

Writing an Argument Part 2: Deconstructing Argument Writing

Goals:

Participants will deconstruct a standard in order to identify what students need to know and be able to do.

Participants will become aware of the level of rigor within the standard in order to plan for instruction.

Session Preparation:

An example of a [completed Hand-out 2.1](#) is provided. It is intended for Facilitator use. It provides answers that participants may offer during this session. They do not include all possible answers; therefore, the Facilitator should feel free to accept the range of responses offered by the participants.

Distribute to Participants:

- Note paper (or sticky notes)
- [Hand-out 2.1: Deconstructing W.6.1](#)
- [Hand-out 2.2: Vertical Articulation Document for Writing Standard 1 \(K-12\)](#)
- [Hand-out 2.3: Deconstructing a Standard template](#)

Time required: 60 minutes

Activate and Connect (5 minutes)

Ask participants to take a sticky note and jot down one or two things that they know about writing an argument (from the previous session).

- o Have them turn and talk to a partner.
- o Share out several ideas.

Deconstructing a standard (25 minutes)

Now that participants have a better understanding of argumentative writing, they are going to deconstruct CCSS Writing Standard 1 to determine what students need to know and be able to do at a specific grade level.

- Distribute [Hand-out 2.1: Deconstructing W.6.1](#)
 1. Ask participants to locate the Grade 6 Writing Standard 1 (middle column).
 2. This handout may look familiar to participants because they have used a similar format with the [Instructional Alignment Chart](#) from *Study of the Standards*.

3. Explain to participants that they will be deconstructing the Grade 6 Writing Standard 1 (which is writing an argument).
 - a. Explain to participants that they will underline the nouns and/or noun phrases, (which are the teachable concepts) and circle the verbs (which are the skills) in the standard.
 - b. Model the process, using the first part of the standard: *Write arguments to support claims with clear reasons and relevant evidence.* (Note: It is recommended that the Facilitator model this process on a large chart).
 - i. Together, read the first part of the standard.
 - ii. Ask participants to underline any nouns or noun phrases to identify concepts (*arguments, claims with reasons and evidence*) and then share out.
 - iii. Then circle the verbs to identify skills and then share out (*write and support*).
 - c. Record nouns/noun phrases in Column 1 and then list the corresponding verbs in capital letters in Column 2
 - d. Direct participants to continue to deconstruct the standard - W.6.1a through W.6.1e with a partner and complete the first two columns on [Hand-out 2.1](#).
4. Ask for volunteers to share out what students need to know and then what they need to be able to do within W.6.1.
5. Determine Key Vocabulary
 - a. Ask participants to review CCSS Standard W.5.1 to determine the academic and domain-specific vocabulary that students are familiar with when writing arguments.
 - b. Then look at W.6.1 and determine key vocabulary.
 - c. List all key vocabulary in Column 3.
 - i. Put a star next to new vocabulary for the grade level.
 - d. Share out as a large group.
6. Ask participants to form small groups and discuss the following questions:
 - What would it look like for a student to understand, demonstrate and apply this standard?
 - What does this mean for instructional planning?
 - a. Ask participants to record key points from the discussion under the instructional implications. Remind them to list any related standards that would be taught in conjunction with this standard.
 - b. You will notice the last section, which is titled Resources and Strategies.

- i. When working with grade level partners, ask participants to brainstorm a list of resources that would be helpful when teaching how to write an argument in their classroom. It will be helpful to consider the annotated student work in [Appendix C](#) of the ELA CCSS.
- ii. The last section titled Interventions/Extensions is to be used to plan for differentiated instruction within the classroom.

Deconstructing a Grade Level Standard (25 minutes)

Facilitator Note: Participants need to sit together by grade level.

- Distribute [Hand-out 2.2: Vertical Articulation Document](#) and [Hand-out 2.3: Template](#).
- Ask grade level teams to work independently to deconstruct the standard for their own grade level.
 - Have teams use [Hand-out 2.2: Vertical Articulation Document](#) to find the CCSS Writing Standard 1 for their grade.
 - Ask participants to complete the middle column of the template.
 - Then fill in the standard for the preceding grade in the column on the left.
 - Then fill in the standard for the following grade in the column on the right.
 - For example, for grade 7, enter grade 7 within the middle column, grade 6 within the left column, and grade 8 within the right column.
 - For grades 9-10, enter grades 9-10 within the middle column, grade 8 within the left column, and grades 11-12 within the right column.
 - Content Teacher should use the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects.
 - They will use the previous grade band standards in the left column.
 - They will place the standard for the next grade band in the right column.
 - For example, a content area teacher in the 9th grade will enter WHST.9-10.1 within the middle column, WHST.6-8.1 within the left column, and WHST.11-12.1 within the right column.
- Ask teams to follow the same process for deconstructing the standard. Review the template, reminding them to complete all parts of the process:
 - Identify nouns/concepts and verbs/skills.

- Identify key vocabulary; star words/phrases new to the grade.
- Discuss and record instructional implications and related standards.
- List possible materials/texts, activities and coordinating resources.
- Identify possible interventions and extensions for planning differentiated instruction.

Reflection: (5 minutes)

- Have each grade level team share one instructional implication or an idea from the resources and strategies section with the larger group.