Writers Workshop Unit of Study
6th Grade – Argument Paragraph
Make and Support a Claim

ELA
Common Core Standards

6th Grade
Argument Paragraph:
Make and Support a Claim
Unit # in sequence
Writers Workshop Unit of Study
6th Grade – Argument Paragraph
Make and Support a Claim

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Writers Workshop Unit of Study
6th grade Argument Paragraph- Make and Support a Claim

Preface

The following unit supports and aligns to the Common Core State Standards. This research-based work is the outcome of a collective effort made by numerous secondary teachers from around the state of Michigan. MAISA (Michigan Association of Intermediate School Administrators) initiated a statewide collaborative project bringing together educators from around the state to create and refine a K-12 English Language Arts model curriculum. This one unit is situated within a yearlong sequence of units. Depending upon the unit’s placement in the yearlong Scope and Sequence, it will be important to recognize prior skills and content this unit expects learners to have. This unit also has a later companion argument writing unit where writers build upon the foundational understandings this unit establishes. Each unit presents a string of teaching points that scaffold and spiral the content and skills. The unit is structured to be student-centered rather than teacher-driven. Sessions emphasize student engagement and strive to increase critical thinking and writing skills simultaneously. Writing and thinking processes are stressed and are equally important to the end writing product. Sessions are designed as a series of mini-lessons that allow time to write, practice, and conference. Through summative and formative assessments specific to each unit, students will progress toward becoming independent thinkers and writers.

Significant input and feedback was gathered both in the initial conceptualizing of the unit and later revisions. Teachers from around the state piloted and/or reviewed the unit and their feedback and student artifacts helped in the revision process. Special thanks go to lead unit writer Delia DeCourcy who closely studied the CCSS, translated the standards into curriculum and practice, and revised with a close eye to classroom teacher feedback. Throughout the yearlong collaborative project, teachers reviewing units are finding how students’ habits of mind have shifted from task oriented to big picture thinking utilizing a critical literacy lens. The following unit contends that significant reading from multiple resources is needed prior to a writer developing a claim of scope and depth.
Unit Title: Argument Paragraph: Make and Support a Claim

Unit Description (overview):
After learning about the foundational concepts of argument—fact, opinion, debatable claim, evidence, and credible sources—and analyzing model argument paragraphs, students will pre-write to formulate a debatable claim and identify the evidence they will need to support their argument, including one piece of evidence from a secondary source. They will draft a claim supported by three pieces of evidence. After completing a draft, students will revise and edit their paragraphs. To wrap up this unit, students will reflect on their writing choices and publish their work.

Pre-Unit Performance Task
In order for teachers to assess students’ skills as writers of argument paragraphs, students will respond to a constructed prompt by writing an argument paragraph that makes a debatable claim that is supported by evidence. Teachers will assess the results of the pre-unit performance task using the Argument Paragraph Rubric, focusing on students’ understanding of the concepts of claim and evidence. This performance task will help teachers assess how much depth they need to go into regarding argument concepts. In addition, they will be able to identify students who need remediation or curricular compacting.

ELEMENTS OF ARGUMENT

1. Fact vs. Opinion
Facts can be proven, while opinions are personal feelings about a topic. Argument writers use both fact and opinion when developing pieces.

2. What Is an Argument?
An argument is an opinion supported by facts. Writers refer to opinions as claims and facts as evidence. The claim clearly states a stance on a topic or issue. Evidence to prove this claim can include reasons, personal experience, statistics, confirmed facts, and expert research.

DRAFTING

3. Understanding the Prompt and Pre-writing to Discover Your Claim
a. Writers closely examine a prompt to ensure they understand what they are being asked to write.

b. To develop a claim, writers learn more about the topic, free-write about the prompt to generate ideas, and then develop a sufficiently narrow claim.
Mid-Unit Assessment Task

Debatable Claim and 2 Pieces of Evidence

As their pass out of class, have students submit a narrowed debatable claim about year-round school with 2 pieces of evidence to support it. Formatively assess this work using the rubric below and determine if students have progressed in their understanding of claim and evidence.

Mini-Task Rubric

<table>
<thead>
<tr>
<th>Skill</th>
<th>Advanced</th>
<th>On-Target</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claim</td>
<td>- debatable and multi-part; narrowed to a subtopic</td>
<td>- debatable; narrowed to a subtopic</td>
<td>- a statement of fact; or claim is general</td>
</tr>
<tr>
<td>Evidence</td>
<td>-provides two pieces, each of a different type, that directly prove the claim</td>
<td>-provides two pieces that directly prove the claim</td>
<td>- not enough evidence provided; or it is all of the same type; or it does not prove the claim</td>
</tr>
</tbody>
</table>

4 & 5. Support Your Claim with Evidence

For the claim to be persuasive, an argument writer must support it with the most effective evidence that comes from a variety of credible sources. Credible sources are websites, reports, and articles developed by experts and journalists.

6. Citing Sources

Argument writers always cite their sources so readers know the evidence comes from credible sources, which makes it more persuasive. Writers must also give other writers credit for the information and ideas that they borrow.

REVISING AND EDITING

7. Revision

When argument writers have completed a draft, they revisit the claim and evidence to make sure both components are as persuasive as possible and the paragraph is well-organized.

8. Editing

Writers closely edit their pieces to make them error-free and easy for the reader to read.

9. Reflection and Publication

When a draft is revised and complete, writers reflect on the final product and process to determine what they will do differently the next time they take on a writing task.

Summative Assessment Task

We all have plenty of opinions, but can you support yours to create a strong argument? For this writing task, you will identify and build an argument in response to a prompt by crafting a debatable claim and supporting it with three pieces of credible evidence. Whether you’re arguing about the best television show or why a character is a hero, you must show your reader how you arrived at this conclusion by laying out your thinking in the form of a claim and supporting evidence. Your argument will be one paragraph in length, so it should be focused on one central idea and provide enough evidence to persuade your reader that your argument is strong. One piece of evidence should be from a credible secondary source.
Standards

Common Core Standards: Argument Writing: The following College and Career Readiness (CCR) anchor standards apply to reading and writing in narrative template tasks. Refer to the 6-12 standards for grade-appropriate specifics that fit each task and module being developed. The standards numbers and general content remain the same across all grades, but details vary.

<table>
<thead>
<tr>
<th>Number</th>
<th>CCR Anchor Standards for Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td>
</tr>
<tr>
<td>8.</td>
<td>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</td>
</tr>
<tr>
<td>10.</td>
<td>Read and comprehend complex literary and informational texts independently and proficiently.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CCR Anchor Standards for Writing Arguments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
</tr>
<tr>
<td>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</td>
</tr>
<tr>
<td>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</td>
</tr>
<tr>
<td>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</td>
</tr>
</tbody>
</table>
Unit [sequence in year]:

Philosophy and Notes About This Unit

Sequencing with Other Units

This unit should be taught early in the academic year. With its emphasis on developing a claim and supporting it with evidence, the unit can act as a foundational unit for all other expository writing. The concepts introduced here should be reviewed and built on as the year progresses. The development and support of an opinion in this unit highlights the ongoing need for students to find their writing voices, something teachers can also support through full class and small group discussion and informal, generative writing in which students explore their ideas and are not graded.

