

Name:

Date:

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Science-Ms. Persaud

Argumentative Essay Literacy Task NYCDOE Common Core State Standards

(from: <http://owl.english.purdue.edu/owl/resource/685/05/>

<http://departments.weber.edu/writingcenter/Composition%20and%20Style%20Handouts/Argumentative%20Writing.pdf> and modified by MPersaud )

**Task:**

- 1) Read, annotate and analyze (use graphic organizers) the informational text on gene therapy
- 2) Using the rubric below, your annotations, the graphic organizer outline and the guiding questions in the article to write an argumentative essay in response to the question: Should gene therapy be used to improve humans?
- 3) After writing the essay score (0-missing, 1-ineffective, 2-developing, 3-effective, 4-highly effective) the various criteria elements of the rubric. Tally your points.

**Recall:**

The argumentative essay is a genre of writing that requires you to investigate a topic, collect, generate, and evaluate evidence, and establish a position on the topic in a concise manner. Below are some guidelines and checklists to assist your writing process. The Five-Paragraph Essay: A common method for writing an argumentative essay is the five-paragraph approach. This is, however, by no means the only formula for writing such essays. If it sounds straightforward, that is because it is; in fact, the method consists of 1) an introductory paragraph 2) three evidentiary body paragraphs that may include discussion of opposing views and 3) a conclusion.

**Checklists:**

Grades 9-10 [levels of performance: 0-missing 1-ineffective, 2-developing, 3-effective, 4-highly effective]

1. \_\_\_\_introduce precise claim(s),
2. \_\_\_\_distinguish the claim(s) from alternate or opposing claims,
3. \_\_\_\_create an organization that establishes clear relationships among the claim(s),counterclaims, reasons, and evidence.
4. \_\_\_\_develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims
5. \_\_\_\_ evidence provided in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
6. \_\_\_\_use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
7. \_\_\_\_establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
8. \_\_\_\_provide a concluding statement or section that follows or supports the argument presented.

**Total:** \_\_\_\_\_/24-32

Grades 11-12 Students [levels of performance: 0-missing 1-ineffective, 2-developing, 3-effective, 4-highly effective]

1. \_\_\_\_ introduce precise, knowledgeable claim(s) & establish the significance of the claim(s),
2. \_\_\_\_distinguish the claim(s) from alternate or opposing claims
3. \_\_\_\_create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence
4. \_\_\_\_ develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form
5. \_\_\_\_evidence anticipates the audience's knowledge level, concerns, values, and possible biases.
6. \_\_\_\_ use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
7. \_\_\_\_establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
8. \_\_\_\_provide a concluding statement or section that follows from or supports the argument presented.

**Total:** \_\_\_\_\_/24-32

Argument Essay Graphic Organizer

Introduction

