

Writing Companion



Step-by-step instruction for all writing types

- Opinion/Argumentative
- Informative/Explanatory
- Narrative
- Research Reports
- Literary Analysis

Prepares students for state assessments

- Students identify and cite textual evidence
- Authentic source texts provide assessment simulation
- Student models demonstrate steps within the writing process
- Rubrics and checklists for each type of writing
- Highly-focused instruction and practice will help students meet rigorous standards expectations

Extensive teacher support for ease of implementation

Writing Companion



- Covers all key writing types
 - Essays—opinion/argumentative, informative/explanatory, and narrative
 - Research Reports
 - Literary Analysis (grades 4–12)
- Highly-focused instruction and practice will help students meet expectations
- Easy to implement
- Extensive teaching support

Step-by-step lesson structure

- 4 to 7 lessons for each writing type
- Each lesson focuses on a key standards-based skill or concept
- Multiple activities per lesson enable students to improve their writing skills in small, manageable segments

Short, Focused Lessons

..... Chapter 2

Writing an Argumentative Essay

How do you get someone to agree with you? One way is to write your ideas in a way that gets them to see an issue the same way you do. This is called writing an argumentative essay.

LESSON 1 CLAIMS

In the first paragraph of an argumentative essay, you should make a claim. A **claim** is the main point you want your readers to agree with. A good claim is a statement that you think is true, but that some people will disagree with. It is a statement that people can use reasons and evidence to support. Are these statements good claims?

- "Apples and bananas are both fruits." This is not a good claim because it is a fact that no one would disagree with.
- "I like apples more than bananas." This is not a good claim because it is a personal opinion that no one could argue with. It depends only on what you prefer.
- "An apple is a healthier snack than a banana because it includes more antioxidants." This is a well-written claim. It is one that not everyone would agree with. It is the writer's judgment, but it is one people could support or oppose using reasons and evidence.

Defining Words

Many claims are about how to define a word precisely. For example, most people agree that bullying is bad. However, people disagree on what they mean by *bullying*.

Activity 1A Analyzing Claims

Explain why each statement in the table is true or false. Rewrite one of the statements as a well-written claim.

Statement
1. George Washington was the first president of the United States.
2. I like George Washington more than Abraham Lincoln.

Activity 2A Identifying Reasons and Evidence

In the following paragraph, underline one example of evidence. Place parentheses around one example of a reason.

Our school should offer soy milk as well as regular milk to students at lunch. According to the Web site of the Wexner Medical Center of Ohio State University, between 30 million and 50 million people in the United States are lactose intolerant. This means that drinking milk makes them feel sick. If schools offered soy milk, students who are lactose intolerant would have something to drink that

Multiple Activities per Lesson

Activity 3A Explaining Words

Read the source and answer the questions that follow it.

Source 1

White House Holds Conference on Bullying

This excerpt is from a statement announcing a White House conference about bullying.

"If there's one goal of this conference, it's to dispel the myth that bullying is just a harmless rite of passage or an inevitable part of growing up. It's not," said President Obama.

Source: The White House, Office of the Press Secretary, March 10, 2011.

Source Text Activities

Step 2. Takes notes on your sources.

On a test that provides you sources to use, read and annotate the sources. For suggestions on making annotations, see page 10.

Source 1

The FBI Needs Foreign Language Speakers

The following excerpt is from an advertisement for a job fair that the Federal Bureau of Investigation held in Dallas, Texas. The FBI was searching for qualified speakers of foreign languages.

The FBI has nearly 1,500 linguists nationwide supporting over 100 different foreign language requirements. Over 95 percent of the FBI's linguists are native speakers in the foreign language for which they are hired. All linguists begin as contract employees, but the position may become permanent. Contract linguists are able to work part-

Modeled Writing Practice

LESSON 5 YOU TRY IT

Now it is your turn to write an argumentative essay. Use what you learned in this chapter about claims, evidence, and reasons. Follow the steps outlined in the last lesson. They are also listed below.

- Step 1.** Understand the prompt.
- Step 2.** Take notes on the sources.
- Step 3.** Organized your ideas.
- Step 4.** Write the draft.
- Step 5.** Revise your essay.
- Step 6.** Edit and proofread your essay.

Publish on the Internet

After you complete an argumentative essay, look for a Web site where you can publish your work. Some sites specialize in particular topics. Others focus on writings by students. If your essay is about a local issue, check community news sites.



Activity 5A Writing an Argumentative Essay

Write an argumentative essay to answer one of the following questions. Use information from at least three sources.

A. Homework	B. Animal Research
Most students in sixth grade in the United States have some homework every night. How much homework should sixth grade students have? Write a claim about homework for middle school students and support it with information from at least three sources.	Mice and other animals are used in testing everything from shampoos to prescription drugs. People disagree on whether researchers should use animals. Write a claim about performing tests on animals and support it with information from at least three sources.

Checklist

Partner Activities



Activity 2B Identifying Authoritative Sources

In each pair, select the one that is more authoritative about the origins of the Internet. Explain your choice.

