



Pelham UFSD - ELA Writing Tri-State Review

April 18-20 2016

School: (please check one)

- Elementary High School
 Middle School District

Evidence Title: Argument Terms & How to Steps
Argument Writing Practice Exercise 1
Argument Writing Practice Exercise 2

Name of person submitting evidence: Linda Mancia

Grade Level : 7 School: PMS Course Name: Social Studies 7

Please check one Indicator and one Stage of Implementation.

Indicator	Stage of Implementation		
	Approach	Implementation	Results
1. Performance Based Assessment			
2. Student Metacognition in Learning Process			
3. Student Performance Data			
4. Curriculum & Instruction	X	x	
5. Professional Learning, Supervision and Evaluation			
6. Equitable Support for Student Needs			
7. Shared Vision & Environment for Change			
8. Parent and Community Support			
OTHER: Please Specify			

Brief Explanation of Evidence:

- 1) The thinking process behind writing an argument is scaffolded with this practice exercise which formatively assesses students' ability to identify which evidence supports which side of an argument (i.e., Should public schools offer single sex education?). It also assesses whether students can distinguish between different types of evidence. This exercise is used as part of a lesson which models the argument writing process, ending with a writing model of one side of the argument.
- 2) English 7 and Social Studies 7 teachers have agreed to use the same terms when teaching students argument writing. These terms are shown in a schematic show how each is related to the other in a written argument. This schematic is distributed along with the steps on how to write an argument (on flipside) to be used as a reference tool on the approach to writing an argument throughout the year.
- 3) Argument Writing Practice Exercise 2 is assigned to students as independent work after the modeling lesson on argument writing. Students use this scaffolding exercise to help

plan the writing of an argument on the question- Should schools search student lockers? The exercise gives students evidence from which to choose support for the side of the argument they are writing. It also provides for all learners the use of an ELA organizer (Forming Evidence-Based Claims) to scaffold the thinking process involved in the formulation of a claim on which to base their written argument.