This unit works best following a non-fiction reading unit, since the texts can act as a springboard and model for the writing. While students should be provided with a prompt around which to craft an argument, we strongly suggest providing some choice in the writing topic to increase student investment and agency in the writing task.

If you use this unit as a standalone unit, select a theme or central topic around which to focus. For example, you could have students write about a school-wide initiative (recycling, respect, bullying) or topic around a theme in an upcoming text (independence or utopia for The Giver etc.) With any of these topics, evidence can come in the form of facts and statistics, as well as personal experience.

Writing Workshop Approach

A foundational belief of this unit is that writing is a series of choices a writer makes—not a formula students follow or a worksheet they fill in. To that end, the handouts and sessions provide choice for the novice argument writer—choice in topic, organizational structure, and evidence types. If we provide our students with a rigid graphic organizer and ask them to fill it in, they are not learning to become independent writers and thinkers. Similarly, if we set them off to write an argument paragraph without enough scaffolding, they will flounder. But by showing writers the various options available to them as novice crafters of an argument, they can make choices about their content and structure and continue to become more autonomous in their writing.

The mentor text and prewriting sessions in this unit are especially important in helping to establish students’ writerly independence during the drafting phase. The introduction of mentor texts helps students understand what they are striving for, to see what is expected and how all the pieces work together. In addition, engaging in a variety of pre-writing activities will allow students to explore, eliminate, and select ideas, claims, and evidence. This experimentation will keep the argument paragraph writing process from becoming formulaic. Because while there are particular elements that students must include in a well-formed paragraph, the claims they make and evidence they provide should be unique from student to student.

The unit asks students to reflect on their writing experience and choices at the end of the unit. The inclusion of reflection is another move toward helping students become more independent thinkers and writers. As students become more aware of why they make the choices they make during a writing task and what the outcome of those choices are and how they arrived at their final product, they will become increasingly more confident as writers and thinkers, better able to self-direct their own learning process. The goal is for them to see the teacher as a resource in the writing process rather than the person who steers the ship.
Teaching Points – Argument Paragraph: Make and Support a Claim

PRE-UNIT PERFORMANCE TASK

To figure out which skills you need to further develop for a writing task, it’s helpful to attempt that writing task, review the results, and assess where you need the most improvement.

ELEMENTS OF ARGUMENT

1. Fact vs. Opinion
Facts can be proven, while opinions are personal feelings about a topic. Argument writers use both fact and opinion when developing pieces.

2. What Is an Argument?
An argument is an opinion supported by facts. Writers refer to opinions as claims and facts as evidence. The claim clearly states a stance on a topic or issue. Evidence to prove this claim can include reasons, personal experience, statistics, confirmed facts, and expert research.

DRAFTING

3. Understanding the Prompt and Pre-writing to Discover Your Claim
a. Writers closely examine a prompt to ensure they understand what they are being asked to write.

b. To develop a claim, writers learn more about the topic, free-write about the prompt to generate ideas, and then develop a sufficiently narrow claim.

4 & 5. Support Your Claim with Evidence
For the claim to be persuasive, an argument writer must support it with the most effective evidence that comes from a variety of credible sources. Credible sources are websites, reports, and articles developed by experts and journalists.

6. Citing Sources
Argument writers always cite their sources so readers know the evidence comes from credible sources, which makes it more persuasive. Writers must also give other writers credit for the information and ideas that they borrow.

REVISING AND EDITING

7. Revision
When argument writers have completed a draft, they revisit the claim and evidence to make sure both components are as persuasive as possible and the paragraph is well-organized.

8. Editing
Writers closely edit their pieces to make them error-free and easy for the reader to read.

9. Reflection and Publication
When a draft is revised and complete, writers reflect on the final product and process to determine what they will do differently the next time they take on a writing task.
## Argument Paragraph Rubric – Make and Support a Claim

<table>
<thead>
<tr>
<th>Element</th>
<th>Advanced</th>
<th>On-Target</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>The paragraph:</td>
<td>The paragraph:</td>
<td>The paragraph:</td>
</tr>
<tr>
<td></td>
<td>• Creates a unified and persuasive argument; every sentence supports the key claim.</td>
<td>• Creates a fairly unified and persuasive argument.</td>
<td>• Struggles to create a unified and persuasive argument; multiple sentences stray from the paragraph’s focus.</td>
</tr>
<tr>
<td></td>
<td>• Begins with a clear debatable claim.</td>
<td>• Begins with a clear debatable claim.</td>
<td>• Debatable claim missing, not at the beginning of the paragraph, or is unclear.</td>
</tr>
<tr>
<td></td>
<td>• Provides three pieces of evidence that overwhelming prove the claim.</td>
<td>• Provides three pieces of evidence that support the claim.</td>
<td>• Provides fewer than three pieces of evidence or includes evidence that does not support the claim.</td>
</tr>
<tr>
<td></td>
<td>• Evidence is of three different types (facts, personal experience, statistics, experts); including evidence from a secondary source</td>
<td>• Includes evidence from a secondary source.</td>
<td>• No secondary source included.</td>
</tr>
<tr>
<td></td>
<td>• Sources are credible and properly cited.</td>
<td>• Sources are credible and properly cited.</td>
<td>• Sources are not credible and/or are not properly cited.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>The paragraph:</td>
<td>The paragraph:</td>
<td>The paragraph:</td>
</tr>
<tr>
<td></td>
<td>• Presents evidence in the most logical order.</td>
<td>• Presents evidence in a fairly logical order.</td>
<td>• Struggles to organize evidence in a logical manner.</td>
</tr>
<tr>
<td><strong>Style &amp; Mechanics</strong></td>
<td>The paragraph:</td>
<td>The paragraph:</td>
<td>The paragraph:</td>
</tr>
<tr>
<td></td>
<td>• Contains no fragments or run-ons; engages complex sentence structures.</td>
<td>• Contains minimal fragments or run-ons.</td>
<td>• Contains multiple fragments or run-ons.</td>
</tr>
<tr>
<td></td>
<td>• Consistently maintains a formal voice.</td>
<td>• Maintains a formal voice throughout with only occasional lapses.</td>
<td>• Is written in an informal voice.</td>
</tr>
<tr>
<td></td>
<td>• Readily employs diction specific to the chosen topic.</td>
<td>• Employed diction specific to the chosen topic.</td>
<td>• Occasionally employs diction specific to the chosen topic.</td>
</tr>
<tr>
<td><strong>Process Checklist</strong></td>
<td>The writer:</td>
<td>The writer:</td>
<td>The writer:</td>
</tr>
<tr>
<td></td>
<td>o Pre-wrote to discover ideas for a debatable claim.</td>
<td>o Drafted to discover and organize evidence.</td>
<td>o Pre-wrote to discover ideas for a debatable claim.</td>
</tr>
<tr>
<td></td>
<td>o Drafted to discover and organize evidence.</td>
<td>o Revised his/her draft to achieve greater coherency and clarity.</td>
<td>o Drafted to discover and organize evidence.</td>
</tr>
<tr>
<td></td>
<td>o Revised his/her draft to achieve greater coherency and clarity.</td>
<td>o Edited for sentence-level clarity and an error-free essay.</td>
<td>o Revised his/her draft to achieve greater coherency and clarity.</td>
</tr>
</tbody>
</table>
Argument Paragraph – Make and Support a Claim
Key Terms

Fact – information that is certain and can be proven.

