SECRET SITE

Write Arguments Based on Textual Evidence

SUPER SATURDAY WRITING CONFERENCE
COURTNEY GORDON
cgordon@smekenseducation.com

Understand the argumentative writing expectations.

Common Core

3. W1

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

a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

b. Provide reasons that support the opinion.

4. W1

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

a. 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.

b. Provide reasons that are supported by facts and details.

5. W1

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

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.

6. W1

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 relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

Indiana Standards

3. W.3.1

Write persuasive compositions in a variety of forms that –

a. State the opinion in an introductory statement or section.

b. Support the opinion with reasons in an organized way.

4. W.3.1

Write persuasive compositions in a variety of forms that –

a. In an introductory statement, clearly state an opinion to a particular audience.

b. Support the opinion with facts and details from various sources, including texts.

c. Use an organizational structure to group related ideas that support the purpose.

5. W.3.1

Write persuasive compositions in a variety of forms that –

a. Clearly present a position in an introductory statement to an identified audience.

b. Support the position with qualitative and quantitative facts and details from various sources, including texts.

c. Use an organizational structure to group related ideas that support the purpose.

6. W.3.1

Write arguments in a variety of forms that –

a. Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.

b. Use an organizational structure to group related ideas that support the argument.

c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

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Write Arguments Based on Textual Evidence

Common Core

7. W1

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 relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

8. W1

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 relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

9-10. W1

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.

11-12. W1

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.

Indiana Standards

7. W.3.1

Write arguments in a variety of forms that –

a. Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.

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

8. W.3.1

Write arguments in a variety of forms that –

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 relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c. Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

9-10. W.3.1

Write arguments in a variety of forms that:

a. Introduce 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.

11-12. W.3.1

Write arguments in a variety of forms that –

a. Introduce precise 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.

…

c. 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.

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Plan for explicit instruction.

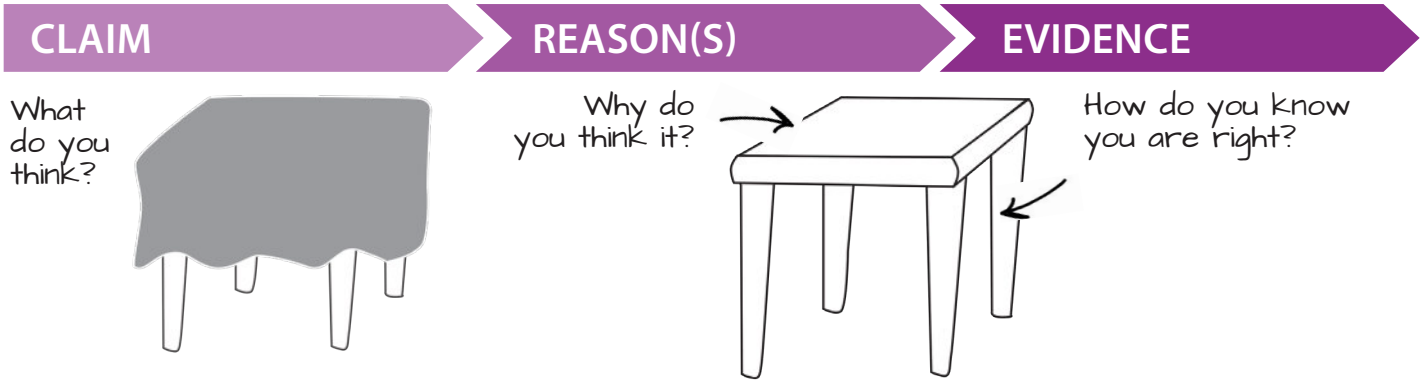
Writing about *texts* versus *topics.*

Traditional writing tasks were based on personal background knowledge.

