English 1/Adv. English 1: Argumentative Writing

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| **Grade: 9th** | **Subject: English** |
| **Power Standard:** *The student is able to write clearly and accurately, demonstrating a strong understanding of the writing process.* |
| **Learning Target(s):** 1. I can compose a text appropriate for a given purpose - argumentative
2. I can demonstrate appropriate conventions, **vocabulary**, voice and academic tone.
3. I can integrate and cite textual evidence to support my ideas, using a standard format.
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| Level 4:The text I composed was used in presentation or publication outside of school.*(ex. Chamber of Commerce presentation, School Board presentation, Scholarship Contest Award, Community Award, Other publications – book, newspaper, magazine, etc.)* | Assessment Items: |
| Level 3.5:I can exhibit all skills required for a 3, and my use of academic and college ready vocabulary provides effective voice academic tone, beyond grade level expectations. |
| Level 3: I can compose a text appropriate for a given purpose – argumentative* I can write grade-appropriate arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	+ Introduce precise claims, distinguish the claims from alternative or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.
	+ Develop claims and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
	+ Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
	+ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	+ Provide a concluding statement or section that follows from and supports the argument presented.

I can demonstrate appropriate conventions, **vocabulary**, voice and academic tone.I can integrate and cite textual evidence to support my ideas, using a standard format.* Integrate information into the text, selectively, to maintain the flow of ideas, avoiding plagiarism, and following a standard format for citation. (MLA)
 | Assessment Items: |
| Level 2.5: * I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and evidence.
	+ Introduce precise claims, distinguish the claims from alternative or opposing claims.
	+ Develop claims and counterclaims fairly, supplying evidence for each
	+ Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
	+ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	+ Provide a concluding statement or section that follows from and supports the argument presented.
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| Level 2:I can recognize or recall specific vocabulary, such as:* *Alternate, anticipate, argument, audience, claim, clarify, clause, cohesion, concluding statement, convention, counterclaim, discipline, evidence, fair, formal style, introduce, limitation, link, norm, objective tone, opposing, organization, phrase, precise, reason, reasoning, relationship, relevant, strength, support, text, topic, valid.*

I can perform basic processes, such as:* Identify claims and counterclaims from teacher-provided examples
* Establish a claim and provide relevant evidence for the claim
* Write arguments using a teacher-provided template (which includes all of the 3.0 elements)

I can demonstrate use of a style resource to check conventions.I can paraphrase and incorporate information into my writing using a standard format. | Assessment Items:Vocabulary |
| Level 1.5:Using teacher provided templates, perform 3 of the 5 skills at the 2.5 level. |
| Level 1:Using teacher provided templates, perform 2 of the 5 skills at the 2.5 level. | Assessment Items: |
| **IE (Insufficient Evidence):** I cannot / will not demonstrate understanding of Level 2 content without help from the teacher. |