claim
- ☐ Provide reasons and evidence from substantive to support claim
- ☐ Identify and distinguish counterclaims
- ☐ Develop claims and counterclaims fairly
- ☐ Organize reasons and evidence in a logical manner
- ☐ Analyze and address audience considerations
- ☐ Determine relevance of evidence
- ☐ Utilize credible sources
- ☐ Utilize transitional expressions to establish relationships among claims and reasons
- ☐ Understand how to maintain a formal style and objective tone
- ☐ Provide an effective conclusion

Academic Vocabulary

Audience
Subjective objective
Subjective argument
Claim
Evidence
Formal language
Informal language
Logical arrangement

Teaching Notes/Strategies: (For Teacher Use)

Questions to generate thinking:

- ✓ How can you clearly introduce your claim?
- ✓ What evidence best supports your claim?
- ✓ Is the evidence relevant? Are your sources credible?
- ✓ What counterclaims can be made? Have you addressed them fairly?
- ✓ What considerations should be addressed regarding the audience's knowledge /concerns of the topic or text?
- ✓ What words will assist the reader in clarifying the relationship between the claim and reasons?
- ✓ What makes your piece formal in style?
- ✓ Is your tone objective?
- ✓ Does your concluding statement support the argument presented?

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 accurate, relevant evidence, using 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.

W 11-12.1:

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 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.

W 11-12.1

Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 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 claim(s), counterclaims, reasons, and evidence.
- 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.
- 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.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

Anchor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Essential Skills/Concepts:

- ☐ Understand the rhetoric of argument
- ☐ Analyze a substantive topic or text
- ☐ Introduce a precise claim
- ☐ Establish significance of claims
- ☐ Provide reasons and evidence from substantive to support claim
- ☐ Identify and distinguish counterclaims
- ☐ Develop claims and counterclaims fairly
- ☐ Organize reasons and evidence in a logical manner
- ☐ Support assertions through appeal to logic or emotion
- ☐ Analyze and address audience considerations, values, and biases
- ☐ Determine relevance of evidence
- ☐ Utilize transitional expressions to establish relationships among claims and reasons
- ☐ Understand how to maintain a formal style and objective tone
- ☐ Provide an effective conclusion

Academic Vocabulary

Argument text	Significant
Claims	Opposing Claim
Analysis	Sequence
Topic	Counter Claim
Valid	Rhetorical Device
Reasoning	Personal anecdote
Relevant	Analogy
Evidence	Formal style
Precise	Objective tone
Concluding statement	
Logically sequenced	

Teaching Notes/Strategies: (For Teacher Use)

Questions to generate thinking:

- ✓ How can you clearly introduce your claim?
- ✓ What reasons/evidence best supports your claim?
- ✓ Is the evidence relevant? Are your sources credible?
- ✓ What counterclaims can be made? Have you addressed them fairly?
- ✓ How can you support your assertion by appealing to logic (reasoning)?
- ✓ Can you support your assertion by appealing to emotion? How?
- ✓ What considerations should be addressed regarding the audience's knowledge /values/biases of the topic or text?
- ✓ What words will assist the reader in clarifying the relationship between the claim and reasons?
- ✓ What makes your piece formal in style?
- ✓ Is your tone objective?

W 9-10.1:

Write arguments to support claims 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 claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- 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.
- 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 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.