

Writing

Common Core
State Standards

8th
Grade

Write argument texts, write informative/explanatory texts, develop and strengthen writing by planning and revising & much more!

WRITING AN ARGUMENT TEXT

An argument text states claims and provides evidence to support the claims and influence thoughts and actions of readers. These are elements of strong argument writing:

- an introduction that includes:
 - one or more clearly stated claims
 - a brief background to guide the reader in understanding the claim(s)
 - a hook to generate interest on the part of the reader
- a body that includes:
 - information illustrating a clear understanding of the topic
 - reasons and related evidence, in an order that makes sense, to support the claim(s)
 - distinction between text's claim(s) and opposing claims
 - words, phrases, and clauses that create smooth flow and show relationships among claims, counter-claims, reasons, and evidence
- a conclusion that includes:
 - a restatement of the claim(s)
 - a brief summary of reasons and evidence
 - content that reasonably follows the argument
 - content that supports the argument
 - a powerful thought to influence the reader and help the reader remember the issue and the writer's claim(s)
- a formal style throughout the text

FYI

Argument writing and persuasive writing are similar, but they're not exactly the same. An argument text is based on a claim supported by reasons and evidence. While some types of persuasive writing offer support, many others do not. An advertisement is a good example. Most ads make claims, just as argument texts make claims; however, while an argument text must offer reasons and evidence to support claims, ads often do not provide support for claims.
EN: Come to our restaurant. We have the best food in the city! Everyone says so. When you dine with us, you'll feel like royalty.

Frame Your Text

Develop the Introduction W.8.1.a, W.8.4, W.8.5
Understand the Nature of a Claim

The claim in an argument text is the writer's position—or viewpoint—on an issue. It's important to make your claim clear to your readers. Note that an argument text can include more than one claim; however, all claims included must be supported, and all claims must be related to one another.

Your teacher will often provide a writing prompt with the issue for you to consider.

EN:

Writing prompt to provide the issue:

Should students be allowed to use cell phones in schools?

Claims:

Yes, students should be allowed to use cell phones in schools.

or

No, students should not be allowed to use cell phones in schools.

Determine the Claim

These steps will guide you in determining a position and stating a claim.

1. Read the prompt provided by your teacher, making certain you understand it.
2. Jot notes to state information you already know about the issue.
3. Conduct research to locate additional information about the issue. Be sure to use trustworthy sources with current information, such as websites that end in .edu, .gov, or .org. Check your teacher's directions for other allowed websites.
4. Use your research to complete a pro/con graphic organizer.
5. Think about your notes and your pro/con graphic organizer as you decide a position to state. The position is your claim.
6. Examine your claims to be certain that it makes sense and that the claim can be supported by the information you discovered through your research.

Pro/Con Graphic Organizer

A graphic organizer can be a valuable tool in determining your claim and developing a solid foundation for your argument text. This pro/con graphic organizer was started by a student in eighth grade. It includes pros and cons the student discovered through research.

Writing Prompt/Issue: Should students be allowed to use cell phones in schools?

PRO Notes that support the <i>for</i> position	CON Notes that support the <i>against</i> position
Students should be allowed to use cell phones in schools.	Students should not be allowed to use cell phones in schools.
• Students have access to the Internet on a smartphone, so the school does not need to provide so many computers. The school saves money. • Students can use effective planning apps and tools available on smartphones. • Students and family members can quickly and easily contact each other and advise of an emergency or a change in plans.	• The school cannot filter the Internet sites the student accesses on cell phones, and a student might access dangerous or inappropriate sites. • It wouldn't be possible for teachers to know what each student is doing when pulling out a phone in class. Students might be sending inappropriate texts. Students might be cyberbullying during school. • A student might receive distracting calls during the day. The phones would distract students in class. • All students do not have access to cell phones.

Based on the pros and cons, this is my claim: Students should not be able to use cell phones during school.

Q&A

Question: For some argument texts I've written, I've been able to see both sides of the issue, and I can see how I could agree with either side. Is this a problem?

Answer: No, this is not a problem at all. After you've read your teacher's writing prompt and conducted research for an argument text, you should be able to craft an argument that supports the pro position and an argument that supports the con position.

Make Your Knowledge Work For You

Read the issue.

Writing prompt/Issue: Should video games be banned?

On your own paper, create a pro/con graphic organizer similar to the one on the left. Conduct research and state at least three pro reasons and at least three cons in your graphic organizer. Then write your claim based on the pros and cons.

State the Claim and Hook the Reader

In your introduction, it's important to state a claim that clearly relates to the writing prompt or issue. Additionally, you'll want to hook the reader with your introduction through items such as an example, an interesting question, a quote, or a startling statistic. Note the hook in the argument writing model at the end of this section.

Introduction Checklist

This checklist will guide you in determining the strength of the introduction for your argument text.

Have I accomplished all of the following items in my introduction?

- ☒ Stated a claim that clearly relates to the issue or writing prompt
- ☒ Stated a claim that shows my position on the issue
- ☒ Included a hook that engages the reader and makes the reader want to read on to learn more about the issue and claim

Are conventions correct?