Opinion - a judgment formed about something, not necessarily based on fact or knowledge.

Argument
- In life - conflicts engaged in using language.
- In writing - opinions that can be backed up with evidence.

Persuasion – to move another person or group to agree with a belief or position through argument, appeal, or course of action.

Debatable Claim – an opinion that is a matter of personal experience and values that must be backed up with evidence. Others can disagree with this claim.

Evidence - details, facts, reasons, statistics, expert research, and personal experience that directly relate to and support a debatable claim.

Credible Sources - websites, reports, and articles developed by experts and journalists.
Concept | PRE-UNIT PERFORMANCE TASK  
--- | ---  
Teaching Point | To figure out which skills you need to focus on and further develop for a particular kind of writing task, it’s helpful to attempt that writing task, review the results, and assess where you need the most improvement.  
Preparation | Create a constructed response prompt that asks your students to take a position on a given topic and support their claim with evidence. Below is a model—the sample prompt used in this unit.  
  
*Develop an argument for why all schools in Michigan should or should not go to a year-round calendar. Begin by making a clear debatable claim. Provide at least three pieces of evidence to support and prove your claim, including one piece of evidence from a credible secondary source. End your paragraph with a strong statement that summarizes your point.*  
Active Engagement | During a single class period, have students write an argument paragraph that makes a debatable claim that is supported with different types of evidence (facts, personal experience, statistics, etc.).  
  
Assess the results of the pre-unit performance task using the Argument Paragraph Rubric, focusing on students’ understanding of the concepts of claim and evidence. This performance task will help you assess how much depth you need to go into regarding argument concepts. In addition, you will be able to identify students for whom you might compact some of this curricular material or who need remediation.  

---  
Session | 1  
Concept | ELEMENTS OF ARGUMENT: Fact vs. Opinion  
Teaching Point | Facts can be proven, while opinions are personal feelings about a topic. Argument writers use both fact and opinion when developing pieces.  
Suggested Materials  
• Fact vs. Opinion activity  
• Fact vs. Opinion in Writing handout  
Preparation | Review the handouts and activities listed above. Revise as needed for the interests and skill-level of your students.  
  
Teaching Point | Facts can be proven, while opinions are personal feelings about a topic. Argument writers use both fact and opinion when developing pieces.  
  
****  
This lesson establishes the foundation of argument—the difference between a fact and an opinion. Students must be able to make this distinction to proceed in the unit.
1. Introduction
Full Class
- Share the final goal of this unit with your students—to write a strong argument paragraph. (They will learn more about argument in the next lesson.)
- If you had students complete the pre-unit assessment, this is a good time to hand those back and help students understand what they most need to work on in this unit.
- Review the concept and purpose of a paragraph as needed.
  - A group of sentences that focuses on a single idea.
  - The sentences are presented to the reader in a logical order so the reader understands the writer’s thinking.
  - Begins with a clear statement of what the paragraph will be about.

2. Fact vs. Opinion
Full Class/Solo or Pairs
- Ask the students to define the terms FACT and OPINION. As a class, come to some agreement about the meanings of the words through discussion or having the students look the words up.

  **Fact** – information that is certain and can be proven.

  **Opinion** - a judgment formed about something, not necessarily based on fact or knowledge.

- Have students complete the Fact vs. Opinion activity on their own or in pairs, then review answers as a class.

3. Fact vs. Opinion in a Paragraph
Small Group
- Have students determine which sentences are facts and which are opinion in the paragraph, then review as a full class to clear up any discrepancies.
Fact vs. Opinion Activity

PART 1
Instructions:
• Underline the facts in the list below.
• Circle the opinions.

Math is the most challenging academic subject.

Kalamazoo is the coolest city in the state.

The population of Michigan is 9,876,187 people.

All people should own dogs for company and protection.

The Detroit Pistons is an awesome basketball team.

Michigan’s state flower is the Apple Blossom.

Prince Fielder is the first baseman for the Detroit Tigers baseball team.

Part 2
Instructions:
• Identify each item in the table below as a fact or an opinion. (F = fact, O = opinion)
• For each fact, add an opinion about the topic. For each opinion, add a relevant fact about the topic.

<table>
<thead>
<tr>
<th>Fact or Opinion?</th>
<th>F/O</th>
<th>Add your fact or opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snakes make great pets.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Although Michigan is often called the &quot;Wolverine State&quot; there are no longer any wolverines in Michigan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In 1817, the University of Michigan was the first university established by any of the states.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake Charlevoix is my favorite lake for swimming in Michigan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basketball is more exciting to watch than football.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fact and Opinion in Writing

Instructions:
1. Carefully read the paragraph below about year-round school.
2. Highlight the opinions in the paragraph in yellow.
3. Highlight the facts in the paragraph in blue.
4. Put a star next to the main claim that provides the focus for the paragraph.
5. Be prepared to share and explain your findings with the rest of the class.

Year-Round School: Bad Idea

Year-round school is not a good idea. Year-round school changes students’ summer schedule. For example, some year-round schools have a 60/15 calendar where they’re in school for 60 days, then out of school for 15 days. This same schedule repeats all year long, which means no summer vacation. Students need a long break from all the stress of tests, quizzes, homework, and studying. We deserve a summer to take time off from school and recharge our batteries. Summer is to be enjoyed, not spent in a classroom.
<table>
<thead>
<tr>
<th>Session</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>THE ELEMENTS OF ARGUMENT: What Is an Argument?</td>
</tr>
<tr>
<td><strong>Teaching Point</strong></td>
<td>An argument is an opinion supported by facts. Writers refer to opinions as claims and facts as evidence. The claim clearly states a stance on a topic or issue. Evidence to prove this claim can include reasons, personal experience, statistics, confirmed facts, and expert research.</td>
</tr>
<tr>
<td><strong>Suggested Materials</strong></td>
<td></td>
</tr>
<tr>
<td>• Argument Concepts Anchor Chart</td>
<td></td>
</tr>
<tr>
<td>• Here's the Evidence handout</td>
<td></td>
</tr>
<tr>
<td>• Name That Evidence Type handout</td>
<td></td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
<td></td>
</tr>
<tr>
<td>• Review the Argument Concepts Anchor Chart</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching Point</strong></td>
<td>An argument is an opinion supported by facts. Writers refer to opinions as claims and facts as evidence. The claim clearly states a stance on a topic or issue. Evidence to prove this claim can include reasons, personal experience, statistics, confirmed facts, and expert research.</td>
</tr>
</tbody>
</table>
### Active Engagement