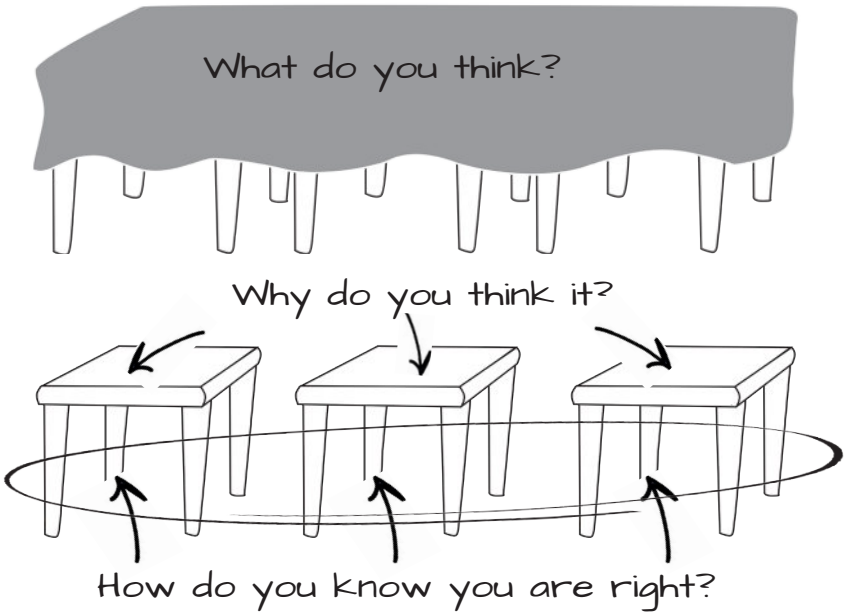
Writing-about-reading tasks are based on information stated within provided texts.

Define essential ingredients.

Clarify the relationship among claims, reasons, and evidence.



Generate longer arguments— with three reasons.



RELEVANT RESOURCES

Split History series

Perspectives Flip Books series

ProCon.org
PROS AND CONS OF CONTROVERSIAL ISSUES

NEWSELA

SECRET SITE RESOURCE

Align with the strongest position.

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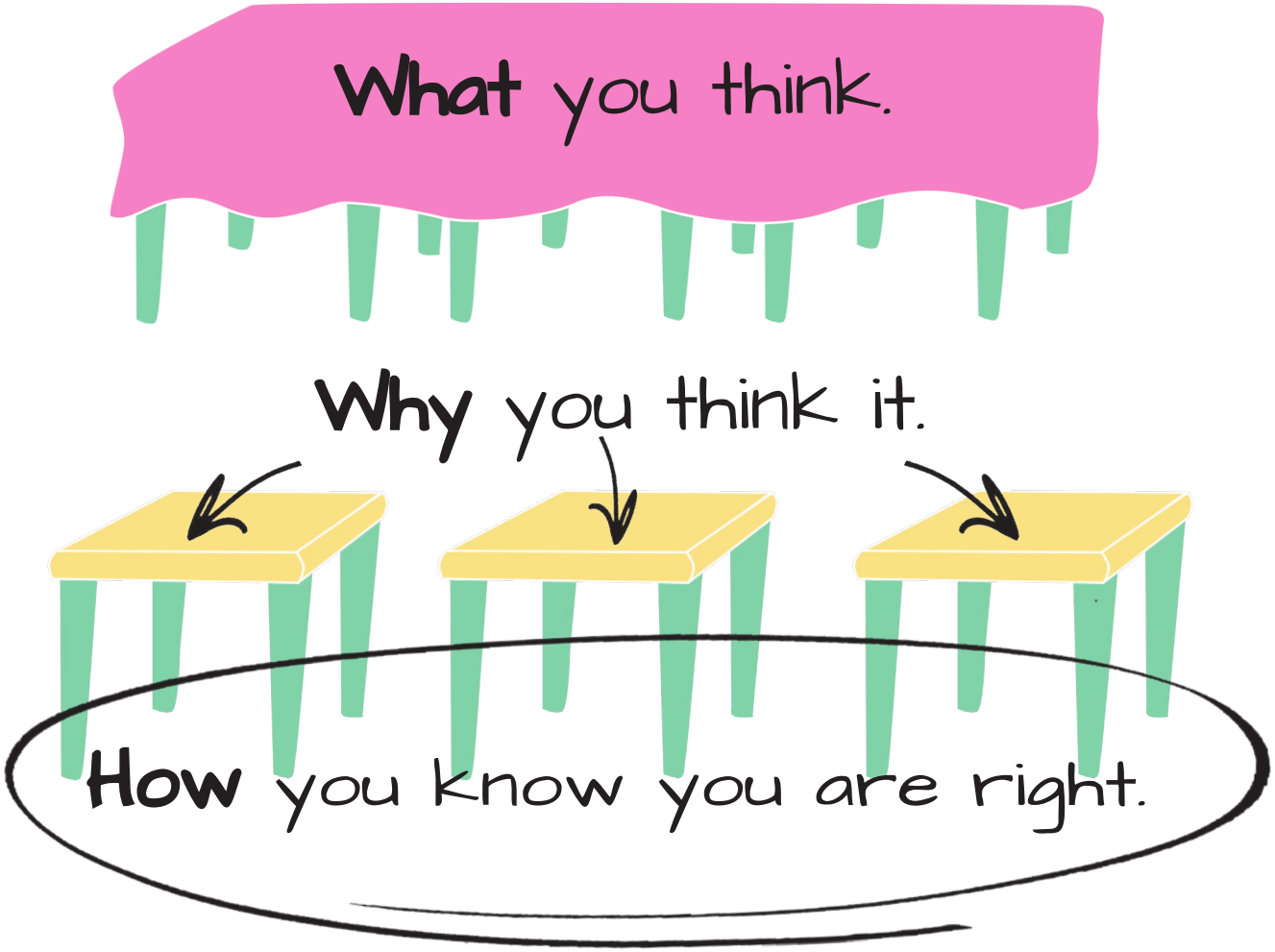
Connect *Reading Voice* and *Thinking Voice* to writing arguments based on texts.

