Standards

Introduction
Naperville District 203 adopted Lucy Calkins, *The Robinson Professor at the Teachers College*, writing curriculum program. Her program is research-based and aligned to the common core. Each of the units in the Calkins’ writing curriculum has a focus. The focus of this project is on Unit 4: Be Adaptable. The guiding questions for this unit:

*Thoughtful readers trace the interaction of textual elements; effective writers link ideas with evidence.*

Specific to Lucy Calkins, “The Art of Argument: Research-Based Essays,” students will learn how to create convincing arguments and write powerful essays that balance evidence and analysis to persuade readers to shift their beliefs or take action.

Additionally, students engage in multiple tasks as they move through the writing cycle: plan, draft, revise, edit, and publish. Throughout the six weeks, students experience continuous practice in writing their introduction, applying argument techniques, and writing an effective conclusion.

CCSS Standards – Content

**W.7.1.a:** Introduce claim(s), acknowledge opposing claims and rebuttal, and organize the reasons and evidence logically.

**W.7.1.b:** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

**W.7.1.c:** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

**W.7.1.d:** Establish and maintain a formal style.

**W.7.1.e:** Provide a concluding statement or section that follows from and supports the argument presented.

**L.7.2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**L.7.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Process Standards – Comprehension and Collaboration

To address the process standards, students engage in tasks that build the skill of posing questions to elicit elaboration, and practice responding to others’ questions and comments. Students also engage in discussions that bring forth new information expressed by others with the objective of possibly changing their initial argument claim, counterclaim, or rebuttal.

**SL.7.1.c:** Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas.

**SL.7.1.d:** Acknowledge new information expressed by others and, when warranted, modify their own views.