



Protocol #3d

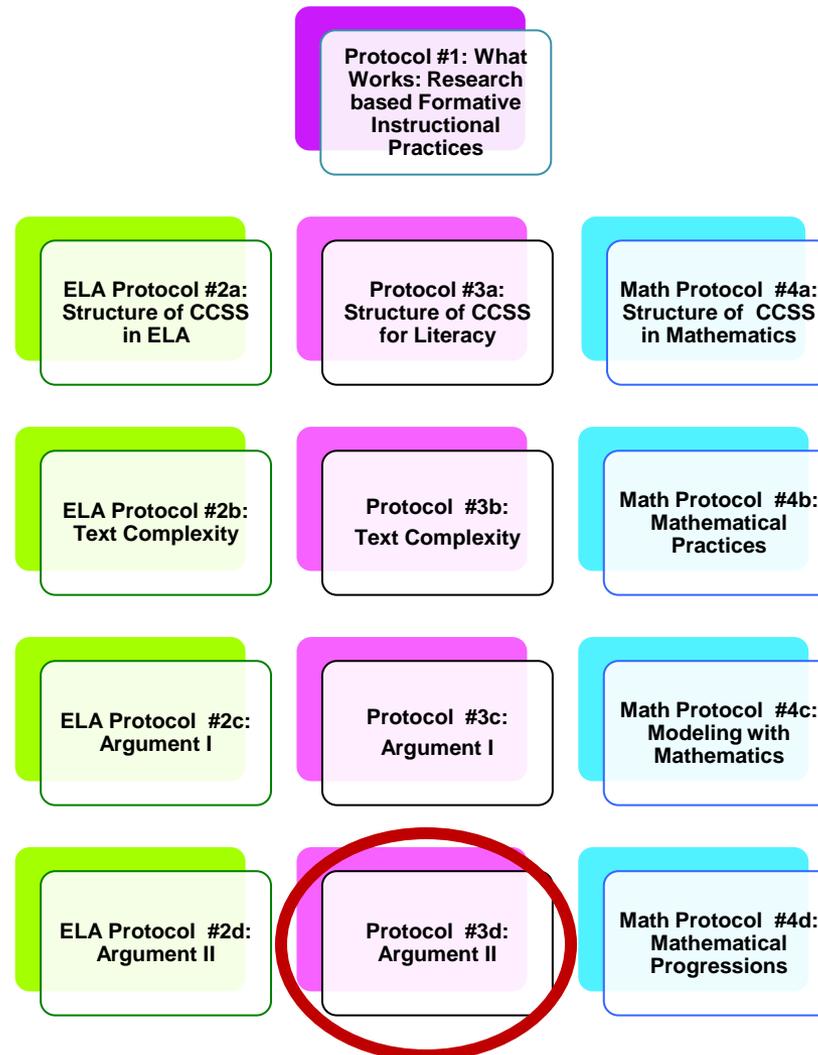
Argument II

College and Career Readiness

Tools for Schools (Secondary)



College and Career Readiness: Tools for Schools Secondary Sequence



Continuous Support from
Complex and State; Feedback
Loop from Schools for Mid-
Course Adjustments



All Means All

- The Common Core State Standards articulate rigorous expectations to prepare **all** students to be college and career ready, including English Language Learners and Special Education Students.
- These students likely will require additional instructional support.
- English Language Proficiency Standards (ELP) for ELL students are aligned to the CCSS.



Agenda

Content Areas
Protocol 3d:
Argument II

- Desired Outcomes, Connections to College and Career Readiness (5 min)
- Info on Argument II (10 min)
- Practice activity (15 min)
- Debrief (5 min)
- Reflection and Follow-up Resources (8 min)
- Commitment to Action and Evaluation (2 min)



Desired Outcomes

- To understand **how the concepts and skills in the Writing Argumentation Standard in History/Social Studies, Science, and Technical Subjects** build from one grade level to the next.
- To discuss **implications for instruction**



Common Core "Shifts"

- 1) Text Complexity and Range
- 2) Read Closely to Analyze, Infer and Give Evidence
- 3) Write to Sources
- 4) Short, Focused Research
- 5) Written and Spoken Argument**
- 6) Academic Vocabulary
- 7) Shared Responsibility for Literacy Development Among All Teachers



CCSS Shift #5

Written and Spoken Argument

Students should be able to
establish and support
an **opinion (Gr. K-5)**
or **claim (Gr. 6-12)**
with clear textual evidence.



