

Meet the argumentative standard

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SPIN-OFF SESSIONS

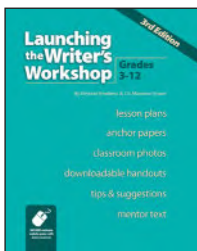
UNIT ESSENTIALS | Session 3:
Target informative writing skills.

UNIT ESSENTIALS | Session 5:
Know the narrative non-negotiables.

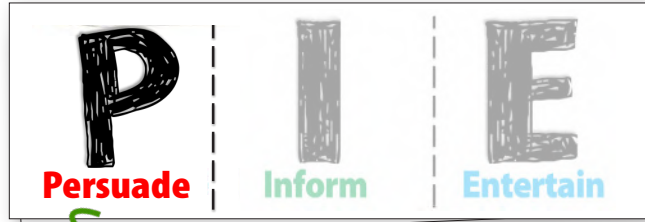


STANDARDS EXPECTATIONS

CCSS W1 | Indiana W3.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.



Understand the expectations.



PURPOSE | TO PERSUADE

Share feelings, opinions, or claims that are based on facts, evidence, and reasoning.

PERSUASIVE GENRES

- **OPINIONS** state a personal preference of a debatable topic (e.g., vote, survey, tweet, etc.).
- **PERSUASIVES** convey the writer's opinion of a debatable topic through explanation and evidence of his position (e.g., advertisement/commercial, persuasive letters, recommendations, constructed responses, persuasive essays, etc.).
- **ARGUMENTS** convey the writer's opinion of a debatable topic through explanation and evidence of multiple sides (e.g., pro-con list, debate, infomercial, argumentative research/essay, etc.).
- **EVALUATIONS** are the writer's opinion on someone else's work (e.g., review, critique, argumentative analysis, literary analysis).

Teach the essential writing skills/traits.

Persuasive Essentials

- Identify topic & position**
Explain what you want or what you believe
- List many good reasons**
Provide solid support for why you are right
- Organize key points**
Order your reasons to end with your best
- End with what you want**
Tell readers what you expect them to do
- Express your attitude**
Reveal your feelings & point of view
- Employ exact words**
Select precise words to convince the reader

Argumentative Essentials

- Study sides of an issue**
Reveal perspectives; Present the strongest
- Develop logical reasons**
Support the position with sufficient evidence
- Present both sides**
Honor the opposition within the body
- Conclude the argument**
Don't repeat; Remind readers what's at stake
- Connect ideas logically**
Transition *within* reasons & *among* sides
- Apply a formal style**
Maintain a fair & objective tone



IDEAS | The type of information included in the writing.



ORGANIZATION | The arrangement of the information in the writing.



CONVENTIONS | The writing's level of correctness.



VOICE | The attitude or tone conveyed within the writing.



WORD CHOICE | The specific and precise vocabulary within the writing.



SENTENCE FLUENCY | The flow of sentences across the writing.

ESSENTIAL INGREDIENTS

SOPHISTICATED INGREDIENTS



RELEVANT RESOURCES

UNIT ESSENTIALS

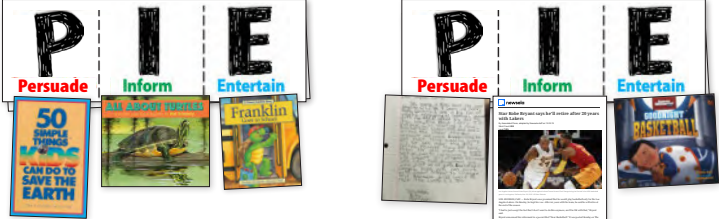
Identify topic & position
Explain what you want or what you believe

Study sides of an issue
Reveal perspectives; Present the strongest

Meet the argumentative standard

Discern informative topics versus debatable ones.

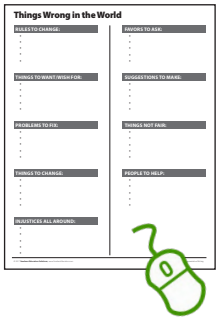
Clarify the author's purpose.



WRITE ABOUT TOPICS:

Traditional writing tasks were based on personal background knowledge.

- Favorite TV shows/cartoons
- Favorite snacks/candy
- Favorite games/activities
- Favorite toys (i.e., Christmas List)
- Favorite pets/animals
- Favorite foods
- Rules to change
- Problems to fix
- Things not fair
- People to help
- Favors to ask



WRITE ABOUT TEXTS: Many read-write tasks are based on drawing a conclusion rooted in text evidence.

