

“Argument” and “Persuasion”

Argument - An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by *providing examples, offering reasons for their assertions, and explaining cause and effect*. These kinds of expository structures are steps on the road to argument.

Arguments are used for many purposes:

- ❖ to change the reader’s point of view
- ❖ to bring about some action on the reader’s part
- ❖ ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem.

**In grades K–5,
the term
“opinion” is
used to**



**refer to this
developing
form of
argument.**

English language arts-students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about.

History/social studies- students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation.

Science- students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims.

When writers establish that they are knowledgeable and trustworthy



audiences are more likely to believe what they say.

Persuasion - When writing to persuade, writers employ a variety of persuasive strategies. One common strategy is an **appeal to the credibility, character, or authority of the writer (or speaker)**. Another is an **appeal to the audience's self-interest, sense of identity, or emotions**, any of which can sway an audience.

A logical argument, on the other hand, convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered *rather* than either the emotions the writing evokes in the audience or the character or credentials of the writer.



The Standards place special emphasis on writing logical

arguments as a particularly important form of college- and career-ready writing.

Grade 3 Student	Grade 4 Student	Grade 5 Student
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>