Essential Question

How will incorporating the written argument into my classroom instruction help prepare my students for college and career readiness?



Why is This Important?

In a survey of instructors of freshman composition and other introductory courses at California State University campuses. . . among the most important skills expected of incoming students were:

- articulating a clear thesis;
- identifying, evaluating, and using evidence to support or challenge the thesis;
- and considering and incorporating counterarguments into their writing.

(CCSS, Appendix A, p. 25)



Why is This Important?

CCSS ask students to master three types of writing:

- writing arguments
- writing to inform/explain
- writing narratives



Connection to College and Career Readiness

Education researchers like Robert Marzano, George Hillocks, and Deanna Kuhn have demonstrated that in-school opportunities to argue and debate about current issues, literary characters, and the pros and cons of a math solution have an astonishing impact on learning—and test scores.

(Mike Schmoker, “More Argument, Fewer Standards”,
<http://mikeschmoker.com/more-argument.html>)



Connection to College and Career Readiness

Argument not only makes subject matter more interesting, it also dramatically increases our ability to retain, retrieve, apply, and synthesize knowledge. It works for all students—from lowest- to highest-achieving . . . Argument is the unrivaled key to effective reading, writing, and speaking.

(Mike Schmoker, “More Argument, Fewer Standards”,
<http://mikeschmoker.com/more-argument.html>)



Why Is This Important?

- University is largely an “argument culture” but only *20 percent* of those who enter college are “argument literate”. (Gerald Graff)
- Standards put particular emphasis on students’ ability to write sound arguments on substantive topics/issues.



The chart below shows the distribution of communicative purposes on the 2011 NAEP Writing Assessment. The percentages represent the proportion of tasks for a particular purpose out of the total number of tasks developed for each grade.

Exhibit 1.2. Percentage Distribution of Communicative Purposes by Grade

Purpose	Grade 4	Grade 8	Grade 12
To Persuade	30%	35%	40%
To Explain	35%	35%	40%
To Convey Experience	35%	30%	20%

Source: National Assessment governing Board. (2007). Writing framework for the 2011 National Assessment of Educational Progress.



Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

The standards below begin at grade 6; standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:

Grades 9–10 students:

Grades 11–12 students:

Text Types and Purposes

- | | | |
|--|---|--|
| <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. | <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented. | <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> 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 the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from or supports the argument presented. |
|--|---|--|



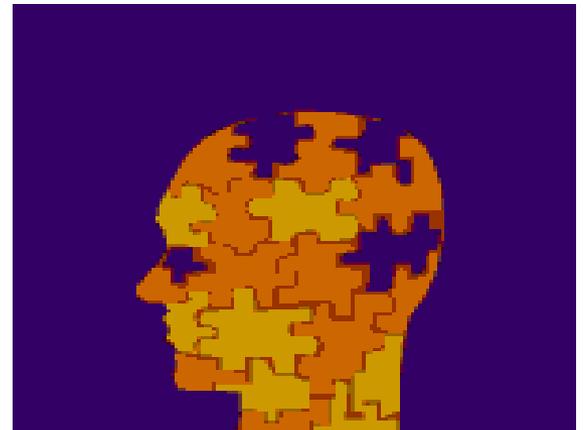
Why Is This Important?

The K-12 grade-specific standards define end-of-year expectations and provide a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.



Why Is This Important?

A deep understanding of the standards cannot be developed if educators are merely looking at their grade level standards in isolation and never consider that their standards are part of a whole system for educating students.



The Standards Progression

Anchor Standard: Writing #1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (One minute to discuss with a partner.)



Learning Progression

To understand **how the concepts and skills in the Writing Argumentation Standard in History/Social Studies, Science, and Technical Subjects** build from one grade level to the next.



