Guided Notes:

Foundations of Writing Evidence-Based Arguments

How to use these notes

Work through these notes as you move through each module: capture key ideas, pause to reflect, and plan how you will try each strategy with your students.

Here's what you'll encounter: :

1. **Key ideas:** fill in the blanks as you read and watch. An answer key is at the end.
2. **Strategy notes:** record how each strategy works and where it might fit.
3. **Pause and reflect:** respond to the prompts in your own words.
4. **Try it in my classroom:** make a small plan for one class or unit.

Use these notes on your own or as a foundation for discussion with your department or a PLC.

Let's begin by previewing the course content.

Module	Focus or student question	What I most want from it
0	Course introduction and five principles of strong writing instruction	
1	What should my argument look and sound like?	
2	How should my argument be structured and organized?	
3	How do I make my claim clear?	
4	How do I use and explain evidence?	
5	How do I sound like I know what I'm talking about?	

Module	Focus or student question	What I most want from it
6	Putting it all together: sample unit outlines	

Module 0: Course introduction

Key ideas

1. The five principles of strong writing instruction are:

2. Writing instruction works best when students write for a real _____ and purpose.

3. Here's what participants learn in *Building Evidence-Based Arguments* that will help me support students in writing evidence-based arguments:

Strategy notes

Principle of Strong Writing Instruction	What it looks like in my room now	What I want to strengthen
Authenticity		
Time		

Principle of Strong Writing Instruction	What it looks like in my room now	What I want to strengthen
Direct instruction		
Feedback		
Opportunities for practice		

Pause and reflect

- Which principle is already strongest in my teaching, and what shows it?
- Which principle do I most often run short on, and why?

Try it in my classroom

☐ Choose one principle to focus on during this course: _____

☐ One small change I will make in the next few weeks: _____

☐ How I will know it is working: _____

Module 1: What should my argument look and sound like?

Key ideas

1. A WAGOLL is "What A Good One Looks Like," a _____ text that shows students the target.
2. WAGOLLs work better than formulas because _____.

3. Every strong argument WAGOLL has a claim, context, audience consideration, _____, evidence explanation, organized evidence, and a _____ acknowledgment.

4. Authentic genres of argument writing include:

5. To study a WAGOLL, readers first read like a _____, then read like a _____.

6. A flash draft takes about _____ minutes, and the goal is to keep writing without stopping until the writer's brain is empty of ideas.

Pause and reflect

- What do my students currently use as models of good writing, and what do those models teach them?

- Which genre of argument writing would feel most authentic for my students, and who is the real audience?

Try it in my classroom

- ☐ WAGOLL I will use: _____

- ☐ Scaffold I will start with: _____

Module 2: How should my argument be structured and organized?

Key ideas

1. Structure is the _____ of the ideas; organization is the _____ they appear in.

2. Why is it beneficial to start with structure?

Strategy notes

Strategy	How it works	Student need it meets
Structure Map		
Structure Tracing		
Talk It Out		
Cut It Up		
Paragraph Color-Marking		
3 Transition Strategies to Build Relationships between Paragraphs		

Pause and reflect

- When my students struggle with organization, is the real problem structure or order?

- What would change if students mapped structure early in the writing process?

Try it in my classroom

☐ Strategy I will model first: _____

☐ A student who would benefit most, and why: _____

Module 3: How do I make my claim clear?

Key ideas

1. A well-written claim is clear, _____, specific, and answers the central topic _____.
2. Where can a claim appear in a piece of argument writing?
3. A rebuttal can _____ a claim by showing the writer has weighed the other side.

Strategy notes

Strategy	How it works	Where I could use it
Revise This Claim		
3 Ways to Write a Claim		
Strategy Dressing Room		
Floating Claim		

Strategy	How it works	Where I could use it
Same Claim, Different Words		
Rebuttal sentence stems		
WAGOLL-Based Rebuttals		

Pause and reflect

- When writing a claim is challenging for my students, what is often missing?

- How might knowing that a claim can move change how I teach them?

Try it in my classroom

☐ Claim strategy I will offer as a choice: _____

☐ Rebuttal stem I will model: _____

Module 4: How do I use and explain evidence?

Key ideas

1. Readers need the writer to connect the dots because of the _____ effect: writers assume readers already see what they see.

2. What should writers consider when choosing among quoting, paraphrasing, and summarizing:

3. Evidence can't _____ alone; it needs explanation.

Strategy notes

Move	When to use it	Example for my content area
Quote		
Paraphrase		
Summarize		

Pause and reflect

- What do I see when my students drop evidence in without explaining it?

- What is one piece of evidence from my own subject I could model by explaining out loud?

Try it in my classroom

- ☐ Strategy that will help my students the most:

- ☐ When I will try it:

Module 5: How do I sound like I know what I'm talking about?

Key ideas

1. What are some of the ways a writer develops credibility on the page?

Strategy notes

Credibility tool	Strategy for Student Support	Student who needs it
Tone		
Diction		
Mechanics and conventions		

Pause and reflect

- Which credibility tool do my students overlook?

- How do I show students that credibility is built, not assumed?

Try it in my classroom

☐ Tools I will put on a choice board: _____

Module 6: Putting it all together

Pause and reflect

- What is the biggest shift in my thinking about teaching argument writing?

- What support will I need to carry this out?

Try it in my classroom

- ☐ Unit I will plan first: _____
- ☐ Colleague I will share my plan with: _____