

Primary Standard LAFS.8.RI.3.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Related Standard LAFS.8.SL.1.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of reasoning, relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Related Standard LAFS.8.RI.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Assessment Limits: Items should not ask the student to simply identify the argument or claims in the text. Items may ask the student to trace or evaluate the argument or claims in a section of the text or throughout the whole text. Items may focus on evaluating how effective, persuasive, or biased an argument or claim is. Items may focus on evaluating how relevant, sufficient, or accurate the evidence is or how credible the sources are, for an argument or claim. Items may focus on irrelevant or inappropriate evidence, or distinguishing fact from opinion. Items may require the student to recognize stereotyping, generalization, emotional appeal, false dilemma, or false analogy.

4	<p>After studying multiple argumentative texts and speeches, the student will be able to</p> <ul style="list-style-type: none"> • Synthesize information to analyze reasoning techniques used to support an argument including the soundness of the reasoning and intended impact on the audience.
3	<p>The student will be able to</p> <ul style="list-style-type: none"> • Evaluate the effectiveness of an argument or specific claims. • Evaluate the persuasiveness of an argument or specific claims. • Evaluate the degree of bias in an argument or specific claims. • Evaluate the credibility of the sources used to support an argument or specific claims. • Evaluate the soundness of the reasoning used to support an argument or specific claims, including the degree in which the author uses stereotyping, generalization, emotional appeal, false dilemma, or false analogy. • Evaluate the relevancy of the evidence used to support an argument or specific claims. • Evaluate the sufficiency of the evidence used to support an argument or specific claims. • Cite the textual evidence that most strongly supports the evaluation of the argument or specific claims.
2	<p>The student will understand the following academic vocabulary:</p> <ul style="list-style-type: none"> • <i>irrelevant evidence</i> (evidence that has no definite relationship to the claim; can be due to author’s confusion or attempt to mislead the reader) • <i>generalization</i> (a common form of reasoning where one makes a broad conclusion based on a smaller set of evidence) • <i>stereotyping</i> (a form of generalization that makes claims about all members of a group based on the observed behaviors of a few members of a group) • <i>emotional appeals</i> (generates emotions that author hopes will lead the audience to accept a claim) • <i>false dilemma</i> (an oversimplification of an issue that offers only a limited number of options when, in fact, more options are available) • <i>false analogy</i> (assuming that because 2 things are alike in one way, they must be alike in another, unrelated way)

	<p>The student will be able to</p> <ul style="list-style-type: none"> • Delineate the argument or specific claims in a text. • Describe the use of persuasive elements to support an argument or specific claims in a text. • Recognize the use of bias in an argument or specific claims in a text. • Describe how the sources relate to the subject of the argument or type of evidence. • Describe how the author uses reasoning to support the claim or argument in a text. • Identify the use of the following within an argument or specific claims in a text: stereotyping, generalization, emotional appeal, false dilemma, or false analogy. • Describe how the author uses evidence to support the claim or argument in a text. • Recognize when irrelevant evidence is introduced. • Cite textual evidence to support inferences drawn from the text.
<p>1</p>	<p>The student will be able to</p> <ul style="list-style-type: none"> • Identify the argument in a text. • Identify the specific claims in a text. • Highlight particularly persuasive language in an argument. • Distinguish fact from opinion. • Identify the sources of evidence an author uses in an argument. • Identify the author’s reasoning in a text. • Identify the evidence an author uses in an argument.