

## Standard Clarification for English Language Arts

### CCSS.ELA-Literacy.W.11-12.1a

Standard W.11-12.1a		DOK
<p><i>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</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 claim(s), counterclaims, reasons, and evidence.</p>		3
Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?	
<ul style="list-style-type: none"> <li>• <i>argument – a mode of discourse intended to persuade using logical appeals, claims, evidence, warrants, backing, and rebuttal (Hillocks)</i></li> <li>• <i>claim – a thesis statement or main point to prove (Hillocks)</i></li> <li>• <i>analysis of substantive topics or texts – a detailed critique of a meaningful, valuable or important idea, subject, or text</i></li> <li>• <i>valid reasoning – reasoning that is sound, rational, or logical; convincing and applicable rationale</i></li> <li>• <i>relevant and sufficient evidence – data, facts, examples, artifacts, quotes, etc., that are pertinent and adequate enough to support claims when analyzing a topic or text</i></li> <li>• <b>precise, knowledgeable claim</b> – a clear, specific, and well-informed main point or thesis statement</li> <li>• <b>significance of the claim</b> – the importance of the main point or thesis statement</li> <li>• <b>alternate or opposing claim</b> – counterclaim, a claim opposing the thesis or main claim</li> <li>• <b>organization that logically sequences</b> – the clear and reasonable pattern, flow, or arrangement of ideas in the writing</li> <li>• <b>reasons and evidence</b> – data, facts, examples, artifacts, quotes, etc., that support the claim</li> </ul>	<ul style="list-style-type: none"> <li>• <i>write arguments – to compose, in written form, a paper that establishes a position on a topic or subject and, after thorough research, lays out positions, and provides evidence that backs up claims</i></li> <li>• <i>using valid reasoning and relevant and sufficient evidence – to include data, facts, examples, artifacts, quotes, etc., that are pertinent and adequate enough to support claims when analyzing a topic or text</i></li> <li>• <b>introduce precise, knowledgeable claims</b> – to use or bring into the writing, a thesis statement or main points that are relevant to the argument being made</li> <li>• <b>establish significance of claims</b> – to show how the claims are valid, true, or important</li> <li>• <b>distinguish the claim</b> – to set apart or distinguish the claim from the counterclaim</li> <li>• <b>create an organization</b> – to set up the writing in a way that is clear and logical</li> </ul>	

*continued*

Type of Target	Learning Targets: I Can Statements	DOK
K	I can identify a claim.	1
K	I can introduce precise, knowledgeable claims.	1
S	I can establish the significance of claims.	2
R	I can distinguish my claims from opposing claims.	2
R	I can create an organization that logically sequences claims, counterclaims, and evidence.	3
R	I can 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 claim(s), counterclaims, reasons, and evidence.	3

### Examples

### Resources Consulted

Align, Assess, Achieve (2011). *The common core: Clarifying expectations for teachers and students, English language arts grade 11-12*. Columbus, OH: McGraw-Hill Education.

Hillocks, Jr., G. (2011). *Teaching argument writing, grades 6-12: Supporting claims with relevant and clear reasoning*. Portsmouth, NH: Heinemann.