English Language Arts & History/Social Studies, Science, and Technical subjects

Day 5:
Text-based evidence in writing responses
What’s the difference?

Shift 4: Text-based answers
Shift 5: increased writing from sources
Everything’s an argument

• Do you agree, disagree, or qualify the argument Lunsford and Ruszkiewicz make about purposes of argument?
Read and Discuss: One Anchor Standard

Taking apart the standard:

1.) **Read** anchor standard for writing 1 – 3 and the side commentary.
2.) Concepts: **Underline** the key concepts (important nouns or noun phrases)
3.) Skills: **Circle** the verbs describing skills required of students

RI.8.8: **Delineate and evaluate** the argument and specific claims in a **text**, assessing whether the reasoning is sound and the evidence is relevant and **sufficient**; recognize when **irrelevant evidence** is introduced.

In your group, **compare and contrast** the anchor standard to your **grade-level** standard for writing 1 - 3.

Discuss: What do you notice? What are the similarities and what are the differences?
Instructions: Write one sentence that blends analysis and commentary on the statement.

“The richest Americans’ share of national income has hit a postwar record. the wealthiest 1 percent of Americans earned 21.2 percent of all income in 2005.”
Criminal victimization has decrease every year since 1993, yet incarceration rates have skyrocketed during those same years (U.S. Census Bureau 2000). We're punishing more people yet less people end up as victims, it seems we're quicker to put people in jail when no one has been hurt. We seem to be more focused on the fear of crime than the actuality of crime.
Shift 5: Increased Writing from sources in responses

Central Question the Author is Exploring:

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What is the author’s argument? How does the author support the argument?

Author’s Thesis:

In your binder -

From: Kelly Gallagher
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UNIVERSITY of WASHINGTON
The Common Core

• Where do you find types and purposes for writing in the common core standards?

• Where do you find argumentation in literary analysis?
Public Goods, Private Goods


• 3 purposes for education
  – Better citizens (democratic equality)
  – Better workers (social efficiency)
  – Better ability to compete (social mobility)
Thank you