

Guided notes  
10/2/2017

**I. Introduction**

The three parts of the Introduction Paragraph are:

- \_\_\_\_\_
- \_\_\_\_\_ -Get the reader's attention – ask a leading question; relay something enticing about the subject in a manner that commands attention and introduce the topic.
- \_\_\_\_\_ Helps the reader understand the importance and controversy of the issue.
- \_\_\_\_\_ - IT'S YOUR OPINION!!! State the thesis – what you are going to discuss. It's your position on the issue.

**II. Body-(consists of at least 3 paragraphs)**

1. Supporting Detail/Cite Evidence
  - a. Supporting evidence (examples, facts, theories, statistics, quoted authorities, details, reasons, etc.)

THIS SHOULD COME FROM THE TEXT!!!!!!
2. Supporting Detail/Cite Evidence
  - a. Supporting evidence (examples, facts, theories, statistics, quoted authorities, details, reasons, etc.)

THIS SHOULD COME FROM THE TEXT!!!!!!
3. \_\_\_\_\_-opposing view of a person who would disagree with your opinion.  
 \_\_\_\_\_or \_\_\_\_\_-If you refute the idea, you are saying the argument is wrong or you disagree. If you concede-It's a good point but my argument is better or stronger.

**III. Conclusion**

- Restate the thesis
- Summarize the main points
- End with a strong statement

Summarize your thesis and how your evidence supports your points. Re-emphasize your thesis in a fresh way, showing how you have achieved your purpose. You may wish to appeal to the reader to see how you have come to a logical conclusion, or make a memorable final statement.

Argumentative Essay Graphic Organizer 10/2/2017

Intro

**Topic Introduction:** (Catch the audience's attention/Provide background information):  
**Thesis:** (Super Important Sentence/Main Argument/The focus of your paper):

**A** **1<sup>st</sup> Claim:** (Reason or argument that SUPPORTS your Thesis):

**C** Cite Evidence:

**E** Explain/Elaborate:

**C** Cite Evidence:

**E** Explain/Elaborate

**Body** **A** **2<sup>nd</sup> Claim:** (Reason or argument that SUPPORTS your Thesis):

**C** Cite Evidence:

**E** Explain/Elaborate:

**C** Cite Evidence:

**E** Explain/Elaborate:

**Counterargument:** (Present an opposing argument. Give a strong reason why someone might argue that you are wrong.):

Body

Rebuttal to Counterargument: (Show how your argument is stronger):

Conclusion

Conclusion: (Provide a finishing statement that follows from and supports your

Main Argument/Send Off-What do you want your audience to keep in mind?):

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# TNReady Grades 9-12 Argument Rubric

