

Making and Supporting Claims (1-2 class periods)

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| <p>Text: "Writing an Argumentative Essay" and "Supporting Your Writing with Sources"</p> | |
| <p>Standards: Analyzing problem-solution structure in nonfiction texts (CCSS.W.1, FL BEST C.1.3, TEKS Strand 6.C, VA SOL.7)</p> | |
| <p>Objectives:</p> <ul style="list-style-type: none"> • Read and explore a nonfiction text. • Create a personal claim based on opinion. • Structure a persuasive argument with supporting details. | <p>Materials:</p> <p style="text-align: center;">Graphic Organizer (below)</p> |
| <p>Assessments of Learning:</p> <ul style="list-style-type: none"> • Monitoring student behavior or asking brief questions during group work provides informal assessment throughout the lesson. • Reflection questions can be used as formative assessments. • Writing prompt responses can be collected as a formal assessment. | |

Lesson Procedures

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| <p>Introduction: (5 minutes)</p> | <p>Hook: Everyone has opinions. Opinions are things you believe that may not have one "right" answer. When we say something is the "best," we are making a claim based on our opinion. For example, what is the best school lunch food? (e.g., pizza, chicken nuggets)</p> <p>Allow a partner discussion. Then, introduce the main text with the whole class.</p> |
| <p>Introduce Argumentative Writing: (20-25 minutes)</p> | <p>Class Reading: Students follow along while the teacher reads a text about writing an argumentative essay. While reading, students can annotate the text by underlining key ideas about argumentative writing.</p> <p>Class Discussion: Entire class participates in a teacher-led discussion about argumentative writing. They should ask:</p> <ol style="list-style-type: none"> 1. What is the purpose of argumentative writing? (to convince readers about a claim) 2. What are the key parts of an argumentative essay? (claim, big supporting details, explanation) |

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| <p>Practice Supporting Claims: (20-25 minutes)</p> | <p>Group Reading: In small groups (2-5), students read a text about supporting a claim with sources. They can again underline key terms and ideas while reading.</p> <p>Group Practice: Students work in groups to answer practice questions in the text. They should work together to discuss possible answers and ensure understanding.</p> <p>Student Reflection Questions: Students can answer questions in a discussion format or write a response to be collected for assessment.</p> <ol style="list-style-type: none"> 1. How do sources help you make a claim? 2. Why should you look for trustworthy sources? |
| <p>Argument Practice: (40-45 minutes)</p> | <p>Prompt Discussion: Teacher introduces writing prompt, "What is the best job in your community?" Class discusses possible answers in an open brainstorm, but students should not yet make their own claims.</p> <p>Introducing Organizer: Teacher introduces persuasive structure graphic organizer. Explain that the claim is the first section and is summarized again in the last section. The middle section is for explanation and reasoning to support the claim. Model writing in the first section with an example shared in the class discussion of the prompt.</p> <p>Planning: Students use the graphic organizer structure to plan an argument responding to the prompt: what is the best job in your community? Students can incorporate reasoning with or without doing research, depending on time constraints.</p> |

Educator Note!

Some students may benefit from a narrower prompt, such as giving them 5 jobs to choose between rather than any job in their community.

Accommodations & Modifications:

- Allow students to dictate ideas when writing.
- Allow students to plan their argument in pairs.

Extensions:

- Research facts in books or articles that support your argument.
- Write an essay based on your argument and supporting details.
- Create an infographic describing the job your argument is about.

Structure a Persuasive Argument

What is the best job in your community? State and explain your opinion claim.

State your opinion claim:

Explain your opinion claim:

Reason #1: _____

Reason #2: _____

Reason #3: _____

Summarize your opinion claim again:

Writing an Argumentative Essay

Argumentative essays are a special type of paper you can write. They share a claim, an opinion you believe and use details to persuade readers about that claim. The goal of an argumentative essay is to be convincing.

Good organization makes a strong argumentative essay. Clear paragraphs make it easier to explain and support your claim. Using a good essay structure helps you convince readers about your ideas.

