



## 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.8.1 - Write arguments to support claims with clear reasons and relevant 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>What are speaker, occasion, purpose and tone? Why are speaker, occasion, purpose and tone necessary in developing an effective argument?</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know the speaker influences how an argument is written. I know an argument must have a purpose for being written. I understand what tone is within an argument. I understand what occasion is (time and place in an argument).</p> <p><i>Reasoning Targets</i></p> <p>I can determine the purpose of an argument to select the relevant evidence needed to support a claim. I can demonstrate the speaker of an argument. I can develop tone in an argument. I can demonstrate an occasion (time and place of an argument) within an argument.</p> <p><i>Product Targets</i></p> <p>I can write an argument that effectively combines speaker, subject, occasion and purpose to demonstrate a claim.</p>

Vocabulary

argument  
counter argument  
claim  
evidence  
occasion  
purpose  
speaker  
stance  
tone

Teacher Tips

[AFOREST](#) - A PowerPoint presentation on the use of persuasive techniques

[AFOREST Lesson](#) - A lesson on using AFOREST to vary writing.

[So You Think You Can Argue](#) - A guided teaching activity on writing arguments.

[So You Think You Can Argue](#) - Another guided teaching activity on writing arguments.

[So You Think You Can Argue](#) - Lesson plan for "Argue" lesson.

[Argument, Persuasion, or Propaganda?](#) - A handout that compares the three.

[Argument vs. Persuasive](#) - An article comparing CCSS argumentative writing vs persuasive argument the old way.

[Common Persuasive Techniques](#) - A listing and description of common persuasive techniques.

[Find Your Partner Cards](#) - Activity cards.

[So You Think You Can Argue](#) - A PowerPoint presentation on writing persuasively.

[Bringing Common Core to Life](#) - A video that demonstrates two lesson plans that are aligned to the CCSS.

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.7.1 - 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.8.1](#)