

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.

- Introduce the task as a problem-solving activity and allow time for classroom conversation and collaboration.
- Have students use graphic organizers to develop and organize their ideas.
- 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](#)

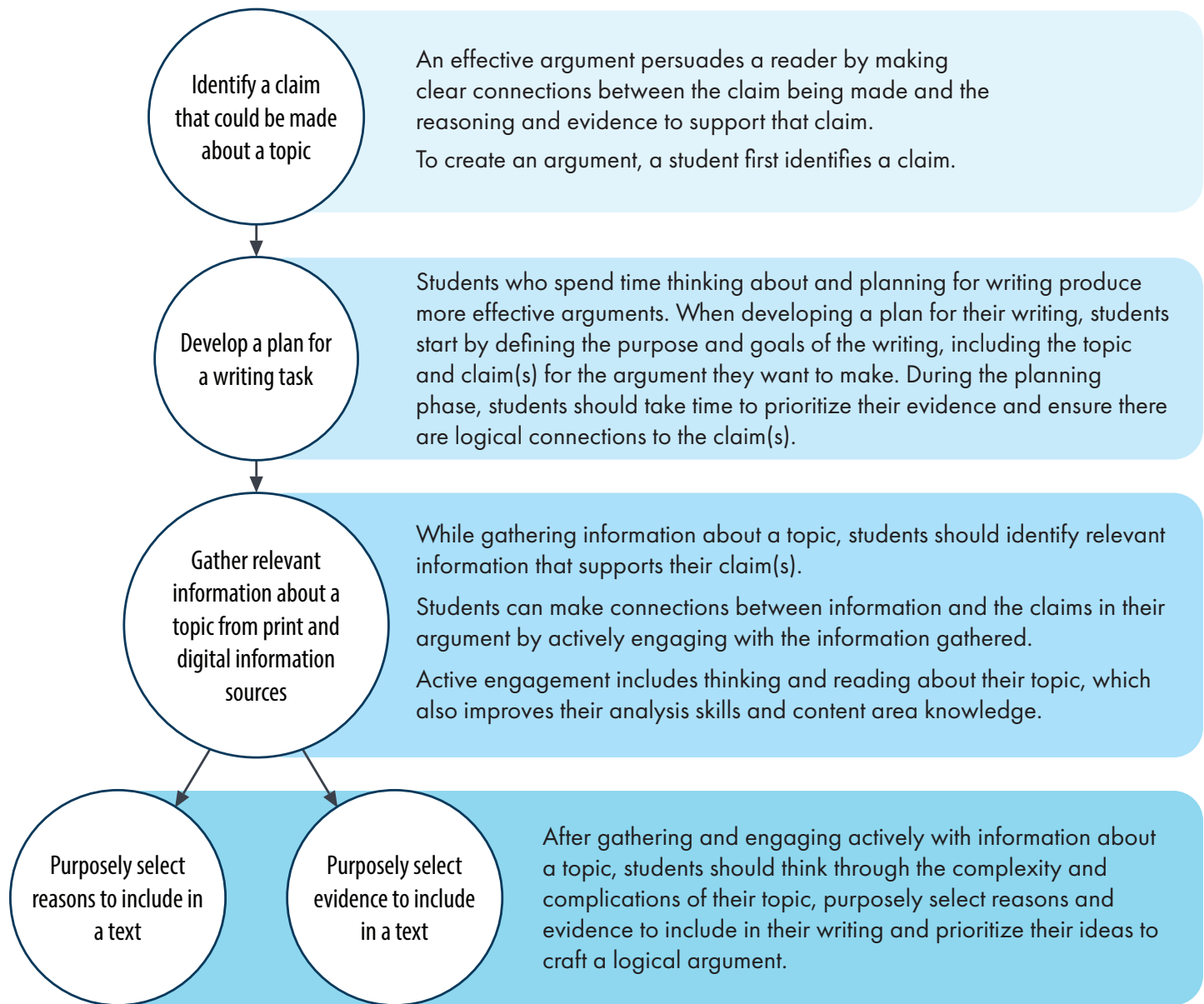
- » Creates a high-performance classroom culture and uses protocols and procedures that emulate the workplace.
- » Helps students persist through learning challenges by providing extra support.

[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



References

- Hillocks, G. (2010). "EJ" in focus: Teaching argument for critical thinking and writing: An introduction. *The English Journal*, 99(6), 24–32. <http://www.jstor.org/stable/20787661>
- Klein, P. D., & Rose, M. A. (2010). Teaching argument and explanation to prepare junior students for writing to learn. *Reading Research Quarterly*, 45(4), 433–461. <https://doi.org/10.1598/RRQ.45.4.4>
- Rex, L. A., Thomas, E. E., & Engel, S. (2010). Applying Toulmin: Teaching logical reasoning and argumentative writing. *The English Journal*, 99(6), 56–62. <http://www.jstor.org/stable/20787669>