Your claim organizes your entire essay. The first paragraph introduces the claim. It also introduces the key details that support your claim. It may look like:

First sentence states the claim. Second sentence is Key Supporting Detail 1. Third sentence is Key Supporting Detail 2. Fourth sentence is Key Supporting Detail 3. Conclusion sentence summarizes the claim again.

The key supporting detail sentences become topic sentences for the next paragraphs. These next paragraphs also have more details and some researched facts that support the overall claim. They may look like:

Topic sentence about Key Supporting Detail 1. Extra details. Extra explanation. Conclusion sentence about Key Supporting Detail 1.

Topic sentence about Key Supporting Detail 2. Extra details. Extra explanation. Conclusion sentence about Key Supporting Detail 2.

Topic sentence about Key Supporting Detail 3. Extra details. Extra explanation. Conclusion sentence about Key Supporting Detail 3.

The final paragraph restates the claim and summarizes the argument. It focuses on the key supporting details, and it may look similar to the first paragraph. Like:

First sentence summarizes the claim. Next sentence summarizes Key Supporting Detail 1 and Key Supporting Detail 2. Next sentence summarizes Key Supporting Detail 3. Conclusion sentence summarizes the claim again in a new way.

Supporting Your Argument with Sources

When you make an argument, you need details to explain why you are right. Getting facts to support your argument is important. It shows that you are not making up reasons, and people should believe you. You can strengthen your argument by showing that your facts come from trustworthy sources.

The first step to supporting an argument is to **research facts**. Use **nonfiction books or online articles written by trustworthy organizations**. You can trust websites that end in **.gov**, because they are from the government. Websites ending in **.org** or **.com** can also be reliable, but you may need to **check the website authors or ask an adult** to be sure.

Always **check with more than one source** when you research! If they say different things, one may not be true. Do more research until you **find the real answer**. If you can't tell when a fact is true, do not include that detail in your paper.

Circle if each source is trustworthy or not trustworthy.

- | | | |
|---|-------------|-----------------|
| 1. a picture from nasa.gov | trustworthy | not trustworthy |
| 2. an article from moonblog.com | trustworthy | not trustworthy |
| 3. a chapter from a school science textbook | trustworthy | not trustworthy |
| 4. a video from noaa.gov | trustworthy | not trustworthy |
| 5. a chapter from a fiction story book | trustworthy | not trustworthy |

After researching, use your notes to help you write the argument. **Cite sources in your writing**. "Cite" means to **say where you learned a fact**. Citing is a way to **give credit** to the source you used. You should **cite a source every time you use a fact or idea from someone else**.

If you are using the **exact same words** as a source, "**put them in quotation marks**." If you are not using the same words, rephrase them—but, still cite the source!

Here are two examples of how to cite a source in your writing:

- According to Source 1, "fact in the exact same words."
- Source 2 says that rephrased idea about the fact.

Each sentence below cites a source. Write the sources under each sentence.

6. The US Census in 2020 said there were 8,631,393 living in Virginia.

Source being cited: _____

7. In 2020, the National Education Association estimated there were 74,411 public school teachers in Massachusetts.

Source being cited: _____

8. The American Society of Professional Engineers defines an engineer as "a person who has been educated in the sciences and technologies utilized in the design and construction of structures and equipment."

Source being cited: _____

9. People farming fish, oysters and other seafood grew 658 million pounds of food in 2018, according to the NOAA Office of Aquaculture.

Source being cited: _____

10. The National Park Service says that "more than 85 million acres in all 50 states, the District of Columbia, and US territories" make up the national parks.

Source being cited: _____

11. Why do some of the sentences above use quotation marks?

12. When should you cite a source in your writing?

Answer Key

- 1.** trustworthy
- 2.** not trustworthy
- 3.** trustworthy
- 4.** trustworthy
- 5.** not trustworthy

- 6.** US Census
- 7.** National Education Association
- 8.** American Society of Professional Engineers
- 9.** NOAA Office of Aquaculture
- 10.** National Park Service
- 11.** Answers can vary but should express those sentences quote the source exactly.
- 12.** Any time you use a fact or idea from someone else.