- ☒ Is spelling correct?
- ☒ Is punctuation correct?
- ☒ Is capitalization correct?
- ☒ Is grammar correct?

Develop the Body W.8.1.b, W.8.4, W.8.5

Support Your Claim(s) with Logical Reasoning and Strong Evidence

You're aware that ads often fail to offer support for claims they make as they try to persuade readers. What can you do to differentiate your claim from the types of claims in many ads? You can offer support through logical reasoning and strong evidence closely tied to the claim and reasons. Without this support, you offer readers no reason to agree with your position on an issue.

Make certain to state reasons and evidence that are clear. Additionally, state your reasons and evidence in an order that makes sense and offers the clearest and strongest support for your position. A very strong method of organization often used is to state one reason and its supporting evidence in each paragraph. This makes the text easy to follow and understand. A good writer might begin with the least important reason and build to the most important, or the writer might choose to begin with the most important and then move through reasons to the least important. This choice would depend on the most effective method of organization as it relates to the claim, position, and supporting reasons and evidence.

- Reasons explain why you have expressed the position in your claim.
- Evidence provides information about the reasons. The evidence tells the reader why the reader should believe the reasons. Your evidence can take a variety of forms, such as examples, statistics, facts, and quotes from experts, which you will discover through your research.

Common Core Writing Guide

BarCharts, Inc

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the BarCharts, Inc text.

Common Core Writing Guide:

A Non-Freaked Out Guide to Teaching the Common Core Dave Stuart, Jr., 2014-08-15 Implement the Common Core for ELA without all the stress A Non Freaked Out Guide to Teaching the Common Core uses the often neglected anchor standards to get to the heart of the Common Core State Standards CCSS teaching students the skills they need to be college and career ready Each anchor standard is broken down into its key points and a discussion of each anchor standard's central purpose helps outline the context for each required skill This easy to read guide gives educators the kind of clear explanations examples and strategies they need to feel comfortable teaching the CCSS and shows how CCSS skills can be integrated into virtually any existing lesson plan Getting a firm grasp of the anchor standards is the quickest way to start teaching the key concepts of the CCSS and this user friendly guide is designed to pave the way for both the first time teacher and the experienced pro

Writing Common Core 8th Grade BarCharts, Inc., 2014-12-31 Covers the process of writing each type of text expected by students while providing teachers and parents easy to find answers related to the specific requirements of The Common Core State Standards for Writing in the English Language Arts Standards This set of expectations and skills need to be mastered to succeed in school college and the real world The QuickStudy series aligns with those standards being implemented in most states to help guide students through their classes and to support parents helping their students succeed

Making the Common Core Writing Standards Accessible Through Universal Design for Learning Sally A. Spencer, 2015-03-17 Unlock hidden writing skills in all learners through UDL The Common Core State Standards CCSS for writing are promising but are challenging to implement especially for struggling students Sally A Spencer demonstrates the promise of Universal Design for Learning UDL as a framework for making the CCSS writing and language standards accessible to all kids Educators who utilize these strategies will know How to leverage the strengths of students to optimize writing instruction and overcome their weaknesses The ways UDL can minimize the roadblocks in CCSS implementation How to and how not to use technology to teach writing and language conventions

The Everything Parent's Guide to Common Core ELA, Grades 6-8 Jill Mountain, 2015-11-06 Take the mystery out of Common Core ELA If you are a parent struggling to understand the new Common Core English Language Arts standards for your child you're not alone Even though the Common Core ELA has been adopted by 45 states across the nation if you're accustomed to traditional English courses you may be having a hard time understanding what your kids are bringing home from school and why The Everything Parent's Guide to Common Core ELA Grades 6-8 can help With easy to understand examples comprehension tips and practice exercises this comprehensive guide will explain What your child will be learning in 6th 7th and 8th grade The types of books and passages your child will be reading The new requirements and the rationale for reading nonfiction texts The focus on finding evidence and formulating arguments The reasoning behind the Common Core English Language Arts standards This valuable reference book will give you the confidence to help your kids meet the ELA expectations for their

