

## **KEY COMPONENTS TO ACADEMIC ARGUMENTATION INSTRUCTION AND IMPLEMENTATION SEQUENCE**

This is a recommended high school sequence for the instruction of academic argumentation skills and implementation of skills-building activities. Argumentation skills may have already been introduced in middle school, so some students will enter this sequence with some prior knowledge, though it may not be accurate or aligned with the language or pedagogical practices codified here so re-teaching would be required. Also, academic argumentation skills are inter-connected, so skills taught at one point during the year will very often be reviewed and re-visited at other points in the sequence. Finally, this skills sequence is a guideline for emphasis in instruction, not a set of hard and fast rules.

### **9<sup>th</sup> Grade**

#### **9<sup>th</sup> Grade – Quarter 1**

##### **Instruction and Activities: Summary**

With emphasis on the performance criteria:

- Accuracy
- Concision

##### **Instruction and Activities: Argumentative Claims**

With emphasis on the performance criteria:

- Focus
- Directedness
- Organization

#### **9<sup>th</sup> Grade – Quarter 2**

##### **Instruction and Activities: Evidence**

With emphasis on the performance criteria:



- Alignment
- Credibility
- Sufficiency

This performance criterion should be taught separately and with its own emphasis:

- Reasoning

### **9<sup>th</sup> Grade – Quarter 3**

#### **Instruction and Activities: Summary**

With emphasis on the performance criteria:

- Relevancy

#### **Instruction and Activities: Refutation**

With emphasis on the performance criteria:

- Responsiveness
- Comprehensiveness
- Depth of thinking
- Level of difficulty

#### **Review and Develop:**

##### **Argumentative Claims**

With emphasis on the performance criteria:

- Focus
- Organization

##### **Evidence**

With emphasis on the performance criteria:



- Alignment
- Credibility

**Implementation: Include at least one developed structured argumentation project**

### **9<sup>th</sup> Grade – Quarter 4**

#### **Review and Develop:**

##### **Summary**

With emphasis on the performance criteria:

- Accuracy
- Relevancy

##### **Refutation**

With emphasis on the performance criteria:

- Responsiveness
- Comprehensiveness

**Implementation: Include one classroom debate**



## 10<sup>th</sup> Grade

### 10<sup>th</sup> Grade – Quarter 1

**Implementation: Administer a diagnostic assessment of academic argumentation skills**

Restrict diagnostic to the argumentation skills and criteria from 9<sup>th</sup> grade instruction and review set

Conduct an analysis of skills proficiencies and deficiencies

Identify academic argumentation skills to leverage and to target, including differentiated and individualized profiles, where possible

**Instruction or Review: Focus on four identified skills-criteria to leverage and to target – two to leverage and two to target**

**Implementation: Include at least one structured argumentation activity**

### 10<sup>th</sup> Grade – Quarter 2

**Instruction or Review: Focus on four additional identified skills-criteria to leverage and to target – two to leverage and two to target**

Place emphasis on differentiation and individualized profiles, where possible

**Implementation: Conduct a classroom debate**

**Instruction and Activities: Argumentation to Writing**

Use paragraph argumentation templates to support students' transfer of learning from spoken argumentation to written argumentation

### 10<sup>th</sup> Grade – Quarter 3

**Review and Develop:**



## **Argumentative Claims**

With emphasis on the performance criteria:

- Clarity
- Directedness

## **Refutation**

With emphasis on the performance criteria:

- Depth of thinking
- Level of difficulty

## **Implementation: Conduct an argument-based seminar**

Introduce the argument-based discussion constructs and conduct a seminar in which argumentation is tracked and spoken argument is measured

## **10<sup>th</sup> Grade – Quarter 4**

### **Review and Develop:**

#### **Summary**

With emphasis on the performance criteria:

- Concision

#### **Evidence**

With emphasis on the performance criteria:

- Sufficiency
- Reasoning

**Implementation: Include one structured argumentation activity or one classroom debate**



## **Instruction and Activities: Argumentation to Writing**

Use argumentation constructs to support students' transfer of learning from spoken argumentation to written argumentation



## 11<sup>th</sup> Grade

### 11<sup>th</sup> Grade – Quarter 1

**Implementation: Administer a diagnostic assessment of academic argumentation skills**

Restrict diagnostic to the argumentation skills and criteria from 9<sup>th</sup> grade instruction and review set

Conduct an analysis of skills proficiencies and deficiencies

Identify academic argumentation skills to leverage and to target, including differentiated and individualized profiles, where possible

**Instruction or Review: Focus on four identified skills-criteria to leverage and to target – two to leverage and two to target**

**Implementation: Include at least one structured argumentation activity and one classroom debate**

### 11<sup>th</sup> Grade – Quarter 2

**Instruction and Activities: Evaluation**

With emphasis on the performance criteria:

- Framing
- Evidence basis

**Implementation: Conduct an argument-based seminar**

Require use of more advanced constructs on the set of argument-based discussion constructs, track argumentation, and assess spoken argumentation

### 11<sup>th</sup> Grade – Quarter 3



## **Instruction and Activities: Evaluation**

With emphasis on the performance criteria:

- Narrative accounting
- Argument closure

## **Review and Develop:**

### **Summary**

With emphasis on the performance criteria:

- Relevancy to argumentation and refutation

**Implementation: Include at least one developed structured argumentation project**

## **Instruction and Activities: Argumentation to Writing**

Use argumentation transitions and stems to support students' transfer of learning from spoken argumentation to written argumentation

## **11<sup>th</sup> Grade – Quarter 4**

## **Review and Develop:**

### **Evaluation**

With emphasis on the performance criteria:

- Framing
- Narrative accounting
- Evidence basis
- Argumentative closure

### **Evidence**

With emphasis on the performance criteria:





- Sufficiency
- Reasoning

**Implementation: Include one classroom debate**



## 12<sup>th</sup> Grade

### 12<sup>th</sup> Grade – Quarter 1

#### **Review and Develop:**

##### **Argumentative Claims**

With emphasis on the performance criteria:

- Focus
- Organization

##### **Refutation**

- Depth of thinking
- Level of difficulty

#### **Implementation: Conduct an argument-based seminar**

Require use of more advanced constructs on the set of argument-based discussion constructs, track argumentation, have students evaluate and assess argumentation, and conduct a follow-up writing activity

### 12<sup>th</sup> Grade – Quarter 2

#### **Implementation: Administer a final diagnostic assessment of academic argumentation skills**

Restrict diagnostic to the argumentation skills and criteria from 9<sup>th</sup> grade instruction and review set

Conduct an analysis of skills proficiencies and deficiencies

Identify academic argumentation skills to leverage and to target, including differentiated and individualized profiles, where possible



**Instruction or Review:** Focus on four identified skills-criteria to leverage and to target – two to leverage and two to target

**Implementation:** Include an evaluation of a debate that students conduct (or that they view)

### 12<sup>th</sup> Grade – Quarter 3

**Review and Develop:**

**Evidence**

With emphasis on the performance criteria:

- Reasoning

**Evaluation**

With emphasis on the performance criteria:

- Argument basis
- Argumentative closure

**Implementation:** Conduct a student-initiated argumentative research and writing project

**Instruction and Activities:** Teach and use the *They Say, I Say* argument writing templates that front the counter-argument

### 12<sup>th</sup> Grade – Quarter 4

**Review and Develop:**

Selected skills and selected criteria

**Implementation:** Conduct final classroom debate, final structured argumentation activities, and final argument-based seminar



**Implementation: Administer a final individualized assessment of each student's argumentative thinking, writing, and speaking skills in a portfolio of their college readiness**