

What is your favorite argument writing strategy, resource, or lesson?

How to help students organize their writing:	
The strategy, resource, or lesson	Who the tool is from
This T-TEA presentation from our OGMS colleague Greg Huntington. It's helped our students tremendously to draft credible paragraphs, and fits well into my framework for the 5 [¶] essay model.	Chris Riser @ Ockley Green
I like to use a graphic organizer such as this one: https://www.pinterest.com/pin/79235274668739414/ A resource I've recently discovered is a book entitled "Breakfast on Mars: Your Favorite Authors take a Stab at the Dreaded Essay Assignment" which contains examples of expository and argumentative writing designed specifically to provide strong, engaging and age-appropriate examples for students. One example is "Why we Need Tails" by Ned Vizzini.	Barbara Kutasz @ Mt. Tabor

Ideas for what students could write about:	
The strategy, resource, or lesson	Who the tool is from
My favorite argumentative lesson/summative was having students write a proposal to the U.N. to fund a nonprofit that would support one of the U.N.'s Universal Declaration of Human Rights. Students would have to argue the problem and the best solution to the problem that their group came up with. I like the lesson because students were able to choose from many of the human rights declarations, they could be creative with their solutions, and it had an element of real life to it--funding strategies.	Jeremy Matsen @ Ockley Green
Dreams and Doorways curriculum developed by CPS, https://www.behance.net/gallery/600766/CPS-Dreams-and-Doorways-INSTRUCTIONAL (Curriculum not available online) Use of letter writing as a tool for teaching argument	Kate Mann @ Ockley Green
Deliberating in a Democracy: http://www.did.deliberating.org/lessons/ I found out about this website during a class I took this summer from The Classroom Law Project. It presents constitutional issues from multiple viewpoints. Opposing Viewpoints: http://ic.galegroup.com/ic/ovic/?p=OVIC&u=portland This is part of the Gale database that has thoroughly vetted sources for students to use at West Sylvan. Seeing multiple sources on the same topic w/ differing viewpoints is a great resource for students.	Gwen Campbell @ West Sylvan
Assignment: Liberty at Risk . It's awesome for 8th grade as it connects perfectly with Constitutional principles -- and the inherent conflicts between individual liberty and common welfare (or even between two liberties.)	Karen Rouse @ West Sylvan
I also have used the list of argument topics to help the students brainstorm a topic when they say, "I don't know what to write about." http://learning.blogs.nytimes.com/2015/02/05/301-prompts-for-argumentative-writing/?_r=0	Andrew King @ Lent

How to help students edit their writing:	
The strategy, resource, or lesson	Who the tool is from
http://readingandwritingproject.org/ I like the Reading and Writing project because it focuses on the students learning to write intensively and everyday. It also has the students revise their work over a long period of time, creating a quality over quantity aspect.	Matthew Brandt-Lazar @ Sellwood
https://docs.google.com/a/apps4pps.net/document/d/1UBucZVTgxA_-GrWdXQvtGkKTzmDZk3_jqgAUDr9MIIA/edit?usp=sharing I like this because it allows to student to access and understand the State Scoring Guide on a comprehensive level. Also, because I teach 6th grade, many of the required writing conventions are still new to my students and they are in great need of developing these skills during their formative, middle school years.	Michaelyn Perdue @ West Sylvan
I'm a fan of the Purdue Online Writing Lab. They have a lot of great resources for all types of writing and update it frequently. https://owl.english.purdue.edu/owl/resource/685/05/ https://owl.english.purdue.edu/owl/resource/588/1/ https://owl.english.purdue.edu/owl/resource/747/01/	Jennifer Coyne @ Beaumont

How to teach the parts of an argument:	
The strategy, resource, or lesson	Who the tool is from
One of my favorite argumentative writing strategies to teach students is Ethos, Pathos, and Logos. I have found that students respond well to learning the academic language related and it really secures the ideas of rhetorical devices and strategies in their brains. Even if they don't remember the term they are able to retain the concept really well. My classroom is moving toward being student-directed, so I made a video to let them get the input on this from the video or they could get a small group lesson with me. https://drive.google.com/file/d/oBoABEJHPNG5HUTZrQXJ3aXU3bUk/view	Megan Kindred @ Skyline
The resource I start with is a set of screencasts teaching students about the different parts of an argument. https://learnzillion.com/resources/72608-6th-grade-argumentative-writing-craft-an-argumentative-essay I like it because it provides concise direct instruction to introduce the students to the various parts of an argument.	Andrew King @ Lent
This is one of my favorite lessons for the beginning of our argumentative writing. I like how it breaks down how an author makes and supports a claim. <ul style="list-style-type: none"> https://drive.google.com/file/d/oB8J_WQM6ftkPUnVCSEAwU191Y3M/view?usp=sharing https://docs.google.com/presentation/d/1bCLMksL6yLEFQbmJ_d1MVl6wUFXPjuEAtRFgtWesWtw/edit?usp=sharing 	Gillian Murr @ Marysville
I love teaching introductions and conclusions and encouraging students to use circular endings that revisit something from the intro in their conclusion, since this is a key feature of many professionals' work. I've made this set of slides to guide students through common, successful "sophisticated" strategies: https://docs.google.com/a/apps4pps.net/presentation/d/1bQ-BJjYjISJtpwWfEpHtSFcs84SdnmYOboK-TOCvoVE/edit?usp=sharing	Laura Beckman @ Lee

