# **Planning for Writing**



The process of creating a written argument begins with exploring topics and forming opinions supported by reason and evidence. This map neighborhood highlights discussion, collaboration, and critical thinking skills. These student actions connect content area work and literacy skills.

### **Student Learning Outcomes**

- » Draft a claim statement.
- » Use available resources to find evidence to support the claim.
- » Make connections between the claim and identified evidence.

### **Instructional Focus**

A good argumentative writing prompt will help students develop an arguable claim that can be stated as fact. Students will need to take a position related to the topic of the prompt. Consider these examples to get started.

- » Cellular phone use is affecting productivity in the workplace.
- » The most valuable workplace skill is . . .

### **Strategies for Instruction**

Students benefit from opportunities to think and talk about the topic with others.

- A. Introduce the task as a problem-solving activity and allow time for classroom conversation and collaboration.
- B. Have students use graphic organizers to develop and organize their ideas.
- C. Include time for student collaboration to develop and refine ideas. Use graphic organizers to guide student interaction.

Visit the WRITE Professional Development Dashboard to find resources to support writing activities.

# Standards and Career Technical Education (CTE) Practices

#### Student:

CRP-2: Apply appropriate academic and technical skills.

- » Applies appropriate literacy skills, including the reading, writing, speaking, and listening skills, related to the career field.
- » Communicates workplace expectations and uses the language of the career field.

#### **Teacher:**

CRP-4: Communicate clearly and effectively and with reason.

CRP-8: Utilize critical thinking to make sense of problems and persevere in solving them.

#### Link to Career Readiness Practices

- » Creates a high-performance classroom culture and uses protocols and procedures that emulate the workplace.
- » Helps students persist through learning challenges by providing extra support.

Link to "SREB Powerful CTE Instructional Practices"

ELA.W.11 – 12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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## **Map Skills Emphasis**

Identify a claim that could be made about a topic An effective argument persuades a reader by making clear connections between the claim being made and the reasoning and evidence to support that claim.

To create an argument, a student first identifies a claim.

Develop a plan for a writing task Students who spend time thinking about and planning for writing produce more effective arguments. When developing a plan for their writing, students start by defining the purpose and goals of the writing, including the topic and claim(s) for the argument they want to make. During the planning phase, students should take time to prioritize their evidence and ensure there are logical connections to the claim(s).

Gather relevant information about a topic from print and digital information sources

While gathering information about a topic, students should identify relevant information that supports their claim(s).

Students can make connections between information and the claims in their argument by actively engaging with the information gathered.

Active engagement includes thinking and reading about their topic, which also improves their analysis skills and content area knowledge.

Purposely select reasons to include in a text

Purposely select evidence to include in a text

After gathering and engaging actively with information about a topic, students should think through the complexity and complications of their topic, purposely select reasons and evidence to include in their writing and prioritize their ideas to craft a logical argument.

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