Revised: May 2017

Score	Focus & Organization	Development	Language	Conventions
4 100	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>contains an effective and relevant introduction.</li> <li>states a precise claim and maintains a sophisticated argument.</li> <li>utilizes effective organizational strategies to logically sequence claim(s), counterclaim(s), reasons, and evidence<sup>1</sup> to create a unified whole.</li> <li>effectively clarifies relationships among claim(s), reasons, evidence, and counterclaim(s) to create cohesion.</li> <li>contains an effective and relevant concluding statement or section.</li> </ul>	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>utilizes well-chosen, relevant, and sufficient evidence from the stimuli to thoroughly and insightfully support logical claim(s) and counterclaim(s), while acknowledging strengths and limitations of both.</li> <li>thoroughly and accurately explains and elaborates on the evidence provided, connecting the evidence to claim(s) and counterclaim(s) and demonstrating a clear, insightful understanding of the topic, task, and stimuli.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>illustrates consistent and sophisticated command of precise language and domain-specific vocabulary<sup>2</sup> appropriate to the task.</li> <li>illustrates sophisticated command of syntactic variety for meaning and reader interest.</li> <li>utilizes sophisticated and varied transitional words and phrases.</li> <li>effectively establishes and maintains a formal style and an objective tone.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>demonstrates consistent and sophisticated command of grade-level conventions of standard written English.<sup>3</sup></li> <li>may contain a few minor errors that do not interfere with meaning.</li> </ul>
3 90	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>contains a relevant introduction.</li> <li>states a precise claim and maintains a clear argument.</li> <li>utilizes adequate organizational strategies to logically sequence claim(s), counterclaim(s), reasons, and evidence<sup>1</sup> to create a mostly unified whole</li> <li>clarifies most relationships among claim(s), reasons, evidence, and counterclaim(s), but there may be some gaps in cohesion.</li> <li>contains a relevant concluding statement or section.</li> </ul>	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>utilizes relevant and sufficient evidence from the stimuli to adequately support claim(s) and counterclaim(s), while acknowledging strengths and limitations of both.</li> <li>adequately and accurately explains and elaborates on the evidence provided, connecting the evidence to claim(s) and counterclaim(s) and demonstrating a sufficient understanding of the topic, task, and stimuli.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>illustrates consistent command of precise language and domain-specific vocabulary<sup>2</sup> appropriate to the task.</li> <li>illustrates consistent command of syntactic variety for meaning and reader interest.</li> <li>utilizes appropriate and varied transitional words and phrases.</li> <li>establishes and maintains a formal style and an objective tone.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>demonstrates consistent command of grade-level conventions of standard written English.<sup>3</sup></li> <li>contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning.</li> </ul>
2 80	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>contains a limited introduction.</li> <li>states a weak argument.</li> <li>demonstrates an attempt to use organizational strategies to sequence claim(s), counterclaim(s), reasons, and evidence,<sup>1</sup> but ideas may be hard to follow at times.</li> <li>clarifies some relationships among claim(s), reasons, evidence, and counterclaim(s), but there are lapses in focus.</li> <li>contains a limited concluding statement or section.</li> </ul>	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>utilizes mostly relevant but insufficient evidence from the stimuli to partially support claim(s) and counterclaim(s). Some evidence may be inaccurate or repetitive.</li> <li>explains some of the evidence provided, connecting some of the evidence to claim(s) and counterclaim(s) and demonstrating only a partial understanding of the topic, task, and stimuli. There may be some level of inaccuracy in the explanation.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>illustrates inconsistent command of precise language and domain-specific vocabulary.<sup>2</sup></li> <li>illustrates inconsistent command of syntactic variety.</li> <li>utilizes basic or repetitive transitional words and phrases.</li> <li>establishes but inconsistently maintains a formal style and an objective tone.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>demonstrates inconsistent command of grade-level conventions of standard written English.<sup>3</sup></li> <li>contains frequent errors that may significantly interfere with meaning.</li> </ul>
1 70 and below	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>contains no or an irrelevant introduction.</li> <li>states an unclear argument.</li> <li>demonstrates an unclear organizational structure; ideas are hard to follow most of the time.</li> <li>fails to clarify relationships among claim(s), reasons, evidence, and counterclaim(s); concepts are unclear and/or there is a lack of focus.</li> <li>contains no or an irrelevant concluding statement or section.</li> </ul>	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>utilizes mostly irrelevant or no evidence from the stimuli, or mostly/only personal knowledge to inadequately support claim(s) and counterclaim(s). Evidence is inaccurate or repetitive.</li> <li>inadequately or inaccurately explains the evidence provided; evidence, claim(s), and counterclaim(s) appear disconnected, demonstrating little understanding of the topic, task, and stimuli.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>illustrates little to no use of precise language and domain-specific vocabulary.<sup>2</sup></li> <li>illustrates little to no syntactic variety.</li> <li>utilizes no or few transitional words and phrases.</li> <li>does not establish or maintain a formal style and an objective tone.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>demonstrates limited command of grade-level conventions of standard written English.<sup>3</sup></li> <li>contains numerous and repeated errors that seriously impede meaning.</li> </ul>

<sup>1</sup> Evidence includes facts, definitions, concrete details, quotations, or other information appropriate to the task and stimuli.

<sup>2</sup> Domain-specific vocabulary refers to the terminology used in the stimuli and/or associated with the topic.

<sup>3</sup> Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.

Creating evidence based claims to support

Name

Text

<b>CLAIM:</b>		
cite Evidence (Reference: )	cite Evidence (Reference: )	cite Evidence (Reference: )

Explain/Elaborate Evidence (Reference: )	Explain/Elaborate Evidence (Reference: )	Explain/Elaborate Evidence (Reference: )
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ODELL ↑ what do you think about EDUCATION the evidence?

MAKING EVIDENCE-BASED CLAIMS



Name ..... Text .....

**A CLAIM:**

<p>Cite Evidence</p> <p>(Reference: )</p>	<p>Cite Evidence</p> <p>(Reference: )</p>	<p>Cite Evidence</p> <p>(Reference: )</p>
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<p>Explain/Elaborate Evidence</p>	<p>Explain/Elaborate Evidence</p>	<p>Explain/Elaborate Evidence</p>
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ODELL ↑ what do you think about  
 EDUCATION the evidence?  
 evidence?