Value of Learning Progressions to Teachers

- Know what to expect about students' preparation
- More readily manage the range of preparation of students in your class
- Know what teachers in the next grade expect of your students.
- Identify clusters of related concepts at grade level
- Clarity about the student thinking and discourse to focus on conceptual development
- Engage in rich uses of classroom assessment

(Common Core Standards, Learning Trajectories, and Formative Assessment Practices Using Diagnostic Assessments; Jere Confrey and Alan Maloney, Washington Dept. of Education, 05/21/11)



Turn to a Partner and Talk

What is the difference between the following terms? (One minute to discuss with a partner.)

1. opinion
2. persuasion
3. argument



W1 - Argument K-12 Progression

K Compose opinion pieces; state an opinion or preference.

1 – 2 Write opinion pieces; introduce topic, opinion, reason, closure.

3 – 5 Write opinion pieces on topics; support point of view with reasons and information.

6 – 8 Write arguments to support claims; clear reasons and relevant evidence.

9 – 12 Write arguments to support claims in an analysis of substantive topics or texts; valid reasoning, relevant and sufficient evidence.



Opinion → Argument Continuum in CCSS

(p. 23 – 24, CCSS, Appendix A)

Opinion (*Developing form of argument in young children*)

- ◆ Providing examples, offering reasons for assertions, and explaining cause and effect.

Persuasion

- ◆ Appealing to the credibility, character, or authority of the writer/speaker. Also appealing to audience's self-interest, sense of identity, or emotions.

Argument

- ◆ Persuasion using evidence; convinces audience because of perceived merit and reasonableness of claims and proofs offered.



Look at the CCSS Standards for
your grade level (handout #1) and
the partially filled template
(handout #2)

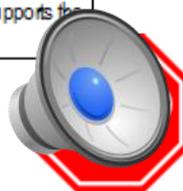


Learning Progressions . . . (handout #2)

Learning Progressions—Writing Standards for Literacy in History/Social Studies, Science, & Technical Subjects 6-12

College & Career Readiness Anchor Standard for Writing #1—Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence

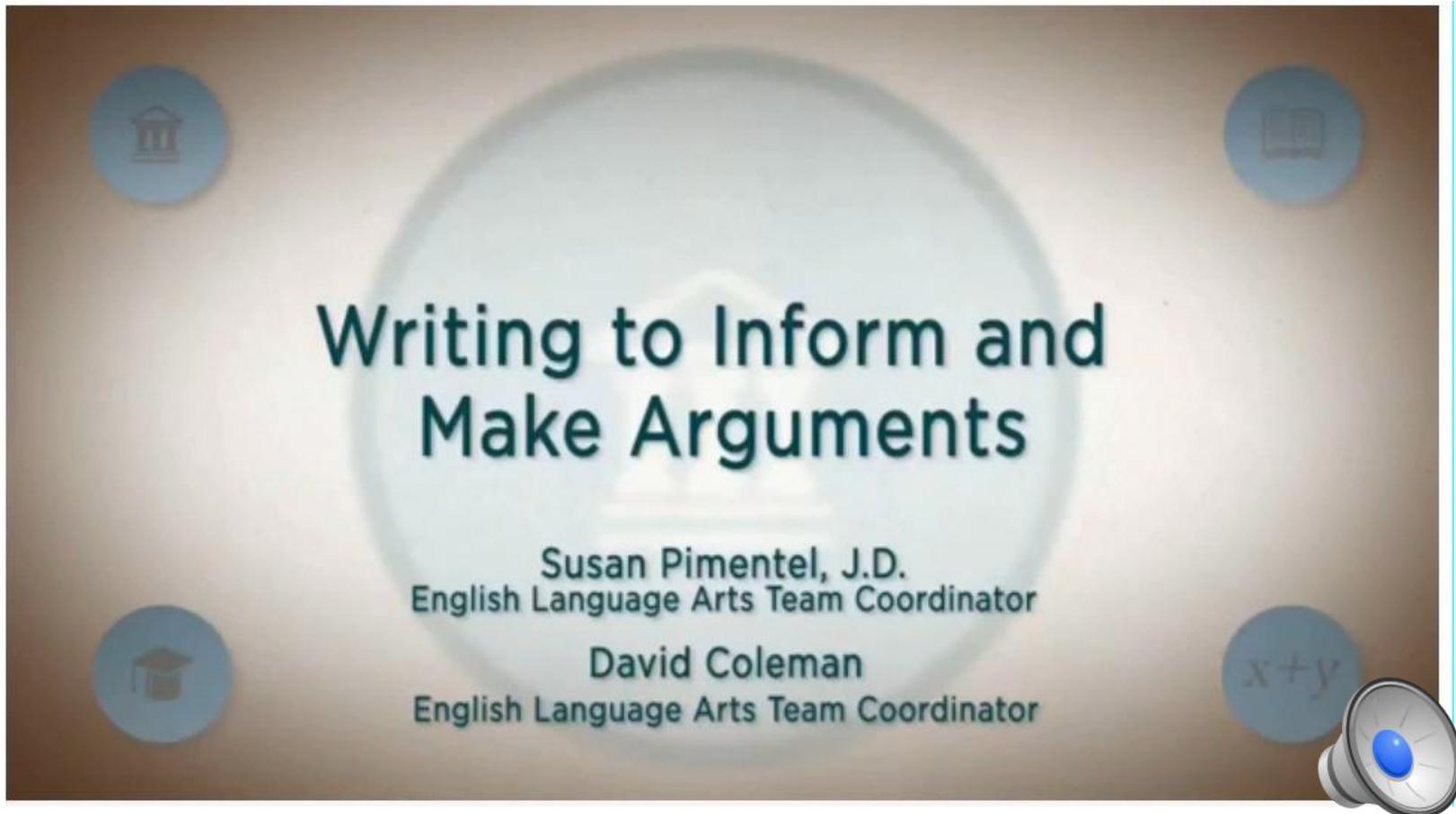
Grade 5	Grades 6-8	Grades 9-10	Grades 11-12
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently and, specifically</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>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 the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>



