CEEDAR CONFERENCE
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A Practical Approach to Teaching Argumentation

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PURPOSE

What are we learning?

A practical approach for teaching students to create and defend logical arguments

Why is it important?

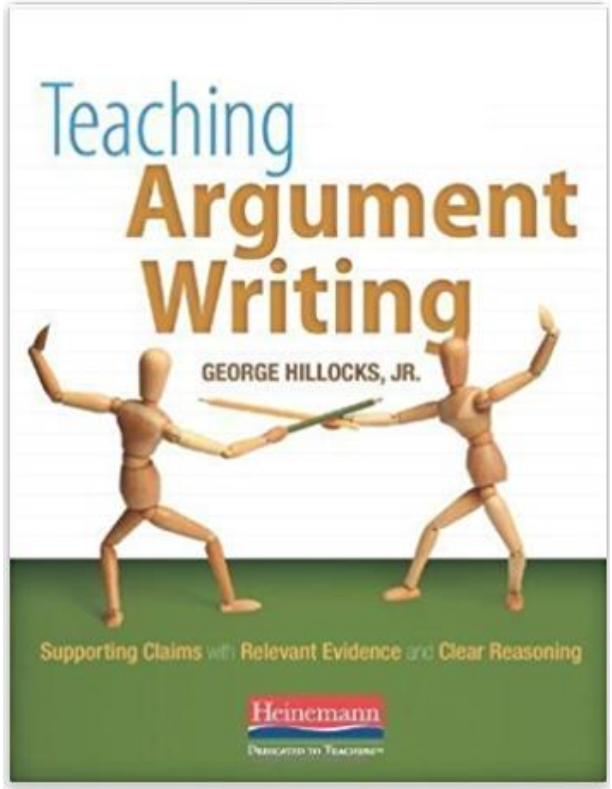
For students to learn independently and think critically in any situation

How will I know that I have learned it?

By applying argumentation concepts to existing curricula

my framework

what argumentation is ...



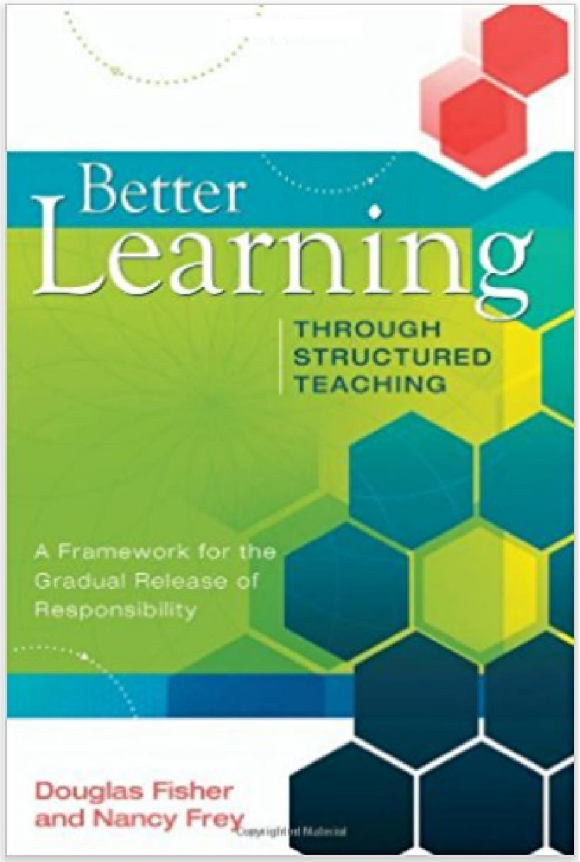
Teaching Argument Writing

Grades 6-12

Hillocks

my framework

how to teach ...



