

## 9.4.1

## Lesson 26

## Introduction

In this lesson, students review how to use formal style and objective tone in their argument writing. After revisiting the conventions of formal style and objective tone established in 9.3.3, students engage in peer review and teacher conferences of the first drafts of their introduction and body paragraphs. Students are assessed on their successful incorporation of peer and teacher feedback on formal style, objective tone, and the development of claims and counterclaims in a one body paragraph.

For homework, students continue to revise the remaining body paragraphs of their argument essay for formal style, objective tone, and the development of claims and counterclaims.

## Standards

Assessed Standard(s)	
W.9-10.1.b, d	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>
Addressed Standard(s)	
W.9-10.5	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 specific purpose and audience.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

## Assessment

Assessment(s)
<p>Student learning is assessed via a one body paragraph written in formal style and objective tone, into which students incorporate peer and teacher feedback regarding the fair development of both claims and counterclaims.</p> <p><b>i</b> This assessment is evaluated using the Short Response Rubric and Checklist.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>• Incorporate both teacher and peer feedback to strengthen writing.</li> <li>• Make revisions to strengthen the fair development of both claims and counterclaims.</li> <li>• Make revisions to strengthen formal style and objective tone.</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>• None.*</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>• None.*</li> </ul>

\*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the texts, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document [http://www.engageny.org/sites/default/files/resource/attachments/9-12\\_ela\\_prefatory\\_material.pdf](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf).

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p><b>Standards &amp; Text:</b></p> <ul style="list-style-type: none"> <li>• Standards: W.9-10.1.b, d, W.9-10.5, SL.9-10.1, L.9-10.3</li> <li>• Text: <i>Sugar Changed the World</i> and all supplementary module texts</li> </ul>	

Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Objective and Formal Tone Review	3. 10%
4. Peer Review and Teacher Conference	4. 45%
5. Lesson Assessment	5. 25%
6. Closing	6. 5%

## Materials

- Student copies of the Short Response Rubric and Checklist (refer to 9.4.1 Lesson 1)
- Student copies of the MLA Citation Handout (refer to 9.4.1 Lesson 25)
- Student copies of the Connecting Ideas Handout (refer to 9.4.1 Lesson 25)

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

### Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standards for this lesson: W.9-10.1.b, d. Inform students that in this lesson they are reviewing the conventions of formal style and objective tone for an argument essay. Students then engage in peer review and teacher conferences about the first drafts of their body paragraphs for the purpose of editing for formal tone, objective style, and the development of claims and counterclaims.

Ask students to take out their 9.4 Common Core Learning Standards Tool and read standard W.9-10.1.d. Instruct students to assess their familiarity with and mastery of it.

- Students look at the agenda.

Instruct students to box unfamiliar words.

- ① Consider providing students with the following definitions: *norms* means “standards or patterns” and *discipline* means “the branch of learning.” In other words, students should use patterns of writing appropriate to the ELA *discipline*.

## Activity 2: Homework Accountability

**10%**

Ask students to form pairs. Instruct students to exchange the first drafts of their body paragraphs with a partner. Students review each other’s citations strategies and use of transitional words and phrases, providing positive feedback and highlighting areas for improvement. To guide their feedback, students reference the MLA Citations Handout and the Connecting Ideas Handout.

- ▶ Students form pairs and provide feedback on the citation strategies employed in each other’s first drafts.
- 🗨 Student annotation should include:
  - When quoting an article, you are supposed to record both the last name of the author and the page number in parentheses, but I only see the last name of the author here.

Instruct students to return the homework to their partner, so that each student has their original body paragraph.

## Activity 3: Objective and Formal Tone Review

**10%**

Remind students of the importance of maintaining a formal style in academic writing. This was an important element of students’ work when writing their research paper for Module 9.3 and it is also an important element of their argument writing in this module. Remind students that a formal style uses correct and specific language, correct grammar, and complete sentences. Remind students to avoid contractions (e.g., don’t), abbreviations (e.g., gov’t), or slang (e.g., ain’t).

- ▶ Students listen.

Display two sentences for students:

- People aren’t responsible for what happens when they snag hot deals; it’s the fault of the gov’t.
- People are not responsible for what happens when they buy cheap clothing; consequences are the fault of the government.

