

Example of Hand-out 2.1: Deconstructing Standard W.6 for Facilitator Use

Standard W.5.1	Standard W.6.1	Standard W.7.1
<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. 	<p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. 	<p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p>Concepts</p> <p>What students need to know (nouns and noun phrases)</p> <ul style="list-style-type: none"> - Arguments and claims - Supported Claims <ul style="list-style-type: none"> o Clear reasons o Relevant evidence o Credible sources o Understanding of topic or texts - Words, phrases and clauses <ul style="list-style-type: none"> o Relationships among claim{s} and reasons - Formal style - Concluding statement or section 	<p>Skills</p> <p>What students need to be able to do (Verbs)</p> <ul style="list-style-type: none"> - WRITE - INTRODUCE <ul style="list-style-type: none"> o ORGANIZE - SUPPORT <ul style="list-style-type: none"> o USING o DEMONSTRATING - USE <ul style="list-style-type: none"> o CLARIFY - ESTABLISH AND MAINTAIN - PROVIDE 	<p>Key Vocabulary (Academic and domain-specific)</p> <p>Argument*</p> <p>Relevant</p> <p>(relevant) Reasons</p> <p>Clear</p> <p>(clear) Evidence*</p> <p>Claim*</p> <p>Support*</p> <p>Credible</p> <p>(Credible) sources*</p> <p>Formal style*</p>

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Instructional Implications

Assessments (Pre/formative/post)

Assessing and connecting to background knowledge

Use what students know about:

- *Opinions as a basis for writing arguments*
- *Logically ordering reasons so they can move to supporting claims*
- *Use SL5.3 to connect to background knowledge on how to summarize the points a speaker makes anyhow each claim is supported by reasons and evidence*

Related Standards

- *SL6.3, SL.6.4 and RI6.8*

Resources and Strategies

Materials/texts, activities and coordinating resources

- *Use both student writing samples from Appendix C as model papers. Ask students to use the rubric to grade the papers.*
- *Provide examples of weak and strong papers. Ask students to identify the weak and strong and provide reasons based on the criteria*
- *Working with partners, have students improve the weak paper so that it would be considered a proficient piece of student work.*
- *Use magazine articles, newspapers, content materials, and other short text for models*
- *Collaborate with content area teachers tin developing a cross-curricular focus on writing arguments (Ex. WHST6-8.1)*

Interventions/Extensions

- *Graphic organizers*
- *Have students orally discuss claims and evidence prior to writing*
- *Have student work in small groups and/or with partner to write arguments*