

Writing

Common Core
State Standards

8th
Grade

Write argument texts, write informative/explanatory texts, 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 to understand why the claims
 - 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 claims
 - distinctions between your claim(s) and opposing claims
 - words, phrases, and clauses that create smooth flow and show relationships among claims, reasons, 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 suggests the response
 - a powerful thought to influence the reader and help the reader understand the issue and the writer's claims
- a formal style throughout the text

PEW

Argument writing and persuasive writing are similar, but there's one really big difference. An argument text is based on a claim supported by evidence. While some types of persuasive writing offer support, many others do not. An argument is a good example. Most ads make claims, just as arguments make their claims. However, while an argument text must offer reasons and evidence to support claims, ads often do not provide support for claims. (Do I want to eat McDonald's? No, because the food isn't healthy? Everyone says so. What you think with no, you'll find this really.)

Frame Your Text

Develop the Introduction (W.1.1, W.1.2, W.1.3)
Understand the Nature of a Claim

The claim is an argument text's the writer's position—or viewpoint—on an issue. It's important to make your claim clear to your readers. First, then an argument text can make sense. That's why claims, reasons, and evidence 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.

W.1

Writing prompt to provide the focus:
Should students be allowed to use cell phones in schools?

W.2

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

W.3

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

Q-A

Question: Are claims always based on controversial issues?

Answer: No, writing can be based on other issues of fact, such as literary texts.

W.1

Writing prompt to provide the focus:

Should the most character in the literary text be a woman or a man? (such as a sports team?)

W.2

The main character would be a strong woman for a sports team.

W.3

The main character would be a weak man for a sports team.

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. Ask 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 experts' 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 pre/see graphic organizer.
5. Think about your notes and your pre/see graphic organizer as you decide a position to state. The position is your claim.
6. Examine your claim to be certain that it makes sense and that the claim can be supported by the information you discovered through research.

Pre/See Graphic Organizer

A graphic organizer can be a valuable tool in determining your claim and developing a solid foundation for your argument text. This pre/see graphic organizer was created by a student in eighth grade. It includes your notes and 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 as many computers. The school saves money. • Students can use effective planning apps and tools available on certain phones. • Students can easily communicate and easily connect each other and advice of an emergency or a change in plans.	• The school cannot take the Internet class the student receives 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 to check. Students might be watching inappropriate texts, then doing 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: I've written argument texts. I've written, I've been able to use 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 write 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 restricted?

The issue asks you to state a position graphic organizer similar to the one on the left. Conduct research and state at least three pro reasons and at least three con reasons 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 work 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.1.1, W.1.2, W.1.3)

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

You've agreed that ads often fail to offer support for claims they make as they try to persuade readers. What can you do to differentiate your claims from the types of claims in many ads? You can offer support through logical reasoning and strong evidence closely tied to the claims and reasons. Without this support, you allow readers an excuse to agree with your position on an issue.

While writing 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 point of view, method of organization as it relates to the claim, position, and supporting reasons and evidence.

- Reason explains 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.

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Albert A Gayle



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