#### 1. The Road Ahead: Your Goal

**Full Class**
- Introduce students to the constructed prompt for the unit so they know what they’re working toward.

*Develop an argument for why all schools in Michigan should or should not go to a year-round calendar. Begin by making a clear debatable claim. Provide at least three pieces of evidence to support and prove your claim, including one piece of evidence from a credible secondary source. End your paragraph with a strong statement that summarizes your point.*

- Share this session’s teaching point with the students by putting it on the board, emphasizing that this is an **argument** unit and that argument is one of the key types of writing they will use throughout their lives.
- As a group, have the students highlight, underline, or circle all the terms in the teaching point that they don’t know the meaning of. It might look something like this:

  > An **argument** is an opinion supported by facts. Writers refer to opinions as claims and facts as **evidence**. The claim clearly states a stance on a topic or issue. Evidence to prove this claim can include reasons, personal experience, **statistics**, confirmed facts, and **expert research**.

- Assure your students that by the end of the class today, they will have a better understanding of all these terms.

#### 2. Argument: Key Concepts

**Full Class**
- Review the **Argument Concept Anchor Chart** with your students.
- Review the **Here’s the Evidence** handout with your students, making sure what each category means. After each piece of evidence, ask the students to explain how this evidence supports the debatable claim.
- Have students examine the example argument paragraph. Ask them to explain what order the pieces of evidence from the previous page are in. Solicit their opinion about whether this is the best order for the evidence or whether it could have been arranged in a different order.
- Have students provide their own personal experience and reasons for why year-round school might be effective.

#### 3. Claims and Evidence Practice

**Small Group/Full Class**
- Have students complete the **Name That Evidence Type** activity.
- Review results as a class and discuss which evidence students found most convincing and why.
4. Mini-Argument Mini-Task

As their pass out of class, have your students create a mini-argument that combines a claim and 2 pieces of evidence. The mini-argument should be 1-3 sentences in length. You can either assign them a topics to write about or give them a few topics to choose from.

Examples:
I prefer to go to the beach for vacation instead of the mountains because I love the feel of the sand between my feet and I love to fish.

I prefer to go to the mountains for vacation instead of the beach because I hate it when sand is everywhere, and I like to hike.

<table>
<thead>
<tr>
<th>Content</th>
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<th>On-Target</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claim</td>
<td>- debatable and multi-part</td>
<td>- debatable</td>
<td>- a statement of fact</td>
</tr>
<tr>
<td>Evidence</td>
<td>- provides more than 2 facts and/or reasons that support the claim</td>
<td>- provides 2 facts and/or reasons that support the claim</td>
<td>- doesn’t support the claim - provides fewer than 2 pieces of evidence</td>
</tr>
</tbody>
</table>
Argument Concepts – Anchor Chart

**Debatable Claim** – an opinion that is a matter of personal experience and values that must be backed up with evidence. Others can disagree with this claim. Also know as an opinion.

**Evidence** - personal experience, confirmed facts, reasons, expert research, and statistics that directly relate to and support a debatable claim.

**Argument**
- In life- conflicts engaged in using language.
- In writing - opinions that can be backed up with evidence.

**Persuasion** – to move another person or group to agree with a belief or position through argument, appeal, or course of action.

Claim = opinion on a topic

Evidence = facts, reasons, personal experience, expert research, statistics

Claim + Evidence = Argument
Here’s the Evidence

**DEBATABLE CLAIM**
*Year-round school improves students’ academic achievement.*

**EVIDENCE**
personal experience, reasons, confirmed facts, statistics, expert research

<table>
<thead>
<tr>
<th>#1 Personal experience</th>
<th>any actual experience with the topic that you, your family and friends have had.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXAMPLE:</strong></td>
<td>I forgot fewer of my math skills over the summer because my summer break was so short thanks to year-round school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#2 Reasons</th>
<th>logical reasons that support the opinions made in the claim.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXAMPLE:</strong></td>
<td>Because students have multiple breaks throughout the year, they experience less academic burnout. They have frequent opportunities to refresh and restart their learning experience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#3 Confirmed facts</th>
<th>facts that have been found in reliable/credible sources.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXAMPLE:</strong></td>
<td>A review of 39 studies confirmed summertime learning loss: test scores drop over summer vacation (Cooper, et al., 1996) This is the name of the expert who did the review and the year it was done.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#4 Statistics</th>
<th>numbers and percentages that are relevant to the topic and come from reliable/credible sources.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXAMPLE:</strong></td>
<td>Year-round schools have lower drop-out rates (2%) than traditional schools (5%) (StatisticBrain.com).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#5 Research by experts</th>
<th>research that is done by professors, researchers, or doctors who have a deep knowledge of the topic; always found in credible/reliable sources.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXAMPLE:</strong></td>
<td>One study of six elementary schools, three on traditional calendars and three on year-round schedules, found positive effects of year-round education. The sample of students in the year-round schools posted overall test-scores that were higher than students at the schools with traditional calendars (Education Week).</td>
</tr>
</tbody>
</table>

**Challenge Question:** What do you notice about the last three types of evidence?
**ARGUMENT PARAGRAPH**

We can put the *debatable claim* and *evidence* together in a paragraph to form a persuasive argument.

**Year-round school improves students’ academic achievement.** Because students have multiple breaks throughout the year, they experience less academic burnout. They have frequent opportunities to refresh and restart their learning experience. Year-round schools have lower drop-out rates (2%) than traditional schools (5%) (StatisticBrain.com). In addition, one study of six elementary schools, three on traditional calendars and three on year-round schedules, found positive effects of year-round education. The sample of students in the year-round schools posted overall test-scores that were higher than students at the schools with traditional calendars (*Education Week*). Not only do students at year-round schools do better throughout the year, but they also retain more of their knowledge and skills over the summer. I forgot fewer of my math skills over the summer because my summer break was so short thanks to year-round school. The experts agree. A review of 39 studies confirmed summertime learning loss in students who attend schools with traditional calendars: test scores drop over summer vacation (Cooper, et al., 1996).

**Challenge Questions:** What order is the evidence in? Give the evidence type numbers from the previous page (#1 - #5) in the order that they appear in the paragraph above.

Why put the evidence in this order? Would another order of the evidence work just as well or better? Explain.

**You Try!**

Provide two pieces of evidence to support the debatable claim:

*Year-round school improves students’ academic achievement.*

Your Personal Experience

Reasons
Name That Evidence Type!