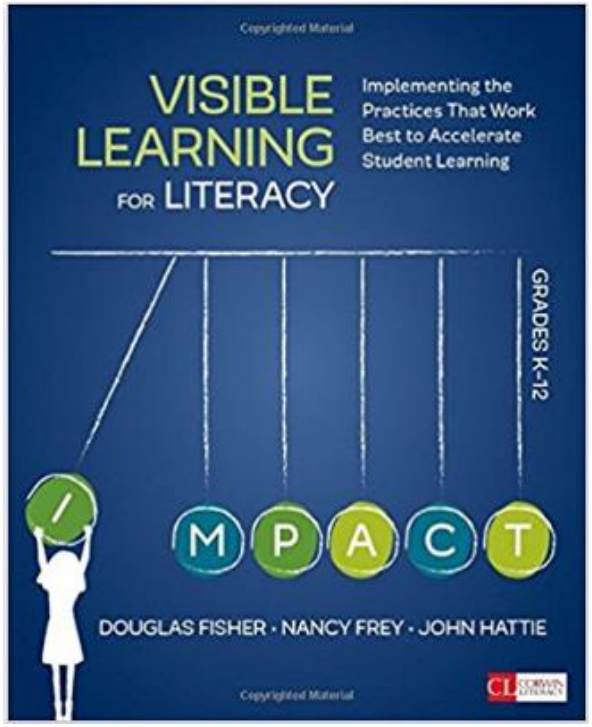
Better Learning Through Structured Teaching:

A Framework for the Gradual Release of Responsibility, 2nd ed.

Fisher & Frey

my framework

how to teach better …



Visible Learning for Literacy

Fisher, Frey, & Hattie

my framework

helpful planning resources ...

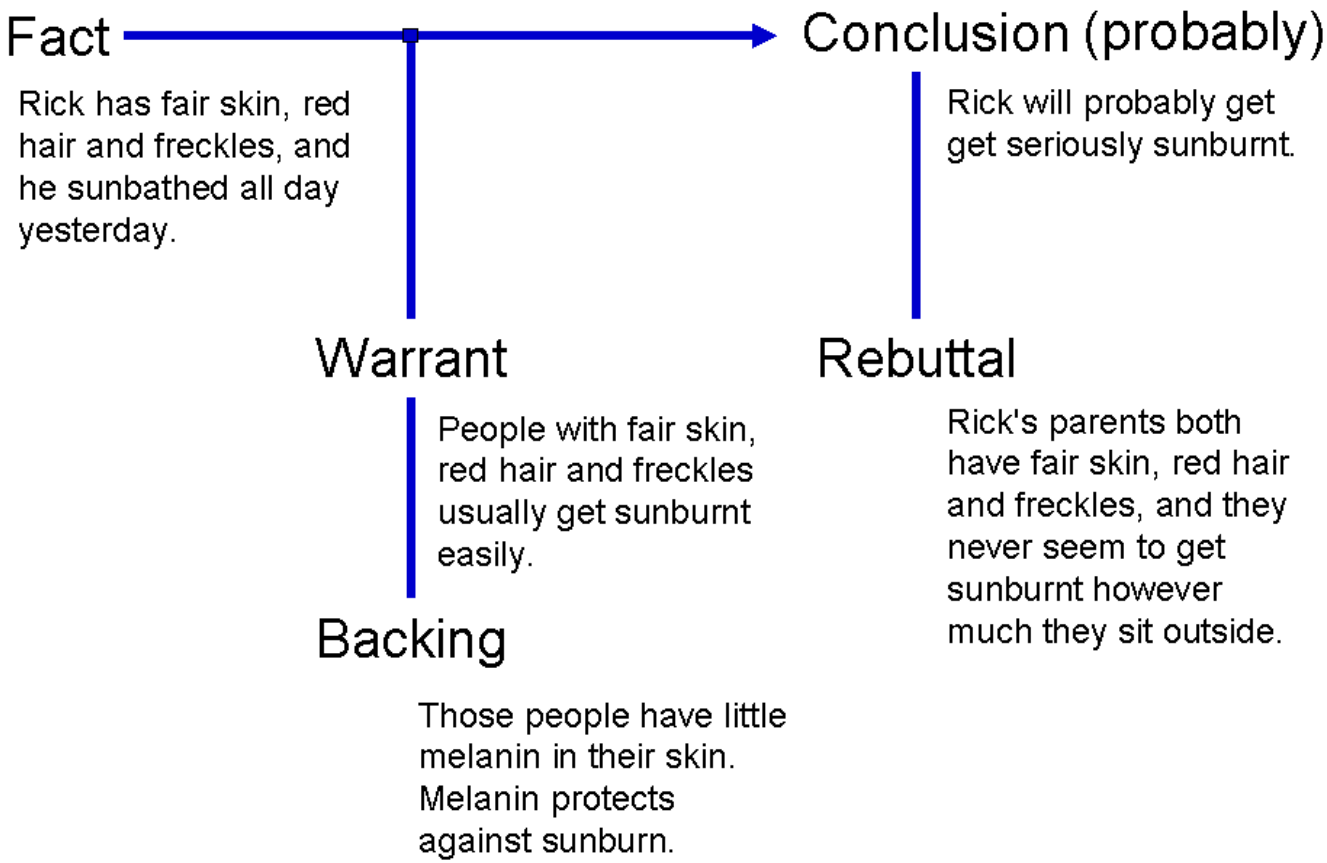
Literacy Design Collaborative

LDC.org

Two Segments of Session: Content and Instruction

CONTENT	INSTRUCTION
Five elements of argumentation	*Planning and teaching argumentation with high-leverage, research based practices.*

