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| **CCSS ARGUMENTATIVE** | Write **ARGUMENTS** to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. |

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|  | **Grade 9** | **Grade 10**: everything in Grade 9, plus below | **Grade 11-12:** everything in Grade 9 & 10, plus below |
| FOCUS | * **Introduce a topic**
* **Organize complex ideas, concepts, and information to make important connections and distinctions**
 | When useful to aiding comprehension, include* formatting (e.g., headings)
* graphics (e.g., figures, tables)
 | * Organize a complex ideas, concepts, and information **so that each new element builds on that which precedes it to create a unified whole.**
* When useful in aiding comprehension, **include multimedia elements**
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| DEVELOPMENT | Develop the topic (and support claim, counter-claim, and reasons) with well-chosen, relevant, and sufficient EVIDENCE:* facts
* concrete details
* quotations
* or other information and examples appropriate to the audience’s knowledge of the topic.

Provide a concluding statement/section that follows from and supports the information or explanation presented (e.g., articulation implications or the significance of the topic). | Develop the topic (and support claim, counter-claim, and reasons) with well-chosen, relevant, and sufficient EVIDENCE:* **extended definitions**
* or other information and examples appropriate to the audience’s knowledge of the topic.

Provide a concluding statement/section that follows from and supports the information or explanation presented (e.g., articulation implications or the significance of the topic). | Develop the topic (and support claim, counter-claim, and reasons) **thoroughly by selecting the most significant and relevant** facts, extended definitions, concrete details, quotations, or **other information and examples appropriate to the audience’s knowledge of the topic.**Provide a concluding statement/section that follows from and supports the information or explanation presented (e.g., articulation implications or the significance of the topic). |
| COHESION | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. | 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. |
| LANGUAGE & STYLE | * + Use precise language to manage the complexity of the topic.
	+ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they’re writing.
 | * + Use precise language **and domain-specific vocabulary** to manage the complexity of the topic.
	+ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they’re writing.
 | * + Use precise language, domain-specific vocabulary, **and techniques such as metaphor, simile, and analogy to manage the complexity of the topic**.
	+ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they’re writing.
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Sample argumentative prompts & annotated student responses can be found online: <http://achievethecore.org/page/503/common-core-argument-writing-list-pg>

CCSS ARGUMENT WRITING:

Genre-Specific Terminology

According to the CCSS, in order to write an effective argumentative essay, students must “support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.”

To that end, PHS English has agreed upon the following definitions of terms essential to the writing of argumentative essays:

* **CLAIM**: an arguable, purposeful position on a topic
* **COUNTER-CLAIM**: an arguable, purposeful position against a claim
* **REASONS**: subtopics that support a claim

**EVIDENCE**: the facts, concrete details, quotations or extended definitions that support the claim, counter-claim, and reasons given in an argument (see “Development” category on previous page)