# Arguments in 10 Lessons: Reading, Analyzing & Writing

## Common Core State Standards Alignment Chart

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<th>Reading Standards for Informational Text Grades 11–12</th>
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| **CCSS.RI.11–12.1**
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | • **Lesson 1:** Recognizing Claims and Finding Evidence  
• **Lesson 2:** Evaluating Claims and Evidence  
• **Lesson 3:** Considering Argument Context, Audience, and Purpose  
• **Lesson 4:** Ethos, Pathos, and Logos—Breaking Down Rationale and Support  
• **Lesson 5:** Identifying the Claim, Devices, and Support |
| **CCSS.RI.11–12.2**
Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. | • **Lesson 2:** Evaluating Claims and Evidence  
• **Lesson 5:** Identifying the Claim, Devices, and Support |
| **CCSS.RI.11–12.5**
Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. | • **Lesson 2:** Evaluating Claims and Evidence  
• **Lesson 4:** Ethos, Pathos, and Logos—Breaking Down Rationale and Support |
| **CCSS. RI.11–12.6**
Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. | • **Lesson 2:** Evaluating Claims and Evidence  
• **Lesson 4:** Ethos, Pathos, and Logos—Breaking Down Rationale and Support  
• **Lesson 5:** Identifying the Claim, Devices, and Support |
## Writing Standards for Grades 11–12

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| **CCSS.W.11–12.1.A** | - Lesson 7: Drafting Introductory and Concluding Paragraphs  
- Lesson 8: Writing the Claim and Determining Context, Audience, and Purpose  
- Lesson 10: Considering Counterclaims and Drafting Introductions and Conclusions |
| Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claims(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |
- Lesson 6: Evaluating and Explaining the Effectiveness of Textual Support  
- Lesson 8: Writing the Claim and Determining Context, Audience, and Purpose  
- Lesson 9: Selecting Aristotelian Appeals and Developing Body Paragraphs  
- Lesson 10: Considering Counterclaims and Drafting Introductions and Conclusions |
| Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. |
| **CCSS.W.11–12.1.E** | - Lesson 7: Drafting Introductory and Concluding Paragraphs  
- Lesson 10: Considering Counterclaims and Drafting Introductions and Conclusions |
| Provide a concluding statement or section that follows from and supports the argument presented. |
| **CCSS.W.11–12.5** | - Lesson 8: Writing the Claim and Determining Context, Audience, and Purpose  
- Lesson 9: Selecting Aristotelian Appeals and Developing Body Paragraphs |
| Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a purpose and audience. |
| **CCSS.W.11–12.9** | - Lesson 5: Identifying the Claim, Devices, and Support  
- Lesson 6: Evaluating and Explaining the Effectiveness of Textual Support |
| Draw evidence from literary or informational texts to support analysis, reflection, and research. |