Toulmin's Theory of Argument



Wikipedia, Toulmin

Warrant

Making an Argument

5.) Consider **qualifications**, **rebuttals**, or **counter-claims** to refute an argument.

4.) Strengthen warrants with **backing**.

3.) Write **warrants** to justify facts.

2.) Consolidate evidence to state **claim.**

1.) Locate relevant **facts** or **evidence**.

Planning Instruction

1. Select an element: *evidence, claim, warrant, backing, counter-claim*
2. Match element with standard.
3. Unpack the standard: *concepts, skills, complexity level of standard*
4. Create the plan: *scaffolded teaching points, formative assessment, evidence of mastery*

Planning Instruction

Matching element and standard

	CCSS Writing
Evidence	1a, 1b, 1c
Claim	1a, 1b, 1c
Warrant	1b
Backing	1b, 2b
Counter-Claim	1a, 8

Planning Instruction

Matching Element and Standard

Evidence

1b. Support claims with logical reasoning, using accurate, credible sources and relevant evidence, and demonstrating an understanding of the topic or text.

Planning Instruction

Unpack the Standard

Knowledge and Concepts	
claims **relevant evidence** logical reasoning	accurate credible sources topic or text

Skills
support demonstrate understanding

Planning Instruction

Complexity Levels

Bloom's Taxonomy
Remember/Understand
Apply
Analyze
Evaluate/Create

Webb's Levels
Recall
Skills/Concept
Strategic Thinking
Extended Thinking

Planning Instruction

Objectives Teaching Points		Formative Assessment
1. Annotate facts		1. Annotated text
1. Group and title facts		1. Graphic organizer
1. Describe group contents		1. Main idea statements
1. Summarize text		1. Summary

Planning Instruction

Evidence of Student Mastery

Task IE3: After reading *Yes or No*, write an essay in which you explain how the artist conveys his message in the painting. Support your response with at least three pieces of evidence from the text.

You Try It!

To unpack the standard:	
1. Identify	*complexity level* of standard (Bloom or Webb).
2. Scaffold	*teaching points* to achieve level of standard.
3. Link	*formative assessments* to teaching points.
4. Design	the *assessment task* and rubric.

Planning Resources

LDC

Task Templates (assessment prompts-analysis, compare, cause/effect, evaluation, problem solution), mini-task lessons, rubrics

https://ldc.org

Visible Learning

Phases of Learning: Surface, Deep, Transfer

Effect Sizes

LDC Task Templates

Phases of Learning

Matching Activities with Phases

Surface developing knowledge base of content and skills	**Deep** assimilating, actively linking concepts and information	**Transfer** constructing, transferring skills, concepts from one text, discipline to another
annotation	determining credibility	problem solving
organizing notes	concept maps showing relationships	Socratic seminars
summary	chunking text and writing questions	analogies, metaphors
inferring main ideas	determining relevance of information	LDC argument prompts
sequencing	reciprocal teaching	multi-modal tasks applying skills, concepts

There are many research-based practices in use but …

- ➔ Identify those practices that best serve your students.
- ➔ Consider how you can apply a familiar practice just a little bit better.
- ➔ Collaboration is essential.

Infrastructure

Five Highly Effective Practices

Practice	Effect size	Rank of 150
Close Reading	.63	22
Direct Instruction	.59	29
Formative Assessment	.90	5
Phases of Learning	.62	23
Discussion	.82	7

Unanticipated things happen along the way ....

Dealing with hot spots?

LDC Mini Tasks

Deterring, limiting the impact of hot spots?

Brief, frequent assessment and mini tasks

Provide: *time, repetition, practice, reflection, and transfer*

Conclusions

- *Unpacking* is the means for scaffolding.
- Argumentation is *not a linear process*.
- An *infrastructure of research-based practices* increases learning.
- *Argumentation* is not a unit of study but a thread that *transcends* to teach literacy *throughout every subject*