1. A. an article in a respected encyclopedia
- B. an article in a popular culture magazine

Collaborate to Evaluate Credibility

Evaluating credibility, or trustworthiness, of sources is a good process to go through with classmates. You can help each other make reasoned judgments about how much to trust each source.

Suggestions for Differentiation

Differentiation

ELL/Struggling Writers

Annotating Source Texts (pp. 5–6) and IWL WC_Annotation

Using Textual Evidence (p. 7) and IWL WC_TextEvidence. This handout gives a format for writing with textual evidence.

Argumentative Outline with Sentence Frames (pp. 14–15) Students who struggle with organization can insert their own ideas into this outline.

Advanced Writers

You Try It Prompt B (Student Book p. 33) will challenge students to research and write about a more complex topic.

Prepare students for writing performance tasks

- Activities are tied to **source texts**—annotating, analyzing, citing
- Lessons build to “You Try It”—a **model writing performance task**
- Student models illustrate standards-based quality expectations

Support for struggling writers and ELLs

- Gradual Release Model progresses from scaffolded instruction to independent writing performance tasks
- Step-by-step lesson progression builds competence and confidence
- Small group and **partner activities** are provided throughout the lessons
- **Differentiated lesson plans** for struggling and advanced writers

Extensive, easy-to-use instructional support

- interactive whiteboard lessons
- student models
- checklists and rubrics
- reproducible exercises focusing on common language and style issues
- reproducibles on annotating texts and writing paragraphs with textual evidence
- step-by-step writing reproducibles for struggling writers
- correlations by standard and lesson
- pacing guides

Annotating Source Texts

Directions: Read the first paragraph of the source on the following slides. Notice how the reader annotated the text. Then mark up the second paragraph using the ways to annotate a text.

Informational Source Text

Overview of Adolescent Health (NIH)

Over the past few years, we have made significant progress in understanding the functional period of a child's life. Health (NIH)

Writing Paragraphs with Textual Evidence

In the book, *To Kill a Mockingbird*, the mockingbird is a symbol of innocence.

In chapter 10, Scout's father says that it's a sin to kill a mockingbird. Later Scout's neighbor explains that mockingbirds "don't do one thing but . . . sing their hearts out for us." These examples show that mockingbirds are good, innocent creatures. To kill them would be the worst kind of evil.

Sentence 1: Main idea statement

Sentences 2 & 3: Textual evidence (paraphrase or quotation) to support main idea

Sentences 4 & 5: Explanation of textual evidence

ARGUMENTATIVE WRITING RUBRIC					
Writing demonstrates the following qualities:					
	Score 4 points	Score 3 points	Score 2 points	Score 1 point	Score 0 points
Development	<ul style="list-style-type: none"> thoroughly addresses the prompt has a clear central claim strong supporting evidence for claim one or more good counterclaims 	<ul style="list-style-type: none"> mostly addresses the prompt has a central claim good supporting evidence for claim one or more counterclaims 	<ul style="list-style-type: none"> mostly addresses the prompt somewhat weak central claim some supporting evidence for claim one somewhat weak counterclaim 		
Organization	<ul style="list-style-type: none"> well-developed introduction, body, and conclusion 	<ul style="list-style-type: none"> well-developed introduction, body, and conclusion 	<ul style="list-style-type: none"> introduction, body, and conclusion are not fully developed 		

Chapter 2: Writing an Argumentative Essay			
Student Book	Time Needed	Interactive Whiteboard Lessons (CD)	Teacher Guide
Lesson 1 Claims: (SB p. 15) Activities 1A–1D	25 minutes	WC_2.1A_IdentifyClaims WC_2.1B_PreciseClaims	
Lesson 2 Support for Claims: (SR p. 18)	15 minutes	WC_2.2B_SupportClaims	
		WC_2.2A_Counterclaims	
		WC_2.2C_AnnotationSources	Annotating Source Texts (pp. 5–6)
		WC_2.2B_AnalyzeOutline/P_6.PointView/P_6.1	Common Writing Problems Reproducibles: Lesson 6 Point of View (pp. 77, 86)
		WC_2.2A_Checklist/P_6.PromptADraft/P_6.A_PromptAFinal/P_6.AnnotationSources	Annotating Source Texts (pp. 5–6) Graphic Organizers Writing

STUDENT MODEL

Name _____ Date _____

The following activities will help you analyze the student model below.

- As you read the essay, make comments in the margin on its strengths and weaknesses.
- Compare the final essay with the first draft. Analyze how the writer improved the writing through revision.
- Use the Argumentative Writing Rubric to evaluate the essay.

Activity 6A Writing an Argumentative Essay (p. 33)

A. Driver's License Age

Most states allow teenagers to get a driver's license at the age of 16. Some people think that young people should not be allowed to drive without supervision until they are 18. Conduct research on the issue and then state a position on whether the driver's license age in your state should be raised to 18. Write an argumentative essay in support of your claim. Address at least one counterclaim and support your ideas with relevant evidence from your research.