<p>The Elements of Argument: a claim » based on evidence of some sort a warrant that explains how the evidence supports the claim backing supporting the warrants qualifications and rebuttals or counter arguments that refute competing claims. http://www.heinemann.com/shared/onlineresources/E01396/introAndChapter1.pdf Page 16 and beyond</p> <p>Why? Strong visual aid to guide students. I like this because it is a flowchart which allows us to bounce around to next steps with purpose and everyone is always somewhere on the chart</p>	Michelle McCormick @ George
Deconstructing and Constructing Arguments	Duncan Carranza and Beverly Daggett

How to help students with evidence:	
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My favorite writing strategy is using chart paper to record evidence students can use in their papers. Students spend time in class finding all of the evidence they might need for their specific topic (more than they might need) After, using chart paper, students walk around and record evidence, including citing the source. These chart papers remain in the room throughout the duration of the paper so that students can refer to them if they need help with evidence.	Caroline McCulloch @ Sellwood
I don't have a formal lesson plan to link, but I call it "crowdsourcing". I have students do some research using a guiding question, and their evidence (and sources) go up on chart paper around the room for other students to access. Students have the option to do additional research and put the evidence together in their own way, but it's a great starting point.	Lisa Souther @ Sellwood

General or miscellaneous support:	
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I've found a HUGE benefit from the Constructing Meaning materials and scaffolding ideas. It helps everyone, of all levels, achieve academic vocabulary and writing skills.	Elijah Siron @ West Sylvan
www.deliberating.org AND Junior Scholastic AND Newsela AND Time for Kids AND Opposing Viewpoints. I like all the resources that give me ideas for topics. I want kids to gain information about the topics and about more than one side of an issue (multiple viewpoints).	Michelle Lacaden @ West Sylvan
My favorite argument writing lesson includes looking at evidence from mentor texts. I like it because it gives students the chance to look at a number of examples about similar topics and come up with their own arguments in table groups. Then the table groups share with the rest of the class, and ideas are posted with the document camera. It helps students find evidence for their own essays.	Ailien Tran @ Winterhaven
Intro Lesson: Argumentative Continuum- Students line up along the wall based on how they feel about a statement read (i.e. Cell phones should be allowed in the classroom). There is an agree on one end and disagree on the other. Students then need to support their decision with reasonable argument. I usually take several from each point of view	Gregory Wall @ Mt. Tabor

<p>before I move on to the next statement. I like this lesson because it is one that I come back to continually throughout the rest of the mini lessons. I can physically stand along the continuum to make points or refer to the opposing viewpoint or even explaining that those standing in the middle don't have a lot of energy on a particular topic and should not choose that as their topic.</p>	
<p>I actually find it productive to link students to a difficult subject for them to understand, rather than a currently existing passion. If a student is assigned to argue in favor of a position with which they disagree, he/she is usually much more rigorous when considering the evidence. Also, the role playing can sometimes take a student to a different point of understanding (because of the detachment?).</p>	<p>Joseph Walker @ Mt. Tabor</p>
<p>A Step-by-Step Plan for Teaching Argumentative Writing - The Cult of Pedagogy</p>	<p>Lisa Coffman @ Creston</p>
<p>https://learnzillion.com/lesson_plans/8789-organize-information-for-an-argumentative-essay</p> <p>http://www.shmoop.com/video/argument-essay</p> <p>I like both of these videos to help introduce argumentative writing. They are engaging and funny-and you can derive some criteria from them.</p> <p>I think it is really important to have a topic that really matters to kids and it's nice to have it be thematic. Last year I taught climate change and had kids make an argument about the environment. I worked with the science teacher and we created some great stuff also using some rethinking schools materials.</p>	<p>Darren Zook @ Irvington</p>
<p>I once asked one of my college professors how is it that one can teach critical thinking. His response was that at the core of it, critical thinking is a dialogue where you take claims (your own or that of others) and you ask yourself: <i>Is this true? How do I know?</i> We test our truths in dialogue with others or our own critical voice. In many ways this is the method that Socrates taught. A great way to do this is through dialogue journals. There are many ways to do a dialogue journal, below is a link that looks interesting:</p> <p>https://www.teachervision.com/writing/skill-builder/48885.html</p>	<p>Alejandra Nava-Replogle @ Cesar Chavez</p>