

Task Title	For It or Against It—I've Proved My Point!
Grade Level	6
LAFS	<p>LAFS.6.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • LAFS.6.W.1.1e Provide a concluding statement or section that follows from the argument presented.
Description	The student will wrap up his or her argument by writing a conclusion paragraph. The student will reiterate what he or she stated in the thesis statement and incorporate a brief summary of the main points made throughout the paper.
Materials	<ul style="list-style-type: none"> • Writing samples from tasks: LAFS.6.W.1.1a "For It or Against It—Tell Me Why?", LAFS.6. W.1.1b "For It or Against It—Give Me the Facts!", and "LAFS.6.W.1.1c "For It or Against It—Make It Flow!" • Projector, scanned-image LCD projector, document camera, or overhead projector • Thesaurus • Teacher checklist
Considerations for Planning	<ul style="list-style-type: none"> • This task may be bundled with three other tasks: LAFS.6.W.1.1a "For It or Against It—Tell Me Why," LAFS.6.W.1.1b "For It or Against It—Give Me the Facts!," and LAFS.6.W.1.1c "For It or Against It—Make It Flow!" The recommended sequence is "For It or Against It—Tell Me Why," "For It or Against It—Give Me the Facts!," "For It or Against It—I've proved My Point!," and "For It or Against It—Make It Flow!" • The associated task, 6.W.1.1c "For It or Against It—Make It Flow," can be used as an editing task. • Students need copies of their writing assignments from: "For It or Against It—Tell Me Why" (introductory paragraph) and "For It or Against It—Give Me the Facts!" (body paragraphs). • Students have prior knowledge of and experience writing concluding statements and paragraphs congruent with an argument. • Students have prior knowledge of and experience writing an appropriate conclusion related to an opinion presented. • Students have prior knowledge of and experience determining the relevance of evidence used to support a claim. • Students have prior knowledge of and experience providing reasons and facts that logically support an opinion. • prior knowledge of and experience utilizing a formal writing style. • Students have prior knowledge of and experience with reading informational text and citing evidence, identifying the most important points, and determining the "big ideas." • Students have prior knowledge of and experience utilizing directed note-taking graphic organizers for argumentative writing. • Students have prior knowledge of and experience reading informational text, evaluating the claims, and distinguishing if claims are supported by reason and evidence. <p>English Language Learner Considerations:</p> <ul style="list-style-type: none"> • ELLs may have had difficulties with the previous tasks and may still need additional instruction and linguistic support to complete this third task.

	<ul style="list-style-type: none"> • ELLs may need teacher guidance with the process of writing a concluding paragraph including language structures and vocabulary. • ELLs may benefit from working in pairs or small groups with more proficient English-speaking students. • ELLs may lack English proficiency necessary to compose original sentences or paraphrase complex ideas in writing. • Writing is the most complex form of expression in any language, and ELLs may find it particularly difficult to express themselves in written form in English. Sentence structures vary greatly among different languages, and ELLs may struggle to learn and/or adapt to writing in English. • Allow ELLs to use a word-to-word or bilingual dictionary during the activity.
Time Allotment	40–50 minutes
Group Size	Whole class

Task Directions

1. Teacher introduces the task and states the overall purpose, expectations for students, and why the task is important. Teacher says, “You are going to wrap up your argument by writing a concluding paragraph.” Your conclusion will reiterate your thesis statement (stance) and incorporate a brief summary of the main points made throughout your paper. It is important for the reader to follow your stance, claims, reasons, and evidence and for you to make a final persuasive argument for the reader.”
2. Teacher presents task directions to students, going over the various steps, student expectations, and materials.
 - Teacher distributes students’ previously completed Directed Note-taking Graphic Organizers and writing drafts from “For It or Against It—Tell Me Why” (introductory paragraph) and “For It or Against It—Give Me the Facts!” (body paragraphs).
 - Teacher models the task by
 - sharing his/her introductory and body paragraphs
 - drafting a concluding paragraph
 - reminding students that a concluding paragraph is the writer’s final attempt to persuade the reader to agree with the presented argument.
3. While students engage in the task, teacher observes, asks questions, and assists students. Teacher utilizes rubric and checklist to determine student performance based on common misconceptions/errors, identify appropriate questions to ask students, to elicit evidence of student thinking, and determine next steps for instruction.

Rubric: For It or Against It—I've Proved My Point!

