

Grades 11-12 Argument Next Steps Lesson Planner

Purpose and Focus		
What the standards say . . .	Select from following lesson topics to meet student writers' needs . . .	Notes . . .
Orients the reader with an introduction to the topic.	<input type="checkbox"/> Creating titles and leads to grab a reader's attention. <input type="checkbox"/> Incorporating background information so reader understands writer's purpose.	
Establishes a purpose by making a precise, knowledgeable claim.	<input type="checkbox"/> Stating claims clearly and precisely so that audience knows what type of claim writer is making, e.g., <ul style="list-style-type: none"> • Fact – proving something is true, e.g., <i>fast food is unhealthy</i> • Value – sharing or establishing criteria, e.g., <i>tacos are a healthier choice than hamburgers.</i> • Policy – effecting change to the way things are, e.g., <i>schools should serve healthier foods</i> <input type="checkbox"/> Avoiding words like "I think," or "I feel."	
Distinguishes the claim(s) from alternate or opposing claims.	<input type="checkbox"/> Making clear distinctions between writer's claim and the claims of others	
Indicates an awareness of audience's needs by providing relevant contextual details.	<input type="checkbox"/> Giving details that provide a context or background and show why the topic claim are important.	
Idea Development and Structure		
Creates an organization that establishes valid relationships among claim(s), counterclaims, reasons, and sufficient evidence.	<input type="checkbox"/> Illustrating move - using a specific example or fact from a text to support what was said. <input type="checkbox"/> Extending move - putting your own "spin" on ideas and terms taken from the text that was read. <input type="checkbox"/> Authorizing move - quoting an expert or using the credibility or status of source to support claim. <input type="checkbox"/> Countering move: <ul style="list-style-type: none"> <input type="checkbox"/> "pushing back" from the text. <input type="checkbox"/> disagreeing with the text. <input type="checkbox"/> challenging something the text said or interpreting it differently from the the author. 	
Develops claim(s) and counterclaims fairly, supplying evidence for each while pointing out strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	<input type="checkbox"/> Introducing source of information and piece of evidence. <input type="checkbox"/> Connecting evidence to claim. <input type="checkbox"/> Describing the context or situation, e.g., what the evidence made writer think about. <input type="checkbox"/> Explaining the relevance of the evidence to this situation, e.g., why the evidence applies to this new situation. <input type="checkbox"/> Imagining the potential result or outcome, i.e., how things might be different. <input type="checkbox"/> Supporting claim with: <ul style="list-style-type: none"> <input type="checkbox"/> Relevant sources of evidence. <input type="checkbox"/> Believable sources of evidence. <input type="checkbox"/> Sufficient sources of evidence. 	
	<input type="checkbox"/> Grouping ideas, reasons and evidence in a logical order that is easy for reader to follow. <input type="checkbox"/> Using a <i>Bernabei Kernal Essay Organization Moves</i> : <ul style="list-style-type: none"> <input type="checkbox"/> First I thought this – Then I learned this – Now I think this <input type="checkbox"/> My claim – Reason#1 – Reason#2 – Reason#3 – In the end <input type="checkbox"/> Overview of this issue - One side thinks – Another side thinks – I believe <input type="checkbox"/> My claim – How I know this – Another way I know this – Another way I know this – In the end <input type="checkbox"/> Overview of the issue – Here's what I am thinking – A question some people raise – My answer to that question – In the end <input type="checkbox"/> My claim – Why I believe this – However, I am still wrestling with – Which makes me 	

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	<p>think now</p> <p><input type="checkbox"/> One aspect of the issue – Another aspect of the issue – Another aspect of the issue – And so my claim</p> <p><input type="checkbox"/> My claim on the issue – In addition, I'll add – In addition I'll add – Refined claim</p>	
Uses 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.	<input type="checkbox"/> Using a variety of phrases, and clauses or transitions, as well as varied syntax/sentence structure to guide reader through the argument.	
Establishes a formal style and objective tone.	<p><input type="checkbox"/> Showing that writer has given his topic a lot of thought, has arrived at his argument by looking at more than one perspective on the issue, and is serious about his position.</p> <p><input type="checkbox"/> Writing in a formal way so that the reader takes the argument seriously.</p>	
Provides a concluding statement or section that follows from the argument presented.	<input type="checkbox"/> Giving a satisfactory ending that sums up argument and stresses why it is important to agree with the writer or consider his position on the issue.	

Research

<p>Quotes or paraphrases the data and conclusions of others accurately (with no evidence of plagiarism).</p> <p>Provides basic bibliographic source information, when appropriate (e.g., publishable writing piece).</p>	<p>Using sources correctly and effectively when illustrating, using examples like:</p> <p><input type="checkbox"/> “_____ <i>argues that</i> _____”</p> <p><input type="checkbox"/> “_____ <i>claims that</i> _____”</p> <p><input type="checkbox"/> “_____ <i>acknowledges that</i> _____”</p> <p><input type="checkbox"/> “_____ <i>tells the story of</i> _____”</p> <p><input type="checkbox"/> “_____ <i>reports that</i> _____”</p> <p><input type="checkbox"/> “_____ <i>believes that</i> _____”</p> <p>Using sources correctly and effectively when authorizing, using examples like:</p> <p><input type="checkbox"/> <i>According to Sam Jones, principal of xyz school, which encourages . . .</i></p> <p><input type="checkbox"/> <i>A study conducted by xyz company, a non-profit organization that . . .revealed that. . .</i></p> <p>Using sources correctly and effectively when extending, using examples like:</p> <p><input type="checkbox"/> <i>Supporting my example, xyz’s research shows. . .</i></p> <p><input type="checkbox"/> <i>Xyz’s research confirms that _____ is a problem. This connects to what we are experiencing at _____. However, we could solve this problem if we _____.</i></p> <p>Using sources correctly and effectively when countering, using examples like:</p> <p><input type="checkbox"/> <i>While parent groups often talk about xyz negatively, recent xyz research shows there are positive effects.</i></p> <p><input type="checkbox"/> <i>Whereas many of our students believe xyz to be true, there is research that actually shows. . .</i></p> <p>Using sources correctly and effectively when summarizing the opposition, using examples like:</p> <p><input type="checkbox"/> _____ <i>argues that</i> _____. <i>What the author fails to consider is . . .</i></p> <p><input type="checkbox"/> _____ <i>says that</i> _____. <i>This is true, but . . .</i></p> <p><input type="checkbox"/> _____ <i>suggests that</i> _____. <i>The author doesn’t explain why . . .</i></p> <p><input type="checkbox"/> _____ <i>argues that</i> _____. <i>Another way to look at this is . . .</i></p> <p><input type="checkbox"/> _____ <i>found that</i> _____. <i>However, the study doesn’t explore the connections between. . .</i></p>	
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