

February 14th IVC Agenda

Preparing for the SAGE Argument Writing Assessment

1.0: Inductive Warm-up—Reflection on Student Achievement

1.1 Take a moment to reflect on your students' strengths and struggles with argument writing this year. Make a t-chart listing them, then rank the skills from strongest to weakest. Outline a mini lesson for one of the lowest ranking skills—one your students really struggle with. Consider how you might model in this mini-lesson, what exemplars you could use, and possible supports for academic language.

2.0: Tools for Practicing On-Demand Argumentative Writing

At this point of the year, your students have likely had a number of experiences with argument writing. However, transferring those experiences to on-demand writing where they won't have instruction or scaffolding to assist them can be difficult. For this reason, we will look at some on-demand writing strategies that students can use during the SAGE argumentative assessment. As always, it is important to give students adequate support and instruction as they learn to use these strategies, and then remove the scaffolding for independent practice opportunities.

2.1: Now, consider ALL of the parts of an on-demand writing task, from start to finish, and write them out in a list. Next, do a close read of the SAGE Argumentative Writing check-list. This check-list contains the same criteria as the Argumentative Writing Rubric. This rubric contains the assessable skills of an argumentative essay, but did you think to include the skills necessary to deconstruct the writing prompt, or to read and organize information from multiple texts?

2.2: The following organizers are meant to support students in all phases of an on-demand writing task. Ideally, students will be able to recreate these organizers independently during the SAGE assessment, though it will take a sufficient amount of practice to do so. I recommend completing the process as a whole class activity first, then give students the opportunity to do on-demand writing weekly if possible. With a few weeks before the SAGE Argumentative Writing assessment, students could have the opportunity to practice as many as 3 or 4 on demand essays.

2.3 Each organizer is structured in a simple four square foldable format, and all of the organizers can be recreated with just three blank pieces of paper. Take a moment and overview the three organizers and their components.

2.3a: Deconstructing the prompt

2.3b: Reading, comprehending, and collecting evidence from texts

2.3c: Prewriting and organizing your essay in an outline

3.0: Putting it into Practice

3.1: Read the first page of the “Grades 6-12 Prompt for Argument Writing” and complete the “Deconstructing the Prompt” organizer.

3.2: Now do a first reading of “Social Media as Community,” the first article of the argument writing text, and complete the during-reading and after-reading tasks. Next, do a second reading and complete the during-reading, and after-reading tasks. This process would be repeated with each of the texts in the text set.

3.3: Finally, complete the Prewriting and Outlining organizer, utilizing the information collected on the previous organizers to aid in the prewriting process.

4.0: Text Resources for On-Demand Writing Practice

As you put together practice on-demand writing tasks you may need appropriate text for argumentative writing. Here are a few resources:

<http://www.procon.org/>

<http://newsela.com/>

<http://www.achieve3000.com/>

<http://www.schools.utah.gov/CURR/langartsec/Digital-Books.aspx>