Instructions:
1. Read the evidence below that addresses the claim.
2. Assign a label to each piece of evidence: personal experience, reasons, confirmed facts, statistics, or expert research

<table>
<thead>
<tr>
<th>DEBATABLE CLAIM</th>
<th>Evidence Type? EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year-round school DOES NOT improve students’ academic achievement.</td>
<td>Year-round school and traditional schools are the same academically because they both require students to go to school for 180 days per year.</td>
</tr>
<tr>
<td></td>
<td>Bradley McMillan, from the North Carolina Department of Public Instruction, examined achievement differences between year-round and traditional-calendar students using data for more than 345,000 North Carolina public school students. He found that achievement in year-round schools was no higher than in traditional schools (Education Week).</td>
</tr>
<tr>
<td></td>
<td>I get really tired attending year round school. Because we don’t have an extended summer break when I can go to camp or play sports or relax with my friends, it just seems like I’m in school endlessly.</td>
</tr>
<tr>
<td></td>
<td>In Salt Lake City, Utah, of the district’s elementary year-round schools, only 50% made Adequate Yearly Progress on standardized tests last year. Eighty percent of the traditional calendar elementary schools made Adequate Yearly Progress (Deseret News).</td>
</tr>
<tr>
<td></td>
<td>The year-round calendar, with its multiple 3 week breaks, offers more chances for students to forget concepts and skills than a traditional school calendar with one long summer break.</td>
</tr>
</tbody>
</table>

Challenge Questions: Which pieces of evidence did you find most persuasive? How come?

This evidence directly contradicts the evidence about year-round school from the previous lesson. What does that tell you about arguments?
<table>
<thead>
<tr>
<th>Session</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>DRAFTING: Understanding the Prompt and Pre-writing to Discover Your Claim</td>
</tr>
</tbody>
</table>
| Teaching Point | a. Writers closely examine a prompt to ensure they understand what they are being asked to write.  
b. To develop a claim, writers learn more about the topic, free-write about the prompt to generate ideas, and then develop a sufficiently narrow claim. |
| Suggested Materials | • Understanding the Prompt handout  
• Argument Paragraph Pre-Writing handout  
• Videos  
  Detroit Educator: [http://www.youtube.com/watch?v=-yrlMbt9Wo](http://www.youtube.com/watch?v=-yrlMbt9Wo)  
| Preparation | • Understanding the Prompt handout  
  o Revise this handout to reflect the constructed response prompt your students will be writing about.  
  o Dissect your own writing prompt to determine how clearly and specifically it is written and then revise it as needed.  
  • Watch the videos and determine which one you would like to show. |
| Teaching Point | Writers closely examine the writing prompt to ensure they understand what they are being asked to write. |
| Active Engagement | 1. Understanding the Prompt  
  [Full Class](#)  
  • Have students dissect the writing prompt using the questions on the Understanding the Prompt handout. |
| Teaching Point | To develop a claim, writers learn more about the topic, free-write about the prompt to generate ideas, and then develop a sufficiently narrow claim. |
2. Further Education About the Topic

Full Class
- Whether your students are writing on year-round school or some other topic, it’s important for them to know a bit more before they begin pre-writing. Methods:
  - Have a discussion in class about the topic to gather and record the knowledge in the room about it.
  - Show a video that shares both sides of the issue
    - [Detroit Educator](http://www.youtube.com/watch?v=-yrflMbt9Wo)
    - [About.com](http://video.about.com/712educators/Pros-and-Cons-of-Year-Round-Education.htm)
      - Have students take notes as they’re watching to record the pros and cons of the issue.

3. Argument Paragraph Pre-Writing

Solo
- Have your class work through the steps of the Argument Paragraph Pre-Writing handout one step at a time.
- Once they have completed their pre-writing and drafted a claim, spend some time together on the section about narrowing a claim. If needed, narrow a few claims together. Example:
  - Michigan is a great state. VS. Michigan is a great state because of its wonderful lakes for fishing and boating.
- In terms of identifying subtopics, students can refer back to their notes from the video and/or class discussion on the topic at the beginning of class.
- Check in with students about their claim as they are working to ensure that their claim is narrow enough.

Share

Pairs
- As time permits, have students share their debatable claims and their 2 most effective pieces of evidence with a partner in before submitting the Pass Out of Class.

Independent Practice – Formative Assessment

Mini-Task: Pass Out of Class - Debatable Claim and 2 Pieces of Evidence

As their pass out of class, have students submit a narrowed debatable claim about year-round school with 2 pieces of evidence to support it. Formatively assess this work using the rubric below and determine if students have progressed in their understanding of evidence and claim.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Advanced</th>
<th>On-Target</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claim</td>
<td>- debatable and multi-part; narrowed to a subtopic</td>
<td>- debatable; narrowed to a subtopic</td>
<td>- a statement of fact; or claim is general</td>
</tr>
<tr>
<td>Evidence</td>
<td>- provides two pieces, each of a different type, that directly prove the claim</td>
<td>- provides two pieces that directly prove the claim</td>
<td>- not enough evidence provided; or it is all of the same type; or it does not prove the claim</td>
</tr>
</tbody>
</table>
Dissecting the Writing Prompt

The word “dissection” is typically used in relation to biology. We dissect animals to understand the anatomy (bodily structure of an organism). You will now dissect the writing prompt to better understand what you are being asked to do in this writing task.

Argument Prompt:

*Develop an argument for why all schools in Michigan should or should not go to a year-round calendar. Begin by making a clear debatable claim. Provide at least three pieces of evidence to support and prove your claim, including one piece of evidence from a credible secondary source. End your paragraph with a strong statement that summarizes your point.*

1. **Highlight** the main **verbs** in the prompt.

2. **Underline** the **components** the prompt tells you to include in your paragraph.

3. Re-read the prompt to understand the steps you will need to take to write your paragraph. List each of those steps below.

   a. 

   b. 

   c. 

   d. 

   e.
Argument Paragraph Pre-Writing

Take Out Your Writer’s Notebook...

1. Freewrite
In your Writer’s Notebook, respond to each of the following questions:
   a. What is your opinion on the topic of year-round school?
   b. Do you believe year-round school is a good or bad idea?
   c. How come? What aspects of year-round school affect your opinion most?
   d. Do you attend a year-round school? What has your experience been? If you don’t attend year-round school, what do you imagine the experience would be like?
   e. Do you know other people who have attended year-round school? What do you know about their experience?

2. Make a Claim

Write a draft of your claim in your Writer’s Notebook.

3. Narrow Your Claim
Your claim may be quite broad like the one below.

General Claim: Schools in Michigan should go to a year-round calendar.

This claim is too general and does not give your reader enough of an idea what the argument and the paragraph’s evidence will concern. The claim needs to be narrowed.