Inference	<i>What I think.</i>
Evidence	<i>Why I think it.</i>
Explanation	<i>How I know.</i>

SPIN-OFF SESSIONS

MANAGEMENT
Session 4:
Teach with mentor texts.

WRITE ABOUT READING | Session 2:
Write polished constructed responses.

Introduce the process for "choosing" a side.

STEP 1: Identify the possible opinions.

STEP 2: List the details or facts for all sides.

STEP 3: Align with the strongest perspective; make a decision.

- Reread both lists.
- Count the number of details.

State the position.

Persuasive

Find the strongest side

1. Name the 2 sides.
2. List details for both sides.
3. Pick the strongest side.

SECRET SITE RESOURCES

Persuasive

Find the strongest side

1. Name the 2 sides.
2. List details for both sides.
3. Pick the strongest side.



Align with the strongest position.

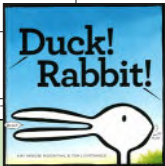
UNIT ESSENTIALS

Meet the argumentative standard

GRADES K-2

CONDUCT INITIAL RESEARCH AND ALIGN WITH THE POSITION YOU CAN BEST PROVE.

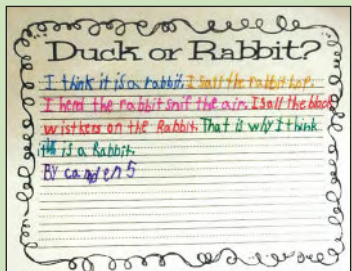
PERSPECTIVE A	PERSPECTIVE B



It could be...

a duck a rabbit

SECRET SITE RESOURCES



List many good reasons
Provide solid support for why you are right

Develop logical reasons
Support the position with sufficient evidence

GRADES 3-12
Group individual author details to infer broader reasons.

Retrain students to infer reasons.

List details for both sides.



- like a shammy
- like a sponge
- works wet or dry
- this is for the house, car, boat, and RV
- holds 12 times its weight in liquid
- does the work
- doesn't drip
- doesn't make a mess
- wring it out
- wash it in the washing machine
- made in Germany
- Germans always make good stuff
- without even putting any pressure—50% of the cola acts like a vacuum
- don't even buy paper towels anymore
- spend \$20 every month on paper towels
- throwing your money away
- for everything, for everyday use
- lasts 10 years
- sells for \$19.95
- a second set absolutely free

Group details to infer reasons.

- Holds 12 times its weight in liquid
- Does the work
- Without any pressure—50% of the cola acts like a vacuum

- Throwing your money away
- Sells for \$19.95
- Spend \$20 every month on paper towels
- A second set absolutely free

List details for both sides.

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



Distinguish *reasons* from *evidence*.

Group details to infer reasons.

- Student's own idea—in his own words.
- Generated by grouping details from the text.



RELEVANT RESOURCE

Persuasive

Find the strongest side

1. Name the 2 sides.
2. List details for both sides.
3. Pick the strongest side.
4. Group details to infer reasons.

UNIT ESSENTIALS

Meet the argumentative standard

Organize key points
Order your reasons to end with your best

Present both sides
Honor the opposition within the body

Rank the reasons.

Order the reasons for maximum impact.

Persuasive	Argumentative
Save the best for last	Give 3 reasons. Save the best for last
Give 3 reasons.	Give 3 reasons. Save the best for last
Start with your second-best reason.	Start with your second-best reason.
Bury the weakest reason.	Bury the weakest reason.
Always save the best reason for last.	Insert a reason for the opposition . Always save the best reason for last.



Convert a persuasive into a basic argumentative.

INTRODUCTION | Acknowledge the opposition.



BODY PARAGRAPHS

2ND WHY you think it.
Start with your second-best reason (and evidence).

3RD WHY you think it.
Bury the weakest reason (and evidence).

The counterclaim's reason and evidence.

1ST WHY you think it.
Always save the best reason (and evidence) for last.

CONCLUSION | Acknowledge the opposition.

SECRET SITE RESOURCES

Crescendo to the strongest persuasive reason.



PERSUASIVE PLANNER

CONCLUSION: Restate your position. Provide a final statement.

3 BODY PARAGRAPHS: REASON 1, REASON 2, REASON 3

CONCLUSION: Restate your position. Provide a final statement.

ARGUMENTATIVE PLANNER

INTRODUCTION: Restate the issue. Present your position. Acknowledge the opposition. Support your position. Provide a final statement.

4 BODY PARAGRAPHS: REASON 1, REASON 2, REASON 3, REASON 4

CONCLUSION: Restate your position. Provide a final statement.