Highlight the claim (i.e., overall position on the topic).

Highlight each reason (i.e., opinions, assertions).

Highlight the specific evidence you provide for each reason.



RELEVANT RESOURCES

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Use facts to shape opinions.

Recognize the types of textual details authors provide.

Collect a combination of quantitative and qualitative facts.

QUANTITATIVE DATA

NUMERICAL DATA:

- Statistics
- Percentages
- Ratios
- Dates
- Ages
- Frequency

VISUAL REPRESENTATIONS OF FACT:

- Observable information stated in charts, graphs, or revealed in photos, illustrations, videos, etc.

QUALITATIVE DATA

- **QUOTES:** Direct quotations from authorities and experts on the topic.
- **TESTIMONIALS:** Opinions from a person who was directly involved or affected.
- **ANECDOTAL EVIDENCE:** Actual situations or powerful illustrations that are hypothetical.

NOW IT'S YOUR TURN

PROMPT: According to the information presented within the ShamWow commercial, identify the reasons someone might be persuaded to buy this product.

Hi, it's Vince with ShamWow! You'll be saying, "Wow," every time you use this towel. It's like a shammy. It's like a towel. It's like a sponge. A regular towel doesn't work wet. This works wet or dry. This is for the house, the car, the boat, the RV.

ShamWow! holds 12 times its weight in liquid. Look at this. It just does the work.

Why would you want to work twice as hard? It doesn't drip. It doesn't make a mess. Wring it out. You wash it in the washing machine. Made in Germany—you know the Germans always make good stuff.

Here's some cola—wine, coffee, cola, pet stain. Not only is that damage going to be on top. There's your mildew. That is going to smell. Look at this. Put it on the spill. Turn it over. Without even putting any pressure—50% of the cola…right there. You following me, camera guy? The other 50%, the color, starts to come up. No other towel's going to do that. It acts like a vacuum, and look at this—virtually dry on the bottom.

"I can't live without it. I just love it!"

"Oh my gosh, I don't even buy paper towels anymore."

"If you're going to wash your cars or any kind of vehicle, you'd be out of your mind not to own one of these."

"All I can say is Sham…Wow!"

You're going to spend $20 every month on paper towels anyway. You're throwing your money away. The mini-ShamWows are for everything, for everyday use. This lasts 10 years; this lasts a week. I don't know. It sells itself. The ShamWow! sells for $19.95, but you get one for the house, one for the car, two for the kitchen and bathroom. And look at this, we'll give you a second set absolutely free.