Narrow Claim: Michigan schools should go to a year-round calendar because it will improve students’ academic achievement.

   o Notice the word BECAUSE – it attaches the claim to the summary of evidence.
   o Notice “students’ academic achievement” is underlined. This is the summary of evidence for the argument.
Based on what you know and have learned about year-round school, what are subtopics about year-round school?

EXAMPLES:
- Student academic achievement
- How year-round school affects athletics

YOUR SUBTOPICS of INTEREST HERE:
1.
2.
3.
4.

Revise your claim to include one of these subtopics. You will research this subtopic to find more evidence about it that will support your argument.

4. Pass Out of Class
   a. Record a draft of your narrowed debatable claim.
   b. Select and record 2 pieces of evidence that support it.
<table>
<thead>
<tr>
<th>Session</th>
<th>4 &amp; 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>DRAFTING: Support Your Claim with Evidence</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>For the claim to be persuasive, an argument writer must support it with the most effective evidence that comes from a variety of credible sources. Credible sources are websites, reports, and articles developed by experts and journalists.</td>
</tr>
</tbody>
</table>

**Suggested Materials**
- Evaluating Web Sites Tutorial [http://lib.colostate.edu/tutorials/webeval.html](http://lib.colostate.edu/tutorials/webeval.html)
- Credible Sources on the Internet handout
- Evaluating Websites activity
- You Select the Evidence activity

**Preparation**
- Review the handouts listed above.
- Watch the Evaluating Web Sites tutorial.
  - For more information see: [http://lib.colostate.edu/howto/evalweb.html](http://lib.colostate.edu/howto/evalweb.html)
- Revise the websites listed on the Credible Sources on the Internet handout as needed.
- Revise the Citing Sources handout to reflect the kinds of sources your students will be using in their paragraphs.
  - MLA In-text Citations: [http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch08_s1-0001.html](http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch08_s1-0001.html)
  - MLA List of Works Cited: [http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch08_s1-0011.html](http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch08_s1-0011.html)

**Teaching Point**
Argument writers use only the best evidence that will most effectively support their claim and persuade the reader to agree with their point of view. For evidence to be effective, it must come from a variety of credible sources and be correctly cited.

***

The goal with these sessions is to help students to evaluate the credibility and effectiveness of the additional evidence they find for their argument. Prior to this lesson, your students will need to know how to perform effective key word searches using a search engine. Review this material if your students are not familiar with these concepts. Following these activities, your students will need time to research for additional evidence.
<table>
<thead>
<tr>
<th>Active Engagement</th>
<th>1. Teaching Point and Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full Class</td>
</tr>
<tr>
<td></td>
<td>• Introduce the teaching point.</td>
</tr>
<tr>
<td></td>
<td>• Let students know that they will be doing more research to find the most effective evidence to support their debatable claim and chosen subtopic.</td>
</tr>
<tr>
<td></td>
<td>2. Evaluating Sources</td>
</tr>
<tr>
<td></td>
<td>Group/Solo</td>
</tr>
<tr>
<td></td>
<td>• Show your students the Evaluating Web Sites Tutorial <a href="http://lib.colostate.edu/tutorials/webeval.html">http://lib.colostate.edu/tutorials/webeval.html</a></td>
</tr>
<tr>
<td></td>
<td>• Review the Credible Sources on the Internet handout.</td>
</tr>
<tr>
<td></td>
<td>• In small groups, have students complete the Website Credibility Activity on the handout.</td>
</tr>
<tr>
<td></td>
<td>• Reconvene as a full class to share findings. This should prompt a lively discussion about how students determined credibility.</td>
</tr>
<tr>
<td></td>
<td>3. The Most Effective Evidence</td>
</tr>
<tr>
<td></td>
<td>Small Group/Full Class</td>
</tr>
<tr>
<td></td>
<td>• Ask your students: what they think makes evidence effective?</td>
</tr>
<tr>
<td></td>
<td>• Make a list on the board of their responses. (possibilities: must relate to the topic, must be from a credible source, must directly prove the claim, must not contradict other evidence)</td>
</tr>
<tr>
<td></td>
<td>• Have students complete the You Select the Evidence activity in small groups.</td>
</tr>
<tr>
<td></td>
<td>• As a full class, discuss their rankings.</td>
</tr>
<tr>
<td></td>
<td>• Revisit the list of what makes evidence effective and revise based on what was learned during the previous activity.</td>
</tr>
<tr>
<td></td>
<td>4. Further Research</td>
</tr>
<tr>
<td></td>
<td>Solo</td>
</tr>
<tr>
<td></td>
<td>• Send students off to find more and better evidence to support their debatable claims.</td>
</tr>
<tr>
<td></td>
<td>• Remind them that they must find at least 1 piece of evidence from a credible secondary source.</td>
</tr>
<tr>
<td></td>
<td>• Remind them to search on their subtopic and to use good key word search practices and to find the most effective evidence possible.</td>
</tr>
<tr>
<td></td>
<td>5. Drafting Evidence</td>
</tr>
<tr>
<td></td>
<td>Solo</td>
</tr>
<tr>
<td></td>
<td>• Have students turn their evidence into a paragraph that supports their claim.</td>
</tr>
<tr>
<td></td>
<td>• Encourage them to experiment with organizing their evidence in various orders to see how this affects the flow and logic of the paragraph.</td>
</tr>
</tbody>
</table>
Credible Sources on the Internet

What does CREDIBLE mean?
convincing, able to be believed

How do you determine if an Internet source is credible?

WHO – Who is the author?
• If there is an “about” page, read it.
  o Is this person or organization an expert in their field?
  o Was the article or report written by a reporter?

WHAT – What kind of information is provided and how high is its quality?
• If the site provides only general facts, you should find better, more detailed information elsewhere.

WHERE – Where is this site on the web? What is the web address?
.com – hosted by a company, often a site for profit, advertisements on websites suggest the information will be biased. Be careful and explore further.
  • Most newspapers have magazines have .com addresses – like www.time.com and http://www.nytimes.com. These big name newspapers and magazines are credible sources.
.org – hosted by a non-profit organization, reliable information depending on the background and mission of the organization. Be careful and explore further.
.edu – hosted by an educational institution, typically reliable and expert information.
.gov – hosted by a government institution, typically reliable and expert information.

WHEN – When was it published? Is this the most up to date information?

WHY – What is the author, organization, or company’s goal in publishing this information?
• Is the goal to
  o Provide excellent information to the public? – Great!
  o Persuade the audience of an argument or opinion? – Be careful!
  o Sell the readers a product? – Move on fast!
Website Credibility Activity

Let’s look at some websites together that are not credible as an outside (secondary) source.

<table>
<thead>
<tr>
<th>Site</th>
<th>Why isn’t this site credible?</th>
</tr>
</thead>
</table>

You Try!

Directions:
- Mark each website below as C for credible for NC for not credible, then give your reason for this determination.

