|  |
| --- |
| **Clarity for Learning Planning Template** |
| **Standard**C 6.1 Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce claim(s) and organize the reasons and evidence clearly. c. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims, and demonstrating an understanding of the topic or text. d. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the argument presented. g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.  |
| **Concepts (Nouns)**argumentsclaimsreasonsevidencesourcesopposing claimstopic/textwords, phrase, clausesrelationships among claim(s) and reasonsformal styleconcluding statement/sectionsome guidance | **Skills (Verbs)**composesupportproduceintroduce organizeusingacknowledgingdemonstrating (an understanding of the topic or text)clarify relationshipestablish maintainprovidedevelop and strengthenplanning, revising, editing, and rewriting (or trying a new approach) |
| **Learning Progressions***Pre-requisite Skills:* introduce topic or text clearlystate opinion about topic or textidentify my audiencegroup related ideas and reasons to support my task, purpose, and audiencedistinguish between facts and details from non-factsidentify facts/details and claims/evidence to support reasonsprovide reasons supported by facts/details and claims/evidence when writing about an author’s perspective in a textuse transitions (**for example, in addition to, etc.**)-not an exhaustive listprovide a concluding sectionWith guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing (see L.6.1 and L.6.2), and rewritinglogically group ideas to support the writer’s purposelogically order reasons supported by facts and details*Grade Level Skills:* identify style appropriate to task, purpose, and audienceidentify claim (relate to “opinion” from previous years)organize reasons and evidence that support claim(s)identify claimIdentify reasons and evidence to support claimsupport claims with reasons and evidenceidentify credible sources of evidenceidentify opposing claimsidentify words, phrases, and clauses to help clarify relationships among claim(s) and reasons use words, phrases, and clauses to help clarify relationships among claim(s) and reasonsidentify formal style use formal style in writingprovide a concluding section or statement with some guidance, develop and strengthen writing as needed by planning, revising, editing (see L.6.1 and L.6.2), and rewriting or trying a new approach*Resource Tips:* argument-arguments are claims backed by reasons that are supported by evidence. Arguments have three objectives: to explain, to persuade, and to resolve conflicts between positions, readers, or ideas. Writers make their case by building their arguments with reasons and supporting evidence. Layers to Arguments- Arguments are claims backed by reasons that are supported by evidence. Reasons are statements of support for claims.Claim-the statement that the writer is attempting to prove is true. Effective claims are short, precise, clear, and summarize the writer’s main point. They typically come near the beginning of the piece and then are bolstered by a well-reasoned chain of evidence. New approach-At some point, the writer may feel the current approach--the voice, the style, the perspective, or the stance--is not effective, at which point it makes sense to write the whole piece over in some new style, in a different format, or from an alternative perspective to better convey the author’s ideas to the audience on this occasion. Words, Phrases, Clauses such as the evidence suggests, is similar to, according to, one reason, as a result of, etc.Consider integrating C.6.1 with RI.6.8 to support the reading-writing connection (opinions, claims, reasons, evidence)Consider integrating C.6.1 with L.6.1 and L.6.2 (conventions of Standard English)[Lucy Calkins Writing Checklist](https://drive.google.com/open?id=19m2Fvvf33oVxmRfvFmCP_FVwb2WTviec)NOTE!!\*\* In the closely aligned assignment provided by [KDE](https://kystandards.org/standards-resources/sal/rw_sal/) students are asked to read an article/text which requires the student to craft a claim and provide evidence from the article/text. |
| **Learning Intentions (I am learning to...)** | **Success Criteria (I know I’m successful when...)** |
| I am learning to compose arguments to support claims.  | Composing & Drafting:I can introduce a claim. I can organize reasons and evidence clearly. I can identify credible sources.I can use credible sources to support claims.I can identify opposing claims. I can acknowledge opposing claims to the argument.I can use transitions to connect claim(s), reasons, and evidence. I can make my piece sound serious.I can provide a concluding statement or section. Editing and Revising:With some help, I can make my writing better by planning, revising, editing, rewriting or trying a new approach. Publishing:With some help, I can compose arguments to support claims with clear reasons and relevant evidence. |