



## Nevada Academic Content Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

<b>College and Career Readiness (CCR) Anchor Standard</b>	<b>Standard:</b> W.7.1c - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p><u>Questions to Focus Learning</u></p> <p>How do writers clarify relationships among claim(s) in an argument? How do transitions help build the relationships between claims and evidence?</p> <p>To clarify, the writer transitions like an example, for instance, or as a consequence to link reasons to the claim.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know words, phrases, and clauses clarify relationships and create cohesion within a written piece. I know transitions that show different relationships in writing. I know how to use transitions to show relationships in writing.</p> <p><i>Reasoning Targets</i></p> <p>I can determine the appropriate transition to connect and clarify ideas. I can determine the relationship among claims, reasons, and evidence. I can use transitions in writing to develop relationships among evidence, reasons, and claims.</p>

Vocabulary

claim(s)

clauses

cohesion

phrases

relationships

transitions

To create cohesion and clarify relationships among claim(s), reasons and evidence, writers may choose to do any of the following:

anecdote - to give an example that feels real

clause (declarative and rhetorical)

comparison - to show how unlike things can be the same; to prove a point

connotation -

exaggeration - humor device, to prove a point

imagery - to prove a point or to create a mood by "showing" the reader/audience

irony - to create a feeling of guilt

loaded language

repetition - To seem outraged or determine; to build a point

sarcasm - to make a point strongly

transitions (words and phrases)

words (positive, precise, neutral, negative, hypothetical) - to make a point more forcefully; to help reader envision

Teacher Tips

Vertical Progression

W.K.1 - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

W.1.1 - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.2.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.3.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.6.1 - Write arguments to support claims with clear reasons and relevant evidence.

W.8.1 - Write arguments to support claims with clear reasons and relevant evidence.

W.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [W.7.1c](#)