<table>
<thead>
<tr>
<th>C/NC</th>
<th>Website</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>National Education Association</td>
<td><a href="http://www.nea.org/tools/17057.htm">http://www.nea.org/tools/17057.htm</a></td>
</tr>
<tr>
<td></td>
<td>Education Week</td>
<td><a href="http://www.edweek.org/ew/issues/year-round-schooling/">http://www.edweek.org/ew/issues/year-round-schooling/</a></td>
</tr>
<tr>
<td>Source</td>
<td>URL</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>National Association for Year-Round Education</td>
<td><a href="http://www.nayre.org/">http://www.nayre.org/</a></td>
<td></td>
</tr>
<tr>
<td>Wikipedia</td>
<td><a href="http://en.wikipedia.org/wiki/Year-round_school">http://en.wikipedia.org/wiki/Year-round_school</a></td>
<td></td>
</tr>
</tbody>
</table>

Explain what difficulties and questions came up as you looked at these sites. What were you unsure about in terms of credibility?
You Select the Evidence

Instructions:
1. For the claim below, decide which pieces of evidence are most effective in supporting the argument.
2. First, identify the evidence type.
3. Next, rank the evidence in order of effectiveness.
4. When you’ve finalized your ranking, explain your decisions.

CLAIM: All schools should not move to a year-round schedule because this model can be very stressful for families.

*Evidence Types: Personal experience, reasons, confirmed facts, statistics, expert research

<table>
<thead>
<tr>
<th>Name the Evidence Type*</th>
<th>The Evidence</th>
<th>Your Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>My friend Faruk does not like attending a year-round school because he used to get to go spend the entire summer with his grandparents in California, but now he can only spend a couple weeks.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A number of recent studies have found no significant connection between year-round schooling and improved student achievement. For example, a review of 39 studies found that modified school calendars have a very small, insignificant, effect on achievement (Cooper, et al., 2003)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Families who have students in more than one school can have a very difficult time juggling year-round school schedules if their children are tracked out at different times of the year.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>According to the National Association for Year-Round Education, more than 2.3 million U.S. public school students attended year-round schools in the 2002-03 school year.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year-round school is disruptive to family life. The on again, off again schedule puts a strain on families with two working parents who have to find childcare for elementary and middle school children during these numerous breaks.</td>
<td></td>
</tr>
<tr>
<td>Arizona State University's College of Education conducted a national study of year-round education programs in 1993. It concluded that year-round schools work best when they coordinate with parents' lives and community activities. (FamilyEducation.com)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Some parents like to send their kids to a summer camp to be in the outdoors, spend time with friends, learn some nature facts, and to have fun. If all or most schools used year round school systems the camps would go down and suffer from no money to sponsor the camp. Summer camps would go away and cease to exist.” From “Year-Round School” by an anonymous writer from Temecula, CA in Teen Ink</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Explain your ranking below.**
<table>
<thead>
<tr>
<th>Session</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>DRAFTING: Citing Sources</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Argument writers always cite their sources so readers know the evidence comes from credible sources, which makes it more persuasive. Writers must also give other writers credit for the information and ideas that they borrow.</td>
</tr>
<tr>
<td>Suggested Materials</td>
<td>• Citing Sources handout</td>
</tr>
<tr>
<td>Preparation</td>
<td>• Review the handout and its examples.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Argument writers always cite their sources so readers know the evidence comes from credible sources, which makes it more persuasive. Writers must also give other writers credit for their information and ideas that they borrow.</td>
</tr>
</tbody>
</table>
| Active Engagement | 1. Citing Sources  
Full Class  
• Engage students in a discussion about why sources need to be cited using the first page of the Citing Sources handout. Feel free to use this as your discussion guide rather than giving the first page to the students.  
• Review the key remaining components of the Citing Sources handout and review the citing examples as a class.  
2. Source Citation Practice  
Solo  
• Have students practice citing their own sources and circulate and check in to assess their understanding of citations. |
Citing Sources

What does it mean to cite a source?

• An **in-text citation** is a note in an essay that tells the reader where a piece of information or an idea came from.

• Citations always appear in (parentheses).
  
  *Here’s an example:*

  Year-round schools have lower drop-out rates (2%) than traditional schools (5%) (StatisticBrain.com).

• At the end of an essay, a writer includes a **list of works cited** that gives details about all the in-text citations.

Why do writers cite sources?

• To avoid plagiarism--the practice of taking someone else's work or ideas and passing them off as your own. Writers must give other writers credit for information and ideas that they borrow.

• To prove that the evidence is real and credible.

• To inform the reader about where to find more information on the topic.

What gets cited?

• Quoted information from a secondary source.

• Paraphrased information from a secondary source.

• Information obtained in an interview.

• Any idea that is not your own.
How do you cite a website?

When you find effective evidence on the Internet, record the following information in this exact order:

- Author and/or editor names (if available)
- Article name in quotation marks (if applicable)
- Title of the website
- Name of institution/organization publishing the site (use n.p if no publisher is listed)
- Date of resource creation (use n.d. if no date is listed)
- Type of resource
- Date you accessed the material.

**Works Cited Entry** – create the entry by listing the information above in the exact same order.

**EXAMPLE:**

**In-Text Citation**
- Insert the in-text citation before the period at the end of the sentence in which the quotation or paraphrase appears.
- For any in-text citation, include the first item that appears in the works cited entry that corresponds to the citation (e.g. author name, article name, website name).

**EXAMPLE:**
As an article in Education Week points out, “Unlike their peers in schools with traditional schedules, students in year-round schools do not have a long summer vacation. To complicate matters, in some of those schools, not all students are on year-round schedules” (“Year-Round Schooling”).

**You Try!**
A. Insert an in-text citation into one of the sentences in your paragraph that has information from a secondary source.

B. Create a works cited entry for the in-text citation after your paragraph.
<table>
<thead>
<tr>
<th>Session</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>REVISING AND EDITING: Revision</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers revise throughout the drafting process. When argument writers have completed a draft, they revisit all the components of the piece to make sure it is as persuasive as possible.</td>
</tr>
</tbody>
</table>
| Suggested Materials | • Argument Paragraph Rubric  
• Argument Paragraph Revision handout |
| Preparation | • Review the rubric.  
• Review the handout listed above and revise it to reflect the key concerns you feel students should address in their paragraph revisions. |
| Teaching Point | Writers revise throughout the drafting process. When argument writers have completed a draft, they revisit all the components of the piece to make sure it is as persuasive as possible. |
| Active Engagement | 1. Rubric Review  
**Small Group/ Full Class**  
- Review the major components of the Argument Paragraph Rubric (content, organization, style and mechanics).  
- Assign each small group a single on-target rubric component to paraphrase.  
- Reconvene the class and have each small group report back with their paraphrase of the on-target rubric component to ensure that students are clear of the writing expectations.  
2. Revision  
**Solo**  
- Have students complete a revision of their argument paragraphs using the Argument Paragraph Revision handout. |
| Share | As time allows, have students pair up and explain to their partner the revision work they have done and still need to do. |
Argument Paragraph Revision

CONTENT

Claim
• Underline your claim. Make sure it’s debatable (not a fact; a statement that can be argued about)
  o Does your claim reflect what you’re actually arguing for in your paragraph?