Argument Videoclip

Use this videoclip from Standards Toolkit:

<http://vimeo.com/album/1702025/video/29532063>



Assessing Your Knowledge ...

I. The three types of writing are:

a)

b)

c)



2) In high school, students will write ____% of the time to explain or make arguments.



3) Good writing comes from good

_____.



Answers:

- 1) To argue, to inform and explain, to tell a story (narrative).
- 2) 80%
- 3) reading



Persuasion or Argument?

- 1) Convince because of perceived merit and reasonableness of the claims and proof
- 2) Support claims with evidence
- 3) Something far beyond surface knowledge is required
- 4) Includes opposing view
- 5) Based on analyzing research and data



Persuasion or Argument?

- 1) Appeal to character or credentials of the writer
- 2) Appeal to audience's self-interest or emotion
- 3) Can be based on personal opinion un-tethered to evidence



Developing Argument

In the elementary grades, argument takes the form of opinion.

Younger students are emerging writers, who learn to develop logical arguments by:

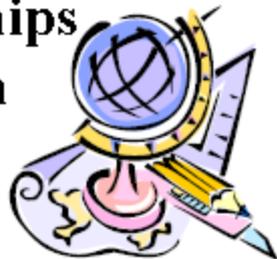
- providing examples**
- offering reasons for assertions**
- explaining cause and effect**



Opinion/Argument Writing Standard 1

Opinion (K-5)

- Across content areas
- Formulate an opinion
- Provide reasons and examples
- Show relationships between opinion and support



Argument (6-12)

- Taught in multiple disciplines
- Formulate a claim; address or develop **counter claims**
- Marshall evidence from **credible sources**
- Clarify relationships between claims and evidence
- Establish and maintain a **formal style and objective tone**



Argument in Science

Students in Science:

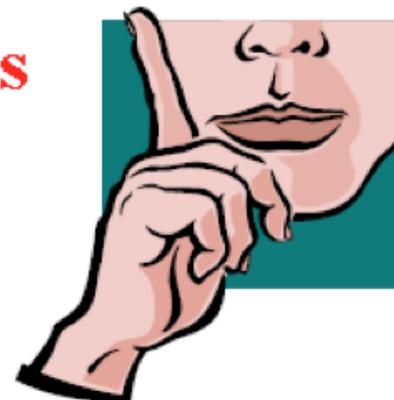


- answer questions or address problems
- make claims in the form of statements or conclusions
- use data in a scientifically acceptable form
- use precise descriptions of processes
- assemble evidence and draw on understandings of scientific concepts



Why Argument?