grade level excel at school and prepare for high school and beyond *Writing Common Core 5Th Grade BarCharts*, Inc.,2014-12-31 Covers the process of writing each type of text expected by students while providing teachers and parents easy to find answers related to the specific requirements of The Common Core State Standards for Writing in the English Language Arts Standards This set of expectations and skills need to be mastered to succeed in school college and the real world The QuickStudy series aligns with those standards being implemented in most states to help guide students through their classes and to support parents helping their students succeed **A School Leader's Guide to Implementing the Common Core** Gloria D. Campbell-Whatley,David M. Dunaway,Dawson R. Hancock,2016-02-05 This accessible resource addresses the problems challenges and issues that general and special education leaders frequently face on a day to day basis in implementing the Common Core standards in their schools Grounded in best practices from current literature this text provides leaders with practical solutions to working with teachers and differentiating instruction for all students including students with special needs ESL and ELL learners A School Leader s Guide to Implementing the Common Core presents a cohesive framework and offers viable options for effective inclusive instruction based on students varied learning needs Special Features Vignettes and Research Based Practical Tips offer concrete connections to school contexts and illustrate practical applications Explores current trends in Universal Design for Learning UDL Multi tiered Systems of Support MTSS and Response to Intervention RTI and how they relate to the Common Core Standards Guides leaders through the development of effective policies for culturally responsive instruction in the classroom *The How-to Guide for Integrating the Common Core in Language Arts* Debby Murphy,Wendy Conklin,2014-04-01 Find out how to integrate the Common Core in language arts with this easy to use guide This resource will leave teachers feeling empowered to construct their own lessons with easy to follow ideas and suggestions Strategies and ideas are provided to help teachers deliver material while meeting the Common Core and other state standards Instructional shifts in the Common Core State Standards are highlighted and examples of implementation are included with practical tips on how to integrate these standards in a lesson **A Teacher's Guide to Using the Common Core State Standards With Gifted and Advanced Learners in the English/Language Arts** National Assoc For Gifted Children,Todd Kettler,Elizabeth Shaunessy-Dedrick,2021-09-23 A Teacher s Guide to Using the Common Core State Standards With Gifted and Advanced Learners in the English Language Arts provides teachers and administrators a blueprint for differentiating the Common Core State Standards for English Language Arts for gifted and advanced students through the use of acceleration depth complexity and creativity within and across grade levels It illustrates the differences between learning experiences for typical and advanced students based on the same standard and provides an array of examples across five of the information text and literary text standards while integrating the other aspects of language arts teaching and learning The book highlights implementation features such as classroom management and assessment of student work that allow teachers to make data based decisions about instruction

for particular students It also offers guidance to teachers on reading selections for advanced learners at all grade levels

A Common Sense Guide for Teaching Common Core Literacy Jennifer Dutra, 2014-07-01 A Common Sense Guide for Common Core Literacy is a must have for teachers who are responsible for implementing the new Common Core State Standards in their classrooms With nearly 1 000 pages of information Common Core aligned sample questions and reproducible classroom ready resources it is guaranteed to assist teachers in making the transition to the new CCSS Not only will this book help teachers better understand the standards what they mean how they are crafted and how they build on one another from one grade to the next but it will explain how to implement the standards in their classrooms how to align their existing materials to the CCSS and how to craft formative and summative assessments to track student mastery of the standards The resources provided in this book aim to help teachers make the Common Core State Standards work for them Nobody wants to have to throw away years of hard work spent on crafting refining and perfecting lessons materials and assessments just because they were aligned to an old set of standards and this doesn't have to be the case With this book teachers can build off of their existing curriculum and make connections between what they are already doing and what is required by the new CCSS Teachers departments professional learning communities schools and districts all play a role in implementing the CCSS and whether individual teachers use this book to help achieve their own goals for integrating the standards into their classrooms or entire districts use it is a resource to train teachers and administrators in how to implement the standards create quality Common Core aligned assessments and track student mastery of the standards this book contains a wealth of invaluable information and resources that can help make the transition to the Common Core State Standards easier for everyone

The Reflective Educator's Guide to Classroom Research Nancy Fichtman Dana, Diane Yendol-Hoppey, 2014-04-28 Harness the power of classroom data with the bestselling updated guide to professional learning through inquiry and analysis In this third edition of the renowned approach to teacher inquiry and data analysis the authors add forward thinking substance to their methods of formulating action research questions collecting and analyzing data and creating lasting solutions In addition to illustrative real life examples and practical exercises new features include An expanded data analysis chapter that introduces formative data analysis and its role in teacher research Techniques for using inquiry to effectively implement Common Core State Standards A brand new chapter on ethical issues in teacher research

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Table of Contents Common Core Writing Guide

1. Understanding the eBook Common Core Writing Guide
 - The Rise of Digital Reading Common Core Writing Guide
 - Advantages of eBooks Over Traditional Books
2. Identifying Common Core Writing Guide
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Common Core Writing Guide
 - User-Friendly Interface
4. Exploring eBook Recommendations from Common Core Writing Guide

- Personalized Recommendations
 - Common Core Writing Guide User Reviews and Ratings
 - Common Core Writing Guide and Bestseller Lists
5. Accessing Common Core Writing Guide Free and Paid eBooks
 - Common Core Writing Guide Public Domain eBooks
 - Common Core Writing Guide eBook Subscription Services
 - Common Core Writing Guide Budget-Friendly Options
 6. Navigating Common Core Writing Guide eBook Formats
 - ePub, PDF, MOBI, and More
 - Common Core Writing Guide Compatibility with Devices
 - Common Core Writing Guide Enhanced eBook Features
 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Common Core Writing Guide
 - Highlighting and Note-Taking Common Core Writing Guide
 - Interactive Elements Common Core Writing Guide
 8. Staying Engaged with Common Core Writing Guide
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Common Core Writing Guide
 9. Balancing eBooks and Physical Books Common Core Writing Guide
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Common Core Writing Guide
 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
 11. Cultivating a Reading Routine Common Core Writing Guide
 - Setting Reading Goals Common Core Writing Guide
 - Carving Out Dedicated Reading Time
 12. Sourcing Reliable Information of Common Core Writing Guide

- Fact-Checking eBook Content of Common Core Writing Guide
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
- Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
- Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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