Evidence
• Ask yourself: is this the best evidence to use to prove your argument?
• Is there a variety of evidence—reasons, facts, personal experience, statistics, and expert research?
• Did you cite all your evidence from secondary sources correctly?

ORGANIZATION

Flow of Argument
• Ask yourself—is my claim at the beginning of the paragraph?
• Ask yourself—is this the best order for my evidence?
• Experiment with re-organizing your evidence. What does this do to the flow and logic of your argument? Does it make more sense now?
<table>
<thead>
<tr>
<th>Session</th>
<th>8</th>
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<tbody>
<tr>
<td>Concept</td>
<td>REVISING AND EDITING: Editing</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers closely edit their pieces to make them error-free and easy for the reader to read.</td>
</tr>
<tr>
<td>Preparation</td>
<td>• Devise an activity to teach or review a grammar concept or concepts that are particularly pressing for your classes.</td>
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<tr>
<td>Active Engagement</td>
<td>1. <strong>Self and Peer-Editing</strong>&lt;br&gt;<strong>Solo and Pairs</strong>&lt;br&gt;• After teaching/reviewing the grammar point, have students edit their paragraphs for the grammar concept.&lt;br&gt;• Next, have them switch papers with another student who will edit the paragraph as well.</td>
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<td>2. <strong>Modeling</strong>&lt;br&gt;<strong>Full Class</strong>&lt;br&gt;• Select sentences from several students’ paragraphs to share and correct with the class. (This can be done anonymously, so students aren’t embarrassed.) This modeling makes the grammar point especially relevant because it’s being taught in the context of a particular writing assignment.</td>
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<td>Session</td>
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<tr>
<td><strong>Concept</strong></td>
<td><strong>REVISING AND EDITING: Reflection and Publication</strong></td>
</tr>
<tr>
<td><strong>Quotation</strong></td>
<td>&quot;Reflection is a form of metacognition—thinking about thinking. It means looking back with new eyes in order to discover—in this case, looking back on writing. As Pianko states, ‘The ability to reflect on what is begun written seems to be the essence of the difference between able and not so able writers from their initial writing experience onward’ (qtd. in Yancey 4)” (88).</td>
</tr>
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<td></td>
<td>from &quot;Written Reflection: Creating Better Thinkers, Better Writers&quot; by Dawn Swartzendruber-Putnam in <em>English Journal</em> 90.1, September 2000, pages 88-93.</td>
</tr>
<tr>
<td><strong>Teaching Point</strong></td>
<td>When a draft is revised and complete, writers reflect on the final product and process to determine what they will do differently the next time they take on a writing task.</td>
</tr>
</tbody>
</table>
| **Preparation** | • Review the Post Revision Reflection Anchor Chart.  
• Decide on the best publication option for your students. |
| **Suggested Materials** | • Post Revision Reflection Anchor Chart |
| **Active Engagement** | **Reflection** |
| | If you have not yet introduced reflection to your students, consider how you want to talk with them about it and some strategies for helping them reflect in an authentic way. Too often, students will — what they think the teacher wants to hear in the reflection. This is meaningless, of course. It’s important that students understand that the reflection is not graded and its purpose is to help them improve in the future by understanding what went well and what did not go well in this writing process and why. |
| | You may also want to consider alternative modes of reflection:  
• Pairs students up and have them reflect on the questions provided. They can take notes on one another’s reflections so there is a record of their realizations.  
• Having your student writers draw diagrams or write in bullets rather than writing in complete sentences — whatever is most productive for their reflective process. |
| | Following the individual reflection session, consider having students share their experiences with the group to troubleshoot for future tasks and to continue to build your classroom writing community. |
| **Notes on Publication** | **Publication Options** |
| | • Create a website or wiki about the subject your students are arguing for and share the link with parents, other students, and other schools, and interested parties.  
• Post the paragraphs on a class blog and have other students/teachers comment on them via #Comments4kids (Twitter hashtag). |
Post Revision Reflection
Anchor Chart

In your Writer’s Notebook, reflect on these questions:

1. What was the most exciting part of writing your argument paragraph? How come?
2. What was the most difficult part of writing your argument paragraph? How come?
3. If you still had more time to revise your piece, what would you work on/change?
4. What did you learn about yourself and your process as a writer?
5. What will you do differently the next time you tackle a writing project?
Resources

Teaching Argument – Pedagogical and Theoretical Resources

Common Core State Standards Appendix A
http://www.corestandards.org/the-standards

A Curricular Plan for the Writing Workshop – Grade 6 by Lucy Calkins (Unit 4 – personal and persuasive essays)

Nonfiction Matters: Reading, Writing, and Research in Grades 3-8 by Stephanie Harvey
http://www.amazon.com/Nonfiction-Matters-Reading-Writing-Research/dp/1571100725/ref=lm_ni_t

Everything’s an Argument by Lunsford and Ruszkiewicz

They Say, I Say: The Moves That Matter in Academic Writing by Gerald Graff and Cathy Birkenstein

Teaching Argument Writing, Grades 6-12: Supporting Claims with Relevant Evidence and Clear Reasoning by George Hillocks, Jr.

Essays and Arguments website by Prof. Ian Johnston of Vancouver Island University -
http://records.viu.ca/~johnstoi/arguments/argument8.htm

Internet Resources for Argument Components

Google Search Literacy Lesson Plans – Effective Searching, Selecting Evidence, Evaluating Sources
http://www.google.com/insidesearch/searcheducation/lessons.html

Scholastic website on persuasive writing – online exercises for selecting the evidence that fits the claim and using the correct transition

Resources for Finding Mentor Texts

Bibliography of non-fiction books, articles, and videos on high interest topics from the Columbia Teacher’s College Reading and Writing Project
Calliope – world history for kids (ages 9-14)

Cobblestone – American History for kids (ages 9-14)
http://www.cobblestonepub.com/resources_cob_tgs.html

Discover – articles on science, technology and the future
http://discovermagazine.com/

Muse – past and present, history, science and the arts (ages 9-14)

National Geographic - cultural, scientific, geographic, anthropological, and historical investigations of past and present events.
http://www.nationalgeographic.com/

National Geographic Explorer for Kids (Pathfinder edition for grades 4-6)
http://magma.nationalgeographic.com/ngexplorer/

Odyssey – science for kids (ages 9-14)
http://www.odysseymagazine.com/

Smithsonian Magazine
http://www.smithsonianmag.com/

Time for Kids
http://www.timeforkids.com/

PBS Video- Watch award-winning documentaries, including current episodes from Nova and Nature, as well as archived videos
http://video.pbs.org/

History.com- Video clips and full length shows on history topics from Ancient China to the Vikings to Watergate.
http://www.history.com