

Argument Writing Strategies for Advanced Learners

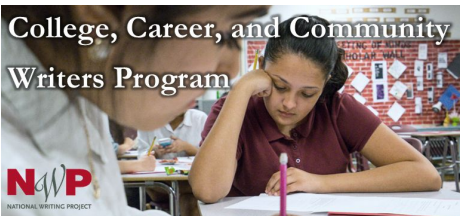
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Greater Madison Writing Project
UW Madison Educational Outreach & Partnerships

About Greater Madison Writing Project

- An affiliate of the National Writing Project Network
- Located in the University of Wisconsin - Madison, School of Education
- Professional Development for Educators
- Programing for Children & Youth Writers



College, Career, and Community Writers Program



*Respectful Argument Discourse through
critical reading, exploring multiple points of view,
and taking a stand on important issues.*

Goals for today

- Share four argument writing strategies that support advanced learners
 - What + Why + How
- Discussion → Feel free to ask questions anytime!
- Opportunities to learn more

#1: Focus on a specific set of writing skills



Example:

Lesson & Writing: Organizing Evidence

- *Select and organize evidence from multiple perspectives and stakeholders*
- *Plan multiple approaches to organizing evidence*
- *Draft to support a nuanced claim*

#2: Include Reading and Discussion

Text Sets

- Multiple perspectives on a single topic
- Diverse text types
- Burkean Parlor
 - *What are scholars and researchers discussing when thinking about ____?*

Iterative Practice

- Builds background knowledge
- Provides opportunity to construct ideas slowly and over time

Our creativity has its roots in the work of others. -Joseph Harris-

#2: Include Reading and Discussion

In Practice...

From the Upper Elementary Resource: Using Evidence to arrive at informed Claims

- **Write:** What do you know or think you know about milk?
- **Discuss:** Turn and talk with a partner about what you wrote.
- **Read:** Text 1 → underline the claim, highlight important evidence, mark “?” for questions
- **Write:** Now what do you think about milk? What information from the text is important to you?
- **Discuss:** Large group → What did we learn? New questions?

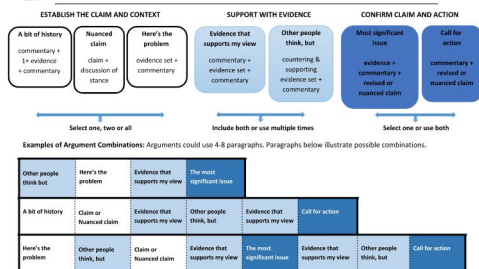
#3: Organizational Structures

Intentional structures that are not based on formulas



Planning & Experimenting with Argument Structures: There's more than one way to write an argument.

Claim:



#4: Formative Assessment

Focusing formative assessment on a **small number of skills**, rather than all possible revisions and edits, can help writers **improve their writing and internalize new writing practices and strategies**.

What is the writing doing?

Emphasis on assets-based perspective

What is the right next step? (assessment guides instruction)

1. Does the writing present a claim? *

- ☐ The writing presents a claim that is nuanced, debatable and defensible.
- ☐ The writing presents a claim that is debatable and defensible.
- ☐ The writing presents a summary statement about source material, but that statement is not debatable.
- ☐ The writing does not present a claim.

2. Does the writing distinguish between the student's own ideas and the source material, including the use of clearly indicated paraphrasing, quotation marks, or signal phrases? *

Not present	Developing	Competently	Effectively
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Does the writing select and use evidence from sources to support the claim? *

Not present	Developing	Competently	Effectively
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Does the writing comment on source material in ways that connect the source material to the claim? *

Not present	Developing	Competently	Effectively
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Does the writing characterize the credibility of the source material or author? *

Not present	Developing	Competently	Effectively
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Using
Sources
Tool

Collaborative Conversations



Why does analyzing student work matter?

"These conversations helped teachers recognize and see the growth in student writing. Seeing this progression of improvement gave teachers validation and ultimately motivation. ... Having the opportunity to see this growth process over the course of a year as well as recognizing more significant growth from year to year was encouraging to both teachers."

Reflection, Sparks Writing Project, Missouri

Questions



DISCIPLINARY LITERACY & DISCOURSE INSTITUTE

ENGAGE WITH RESOURCES FROM THE NATIONAL
WRITING PROJECTS COLLEGE, CAREER, AND
COMMUNITY WRITERS PROGRAM (C3WP) THAT
SUPPORT STUDENTS IN READING CRITICALLY,
EXPLORING MULTIPLE POINTS OF VIEW, AND TAKING
THEIR OWN STAND ON IMPORTANT ISSUES.

WWW.GMWP.WISC.EDU/DLDI

Where: UW Madison

Dates: June 25 – 29,
2018 + Quarterly
evening meetings
during school year

Cost: \$4,000 for a
team of 4-6 educators

Thank you!

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