**Ask students to briefly identify which sentence is formal and which is informal.**

- 🗨 The first sentence is informal because it uses contractions, abbreviations and slang. The second sentence is formal because it develops the same topic, but with full words and proper grammar.

- ① Consider asking students to return to the notes and revision they did with formal style and objective tone in 9.3, in the context of information and research writing.

Explain to students that along with formal tone, it is equally important to maintain an objective tone. Ask students to share what they remember about objective tone from writing their research papers in 9.3.

- 💬 When writing a research paper, writing with an objective tone means that the writer should avoid expressing their personal opinions and focus on presenting information gathered from research. Writing with an objective tone also means using the third person point of view (i.e., he, she, it, they, one), instead of the first person point of view (I, we) or the second person point of view (you).

Remind students that a successful argument essay is informative, persuasive, and meant to clearly present an argument based on evidence. Ask students to volunteer some of the rhetorical devices they have explored throughout the module in their analysis of successful argument writing:

- 💬 Students may identify some or all of the following rhetorical devices:
- Direct address of the reader
  - Appeal to pathos or emotion
  - Rhetorical questions
  - Appeal to authority

### How does objective tone in argument writing advance an author's purpose?

- 💬 The goal of argument writing is to convince the reader to agree with the central claim of the essay. Successful argument writing often employs rhetorical strategies like direct address of the audience and emotional language to make a point. Objective tone in an argument piece means that all arguments are based on the evidence that is available, rather than solely on personal opinions.
- ① **Differentiation Consideration:** If students struggle to come to this understanding, consider revisiting argument essays that students have read throughout this module, like “Sweatshops are a Dream” and “How Your Addiction to Fast Fashion Kills” to provide examples what objective tone looks like in the context of an argument text.
- ① Consider drawing students’ attention to their application of standard L.9-10.3 through the process of applying their knowledge of language to understand how language functions in different contexts. In this case, students consider how to use language to achieve an objective tone in an argument.

## Activity 4: Peer Review and Teacher Conference

45%

Inform students that for the rest of this lesson they engage in both peer review and teacher conferences. Assign students an individual time to meet with the teacher to discuss feedback on their argument essays. Then instruct students to form pairs to review W.9-10.1.b and d on the Short Response Rubric and Checklist to guide their peer review of formal style, objective tone, and the development of claims and counterclaims. Remind students that in this lesson, they should continue the work on collaborative discussion outlined in SL.9-10.1, to which students were previously introduced. Remind students these discussion strategies have been taught in previous modules.

① If time is limited, consider continuing teacher conferencing in the following lesson, 9.4.1 Lesson 27, to ensure that all students have the opportunity for teacher feedback. Students return to peer review and continue teacher conferences in 9.4.1 Lesson 28.

- ▶ Students review W.9-10.1.b and d, and discuss in pairs before peer reviewing their partner's body paragraphs.

Instruct students who are scheduled for individual conferences to meet with the teacher to discuss their argument essay.

① Consider providing teacher feedback on student work in an electronic format (MS Word, Google Drive, etc.). If technological resources are not available, use the established classroom protocols for drafting, editing, and revising hard copies.

## Activity 5: Lesson Assessment

25%

Instruct students to independently revise one of their body paragraphs based on peer and teacher feedback for formal style, objective tone, and the development of claims and counterclaims. Inform students that the assessment is based on their editing and incorporation of peer and teacher feedback.

Remind students to use the Short Response Rubric and Checklist, and that this assessment is evaluated according to criteria for W.9-10.1.b, and d.

- ▶ Students revise one of the body paragraphs of their argument essay based on peer and teacher feedback.
- 🗨 See the High Performance Response at the beginning of this lesson.

## Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to review and revise all of the body of their argument essay to ensure they are using formal style, objective tone, and

sufficient development of their claims and counterclaims throughout the essay. Remind students to refer to the Short Response Rubric and Checklist to guide their revisions.

- ▶ Students follow along.

## Homework

Review and revise all of the body paragraphs of your argument essay for formal style, objective tone, and sufficient development of your claims and counterclaims. Use the Short Response Rubric and Checklist to guide your revisions.