Argument Writing

Common Core Standards

Purpose/ Definition

Arguments are used for many purposes:

- To change the reader's point of view

- To bring about some action on the reader's part

- To ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem

An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid.

Persuasive Strategies

- Appeal to the credibility, character, or authority of the writer (or speaker).

- Appeal to the audience's self interest, sense of identity, or emotions

LOGICAL ARGUMENT

Convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes or the writer's character or credentials

KEY ELEMENTS

- *Introduction*

- *Organization (introduction, body, conclusion –logically sequenced)*

- *Development (Claim, Evidence, counterargument, Rebuttal)*

- *Transitions*

- *Formal Style*

- *Conclusion*

- *Conventions of English*

6th –8th Grades

Introduce claim(s) acknowledge and **distinguish** the claims from alternate or opposing claims, **organize the reasons and evidence logically.**

9th– 12th Grades

Introduce **precise,** knowledgeable claim(s), **establish the significance** of the claims, distinguish the claims from alternate or opposing claims, and create an organization **that logically sequences claim(s), counterclaims, reasons and evidence .**

CCS

Conventions of Standard English

L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.

L.3.3a. Choose words and phrases for effect.

L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.1g. Correctly use frequently confused words (e.g., *to/too/two; there/their*).

L.4.3a. Choose words and phrases to convey ideas precisely.*

L.4.3b. Choose punctuation for effect.

L.5.1d. Recognize and correct inappropriate shifts in verb tense.

L.5.2a. Use punctuation to separate items in a series.†

L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.

L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡

L.6.3b. Maintain consistency in style and tone.

L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.

L.9-10.1a.. Use parallel structure

Organization

6th Grade

Organize the reasons and evidence clearly.

7th and 8th Grades

Organize the reasons and evidence logically.

9th/10th Grades

Create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

11th/12th Grades

Create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

6th, 7th, 8th Grades   CCS

The Introductory Paragraph

1. Grabs the reader's attention
2. Narrows the subject
3. States the thesis, claim, or key point

Strong Leads

- Surprising statement/statistic
- Direct or rhetorical question
- A relevant quote
- An anecdote

Formal Style

Establish and maintain a formal style.

9th—12th Grades

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing

6th, 7th, and 8th Grades

CCS

FORMAL STYLE

- Avoid using colloquial words/expressions
- Avoid contractions
- Write in third person
- Avoid addressing readers using second person pronouns
- Avoid using abbreviated words
- Longer complex sentences are preferred

Development

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating and understanding of the topic or text.

9th/10th Grades

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.

11th and 12th Grades

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 and concerns, values, and possible biases.

CCS

INTRODUCTION

Claim/ Thesis

Broad Context

BODY

Specific Evidence

Counterargument

Rebuttal

CONCLUSION

Full Circle to Claim

Summary

Strongest Point

Transitions

6th, 7th, and 8th Grades

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

9th/10th Grades

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

11th /12th Grades

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCS

Conclusions

Provide a concluding statement or section that follows from and supports the argument presented.