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STEP 1 Collect text details.

like a shammy

for the house, car, boat, RV

like a sponge

does the work

works wet or dry

acts like a vacuum

throwing your money away

lasts 10 years

sells for $19.95

holds 12 times its weight in liquid

wring it out

doesn't drip

wash it in the washing machine

doesn't make a mess

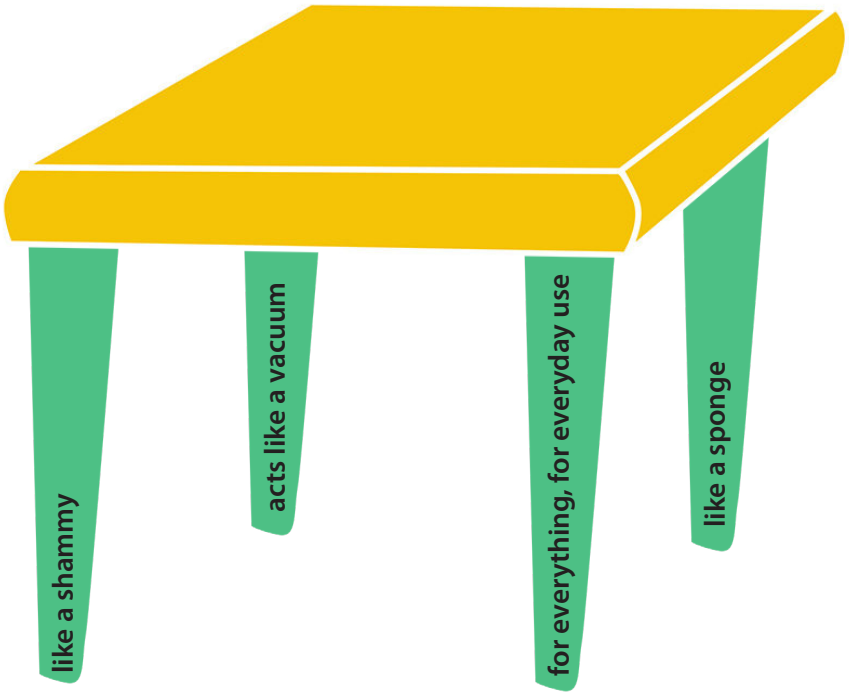
made in Germany

don't even buy paper towels

for everything, for everyday use

a second set absolutely free

STEP 2 Group related details.



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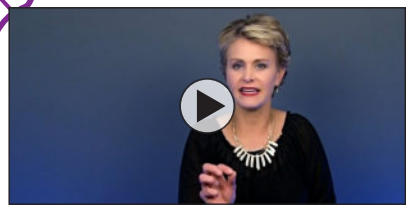
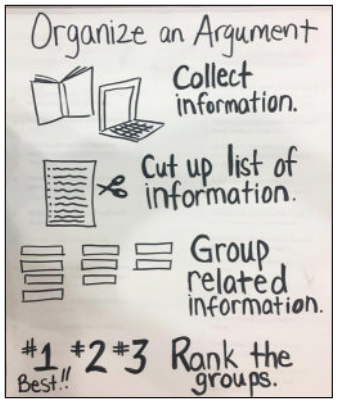
Retrain the students' thinking.

SECRET SITE RESOURCE



Distinguish *reasons* from *evidence*.

ANCHOR CHART



Reasons are inferred *after* details are collected.

1. Read to collect textual details.
2. Group related details to infer reasons.
3. Develop each grouping into a body paragraph.
   - The inferred **REASON** (i.e., table top) will serve as the topic sentence.
   - The textual details (grouped together) are now stated as **EVIDENCE** to support the reason.
   - Add **EXPLANATIONS** and elaboration among the textual evidence, as needed.
4. Rank the reasons.

Connect the process to *fact* and *opinion*.

FACTS

- Words and phrases found in the text.
- Stated by the author(s).
- Might be an expert quote (i.e., qualitative data).

OPINION

- Student's own idea; in his own words.
- Generated *after* grouping details from the text.

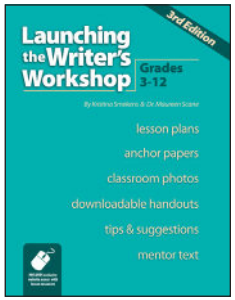
SPIN-OFF SESSION

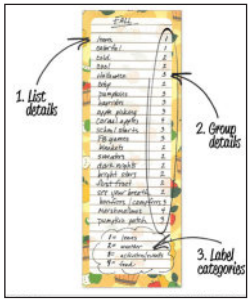
EVIDENCE-BASED WRITING | Session 5:
Achieve a blend of evidence and elaboration.