“When teachers ask students to consider **two or more perspectives** on a topic or issue, something far beyond surface knowledge is required: students must **think critically and deeply**, assess the **validity** of their own thinking, and **anticipate counterclaims** in opposition to their own assertions.”



*From Appendix A, page 24 of the *Common Core State Standards for English Language Arts*.



Graphic Organizers for Argument



Argument Template

<p><u>Name of Group Members:</u></p> <ul style="list-style-type: none">- Albert Einstein- Marie Curie- Thomas Edison- Rachel Carson	<p><u>Goal of Investigation:</u></p> <p><i>What is/are the most likely cause(s) of the recent trends in climate change?</i></p>
<p><u>Your Explanation:</u></p> <p><i>What do you think is/are the cause(s) of any trends your group noticed in the first lesson? If you think the Earth has cooled/warmed, state this and explain how it happened.</i></p>	<p><u>Your Evidence and Reasoning:</u></p> <p><i>How can you be sure? How does the evidence support your reasoning? For example, if you said that the Earth warmed over XX years and it is because of something in particular, describe in this section exactly which data support your thinking.</i></p>



NY Times Graphic Organizer

NAME _____ DATE _____

DEBATABLE ISSUES

Directions: Use the chart below to keep track of arguments about a controversial issue covered in The New York Times. First, write a statement of purpose or policy summing up the issue ("School uniforms should be required in all schools"), then use a Times article or articles to list arguments for or against (pro or con) the statement.

Headline of article: _____

Date: _____

Statement of purpose or policy:

Pro or Affirmative	Con or Negative



More Graphic Organizers (Douglas Llewellyn and Hema Rajesh, "Fostering Argumentation Skills", NSTA *Science Scope*, Sept. 2011, p.25)

FIGURE 5

QCEE template

Question	
Claim	Evidence
Explanation	



Key Points

Anchor Standard Reading #8-

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevancy and sufficiency of the evidence.

Anchor Standard Writing #1-

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Reading and writing are reciprocal processes that are most effectively taught together.
- Ensuring students see the connection between these two standards, as well the connection to what they have learned about reading and writing arguments in previous grade levels, will help them to build their own robust written arguments, a skill that is essential for college and career readiness.



Resources

Recorded Webinars on the Hawaii Standards Database

(<http://standardstoolkit.k12.hi.us/index.html>)

- **Nov. 17, 2011** ***CCSS for Literacy in Content Areas***
This webinar addresses the CCSS for Literacy in History/Social Studies, Science and Technical Subjects; how and why they were designed; teachers' responsibilities; and a few suggestions for classroom activities.
- **Feb. 14, 2012** ***The Written Argument***
This webinar discusses the written argument and why it is important for students to develop skills through the written argument that respond to the events, facts, and arguments presented in the texts that they read.



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Common Core Standards

Common Core General Information Resources

[Professional Development & Webinar Schedule](#)

View the 7-step Common Core Implementation Process Model

Powerpoints

CCSS Powerpoint from Educational Leadership Institute (Oct 2010)

QUICK SEARCH

Content Area:

Grade Level:



LiveBinders Resource

Use **LiveBinders** link:

<http://www.livebinders.com/edit/index/407406>

Or

Go to LiveBinders site (www.livebinders.com)
and search for: **"CCR Hawaii"**



LiveBinders Resource

The screenshot shows the LiveBinders website with several annotations:

- A green oval highlights the browser address bar containing `www.livebinders.com/shelf/featured`.
- A red oval highlights the search input field containing the text `CCR Hawaii`.
- A red rectangle highlights a message box in the right sidebar that says "You have signed out."

The website header includes the LiveBinders logo, navigation links for "Sign Up", "Log In", and "Help", and a search bar. Below the header is a banner for a "Top ten binder voting" event. The main content area is titled "Featured Binders" and displays three binder cards for "Education".