Level 1: The student demonstrates a beginning understanding of providing a concluding statement or section that follows from a presented argument.		
Misconception/Error	Questions for Eliciting Thinking	Instructional Implications
<p>The student does not accurately provide a thoroughly written concluding statement or paragraph to follow a persuasive argument.</p> <p>English Language Learner Misconceptions:</p> <p>ELLs may need additional language support to determine important details that support their point of view and to paraphrase the information properly in their own work.</p> <p>ELLs may not have the concept of paraphrasing information or citing information properly in their own work.</p> <p>ELLs may need instructional and language support in writing a concluding paragraph.</p>	<p>“What position did you take on the topic of _____?”</p> <p>“What claims did you present in your argument? How would you summarize that in writing?”</p> <p>English Language Learner Considerations:</p> <p>“Look over your introductory paragraph and the main body paragraphs. What are the most important points that support your claim? Which are the most important details? What language clues help you detect those? Can you use these to justify your position? How can you say this in your own words?”</p> <p>“Why do you think this supports your position? What transitional words can you use to introduce your conclusion? How can we put that information in your own words?”</p>	<p>Reteach how to highlight specific details in a sentence and paragraph and explain why these details are most important and how they support a particular stance.</p> <p>Model how to take a particular side on a given topic.</p> <p>Model how to summarize, emphasize, or paraphrase important information.</p> <p>Model how to summarize a presented claim.</p> <p>English Language Learner Considerations:</p> <p>Model for students some specific strategies to find the essential information in supporting their claim.</p> <p>Model strategies to find the essential information in supporting their claim Help them to write this in their own words.</p> <p>Provide ELLS with strategies for organizing the concluding paragraph. Provide sentence starters and help students compose sentences.</p>

Level 1: The student demonstrates a **beginning understanding** of providing a concluding statement or section that follows from a presented argument.

Misconception/Error	Questions for Eliciting Thinking	Instructional Implications
<p>Some ELLs may still lack the ability to present arguments supported with the appropriate claims.</p>	<p>“Can you tell me a good sequence for writing a convincing paragraph? What should come first? Where can you find that in your paper? Then what comes next? Where do you find it in your paper? How do you summarize all of that into one concluding paragraph? How can you write it in your own words?”</p> <p>“What is the main argument of your concluding paragraph? What are the points you are trying to make?”</p>	

Level 2: The student demonstrates some understanding of providing a concluding statement or section that follows from a presented argument.		
Misconception/Error	Questions for Eliciting Thinking	Instructional Implications
<p>The student provides a partially written concluding statement or paragraph to follow a persuasive argument.</p> <p>English Language Learner Misconceptions:</p> <p>ELLs may still need some language assistance to support their point of view and to paraphrase the information properly in their own work.</p>	<p>"Explain how your concluding statement matches the argumentative position and claims you presented in your introduction and body paragraphs."</p> <p>English Language Learner Considerations:</p> <p>"What words can you use to emphasize that this is an important reason for your position? Can you write a sentence using those words?"</p>	<p>Review how to summarize a presented argumentative claim.</p> <p>Review how to write a concluding statement that is congruent with the argument presented.</p> <p>English Language Learner Considerations:</p> <p>Outline for ELLs specific strategies for organizing a sequence of sentences containing essential information in concluding paragraphs.</p>

Level 3: The student demonstrates a complete understanding of providing a concluding statement or section that follows from a presented argument.		
Misconception/Error	Questions for Eliciting Thinking	Instructional Implications
With self-correction or teacher prompting, the student provides a thoroughly written concluding statement or paragraph to follow a persuasive argument.	<p>“Describe how you go about determining the most important details for supporting your claim.”</p> <p>“How does this information relate to the point you are making?”</p>	Provide opportunities for student to summarize a presented argumentative claim from two or more grade-level informational texts on the same topic.

Level 4: The student demonstrates an advanced understanding of providing a concluding statement or section that follows from a presented argument.		
Misconception/Error	Questions for Eliciting Thinking	Instructional Implications
The student accurately provides a thoroughly written concluding statement or paragraph to follow a persuasive argument.	“Describe how you would go about citing textual evidence and drawing inferences when reading two or more texts.”	Provide an opportunity for student to write a concluding statement that is congruent with an argumentative claim presented in a science or social studies informational text.

Q1 Does the student provide a thoroughly written concluding statement or paragraph to follow a persuasive argument?

[illegible]