Provide practice in categorization.

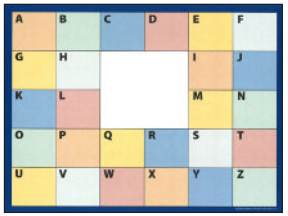
Cut up and group the collected information.

RELEVANT RESOURCE

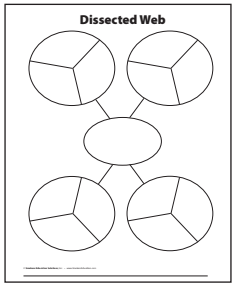




- List details on paper.
- Group related details with numbers.
- Label the categories.



- List details onto sticky notes using the *ABC Chart*.
- Group the related sticky notes.
- Label the categories.



- Mentally review the details and think about their relationship.
- Note them in the *Dissected Web* and label the oval with the category.

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Add Step 4 to the process.

Order reasons for maximum effect— 2, 3, 1.

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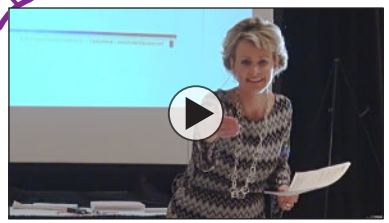
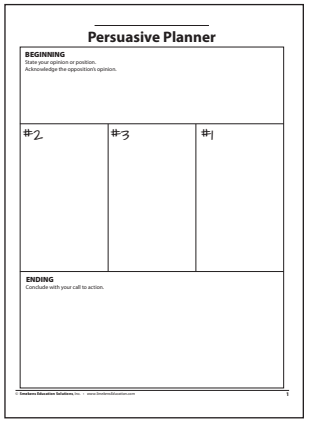


Crescendo to the strongest persuasive reason.

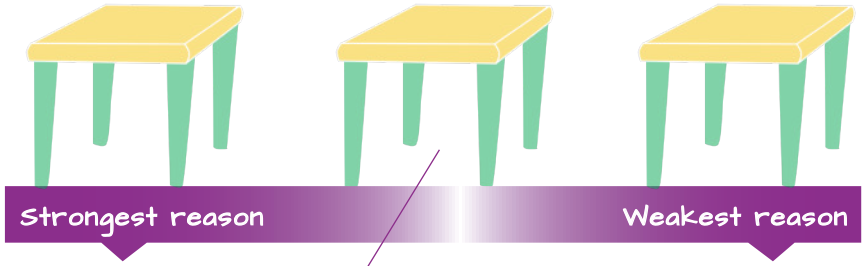


Persuasive Planner

BEGINNING
State your opinion or position.
Acknowledge the opposition's opinion.

#2 | #3 | #1

ENDING
Conclude with your call to action.



INTRODUCTION

2ND BEST REASON

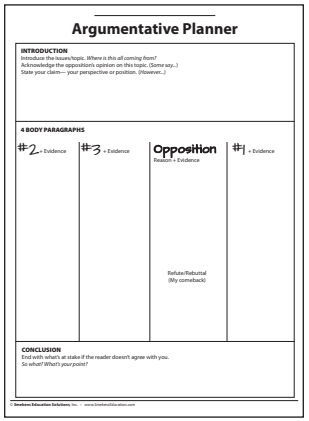
3RD BEST (i.e., weakest)

1ST BEST (i.e., strongest)

CONCLUSION

Juggle multiple perspectives.

- Convert a persuasive into an argumentative by adding a table.



Argumentative Planner

INTRODUCTION
Introduce the issues/topic. *Where is this all coming from?*
Acknowledge the opposition's opinion on this topic. (*Some say...*)
State your claim— your perspective or position. (*However...*)

4 BODY PARAGRAPHS

#2 + Evidence | #3 + Evidence | Opposition Reason + Evidence | #1 + Evidence

Refute/Rebuttal (My comeback)

CONCLUSION
End with what's at stake if the reader doesn't agree with you.
So what? What's your point?

- Create a sense of interior debate using the *They say... I say...* organization.

SPIN-OFF SESSION

WRITE BEYOND THE TEXT | Session 3: Synthesize ideas across texts.