Education	Education	Education
		
ISTE 2012 A collection of information about ISTE 2012 for t...	Indian Creek Elementary Resources Technology Resources	Horizon Report 2012 K-12 Edition The resources in this...
By: smorra	By: Joyce Nichols	By: Susan Brooks-Young
3 Views: 513	5 Views: 4523	2 Views: 629
Options	Options	Options

The right sidebar contains a "LiveBinders Message" section with the "You have signed out." message, a "Binder Categories" dropdown menu, and an "Educational Searches" section with a search input field and a "Search" button.



LiveBinders Resource

Binder View List View

Search Results for "CCR Hawaii"

Education



CCR Hawaii Protocol 3c and 3d (Argument)

Resources to accompan...

By: [JNakakura](#)

 0

Views: 20

Options ▼

UPDATED!



LiveBinders Resource

 **LiveBinders** - Your 3-ring binder for the web

[Back to Site](#) | [Share](#) ▼ | [Add](#) ▼ | [Print](#) | [Sign Up](#) | [Log In](#)

CCR Hawaii Protocol 3c and 3d (Argument)

Binder Author: [JNakakura](#) | [Details](#) | [Comments 0](#)

Useful 😊 0

[CCSS](#) | [Teacher Resources](#) | [Argument](#) | [Literacy Design Collaborative](#) | [Study of Standards--Dana Center](#)

[CCSS Resources--Other States](#) | [Science](#) | [History/Social Studies](#) | [Technical Areas](#) | [Binder Cover Image](#)

[Hawaii Standards Database](#) | [CCSS Shifts \(From Poster\)](#) | [CCSS Shifts-What Teacher Does](#) | [ELA & Lit.--H/SS, Sci, Tech. Subj.](#) | [ELA Lit. \(Word.doc\)](#)

[ELA CCR Anchor Stand. Reading](#) | [CCSS Lit. Webinar](#) | [ELA 1-Disciplinary Literacy.ppt](#) | [ELA Appendix C](#) | [Achieving the CCSS ELA Lit](#) | [Maine DOE Lit. Links](#)

[CCSS Overview \(About.com\)](#) | [Design & Org CCSS \(RI\)](#) | [ELA CCSS Code](#) | [ELA Code Key](#)



Additional Resources

- standardstoolkit.k12.hi.us
- The Hunt Institute and CCSSO Common Core Implementation Video Series
- “They Say I Say” by Graff and Birkenstein
- <http://owl.english.purdue.edu/owl/>
- www.procon.org



CCSS Appendix C



COMMON CORE STATE STANDARDS FOR
English Language Arts
&
Literacy in
History/Social Studies,
Science, and Technical Subjects

Appendix C: Samples of Student Writing



Reflection

How Can You Incorporate More of the Written Argument Into Your Classes?

What is one strategy you will use in your classroom next week?



Next Steps: Possible Artifacts

Goal Setting – Commitment to Action

- Use one of the graphic organizers with your class and have students write an argument paper.



Importance of Argument in College and Careers . . .

For four years, you are asked to read, do research, gather data, analyze it, think about it, and then communicate it . . .

. . . not because we expect you all to become professional scholars, but because in just about any profession you pursue, you will do research, think about what you find, make decisions about complex matters, and then explain those decisions—usually in writing—to others who have a stake in your decisions being sound ones.

In an Age of Information, what most professionals do is research, think, and make arguments.

(CCSS, Appendix A, pg. 24)



PDE³ Survey Reminder:

<https://pde3.k12.hi.us>

Survey

You are currently viewing - Race To The Top (RTTT)

Question: 1 Rate your satisfaction level on this protocol.

Rate your satisfaction level on this protocol.

- Not at all satisfied
- Slightly satisfied
- Moderately satisfied
- Very satisfied
- Extremely satisfied

Question: 2 Rate the level of understanding learned or gained from this protocol

Rate the level of understanding learned or gained from this protocol

- Not at all
- A little
- Somewhat
- Quite a bit
- A lot

Question: 3 Rate the level of impact this protocol will have on your practice. Not at all; A little; Somewhat; Quite a bit; A lot

Rate the level of impact this protocol will have on your practice.

- Not at all
- A little
- Somewhat
- Quite a bit
- A lot

Question: 4 What other resources would be helpful?

What other resources would be helpful?

Feedback



Question: 5 Any other questions or comments about the material in this protocol.

Any other questions or comments about the material in this protocol.

Thank you for your feedback

