

TPS Science Department PARCC Argumentative Writing Process

1. Read article #1.
2. Complete Graphic Organizer #1.
3. Read article #2.
4. Complete Graphic Organizer #2.
5. Complete pre-writing graphic organizer.
6. Complete rough draft using PARCC Traditional Grading Checklist.
7. Student receives feedback from teacher and/or peers using the PARCC Traditional Grading Checklist as a guide.
8. Student completes final copy and staples it on top of assignments 1-7.

Graphic Organizer #1 - Option #2

Name:

Title of Article:

1.What is the main argument the author is making?

2.Find one quote from the text that supports the author's argument. Write it below.

3.Restate the quote in your own words and write three pieces of evidence that the author uses in your own words.

4.Find another quote from the text that supports the author's argument. Write it below.

5. Restate the quote in your own words and write three pieces of evidence that the author uses in your own words.

6. Find another quote from the text that supports the author's argument. Write it below.

7. Restate the quote in your own words and write three pieces of evidence that the author uses in your own words.

Cite article in APA or MLA format:

Graphic Organizer #2 - Option #2

Name:

Title of Article:

1. What is the main argument the author is making?

2. Find one quote from the text that supports the author's argument. Write it below.

3. Restate the quote in your own words and write three pieces of evidence that the author uses in your own words.

4. Find another quote from the text that supports the author's argument. Write it below.

5. Restate the quote in your own words and write three pieces of evidence that the author uses in your own words.

6. Find another quote from the text that supports the author's argument. Write it below.

7. Restate the quote in your own words and write three pieces of evidence that the author uses in your own words.

Cite article in APA or MLA format:

Argumentative Essay Pre-Writing

Name:

Paragraph #1

- 1.State the author you agree with _____
- 2.State three reasons you agree with this author below and disagree with the other author.

Paragraph #2

- 1.Write the first quote that you will use to support your argument _____

- 2.State what the quote means in your own words.

- 3.Why do you agree with this author's evidence (quote)?

- 4.How does this disagree with the other author?

5. Why do you believe the other author is wrong on this subtopic?

Paragraph #3

1. Write the first quote that you will use to support your argument _____

2. State what the quote means in your own words.

3. Why do you agree with this author's evidence (quote)?

4. How does this disagree with the other author?

5. Why do you believe the other author is wrong on this subtopic?

Paragraph #4

1. Write the first quote that you will use to support your argument _____

2. State what the quote means in your own words.

3. Why do you agree with this author's evidence (quote)?

4. How does this disagree with the other author?

5. Why you believe the other author is wrong on this subtopic?

Paragraph #5

1. Restate your argument in your own words.

2. How does your evidence prove your position?

3. What do you suggest for the future? [Future Improvements or Future Areas of Research]?

Essay Checklist

Introductory Paragraph

- _____ Student states their position in the first sentence. [5 points]
- _____ Students provides three examples to support their position. [8 points]
- _____ Paragraph is 3-5 sentences long. [7 points]

First Body Paragraph

- _____ Student states the main idea in the first sentence. [4 points]
- _____ Student properly quotes and cites evidence from a text. [4 points]
- _____ Student gives at least two sentences explaining how the quotes supports their position. [8 points]
- _____ Student properly quotes and cites evidence from a different text. [1 point]
- _____ Student gives at least two sentences explaining how these quotes support or conflict with the first quote. [2 points]
- _____ Student can explain why they agree or disagree with second quote. [1 point]

Second Body Paragraph

- _____ Student states the main idea in the first sentence. [4 points]
- _____ Student properly quotes and cites evidence from a text. [4 points]
- _____ Student gives at least two sentences explaining how the quotes supports their position. [8 points]
- _____ Student properly quotes and cites evidence from a different text. [1 point]
- _____ Student gives at least two sentences explaining how these quotes support or conflict with the first quote. [2 points]
- _____ Student can explain why they agree or disagree with second quote. [1 point]

Third Body Paragraph

- _____ Student states the main idea in the first sentence. [4 points]
- _____ Student properly quotes and cites evidence from a text. [4 points]
- _____ Student gives at least two sentences explaining how the quotes supports their position. [8 points]
- _____ Student properly quotes and cites evidence from a different text. [1 point]
- _____ Student gives at least two sentences explaining how these quotes support or conflict with the first quote. [2 points]
- _____ Student can explain why they agree or disagree with second quote. [1 point]

Conclusion

- _____ Student summarizes their main points without repeating or adding new information. [8 points]
- _____ Paragraph is at least 3-5 sentences. [7 points]
- _____ The last sentence either connects the topic to today (if topic is dealing with the past), connects it to the future (if the topic is in the present), or makes a suggestion for improvement (if applicable). [5 points]

PARCC Rubric Made Easy

4	3	2	1	0
<p>Student successfully uses more than one quote in a paragraph to support the essay's position.</p> <p>Student correctly uses quotes of one article for or against the quotes in the other article in the same paragraph.</p> <p>Student uses academically rich vocabulary correctly.</p>	<p>Student correctly uses quotes from the sources and explains them.</p> <p>Student uses quotes to support one's arguments.</p>	<p>Student summarizes what the authors say without adding any insight.</p> <p>Student uses quotes, but does not comment on them or explain them.</p> <p>Essay is the appropriate length [a 5-paragraph essay is 5-paragraphs].</p>	<p>Student makes a minimal attempt.</p> <p>Student mentions the words from the topic, but not in a context that has anything to do with the essay's topic. [For example, student mentions his experience of being thirsty in an essay about water shortage.]</p> <p>Essay is not the length assigned [A 5-paragraph essay is 1-3 paragraphs].</p>	<p>Student does not attempt to write on the topic at all.</p> <p>Student does not even mention the words from the question in the essay.</p>