

9.4.1

Lesson 28

Introduction

In this lesson, students continue to revise and edit their argument essays. Students review grammatical conventions established in 9.3 and receive direct instruction on parallel structure and the importance of varying phrases and clauses in conveying meaning and adding interest. Students engage in a second round of peer review in order to incorporate this new learning into their drafts. Students are assessed through the revisions they have made in response to peer feedback.

For homework students will continue to revise their drafts in preparation for the End-of-Unit Assessment.

Standards

Assessed 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.
L.9-10.1.a-b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
Addressed Standard(s)	
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.9-10.2.a-c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

	b. Use a colon to introduce a list or quotation. c. Spell correctly.
--	---

Assessment

Assessment(s)
<p>Student learning in this lesson is assessed via students' revisions of their argument essays based on instruction around L.9-10.1.a-b (use of parallel structure and varied phrases and clauses) and L.9-10.2.a-c (writing conventions: capitalization, punctuation, and spelling).</p> <p>i This assessment is evaluated using L.9-10.1 and L.9-10.2 on the 9.4 Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • Incorporate peer and teacher feedback. • Demonstrate command of conventions of standard English. • Include at least one example of parallel structure. • Use a variety of phrases and clauses in order to communicate specific meanings and add interest to the essay. <p>i Consider displaying the model response to the End-of-Unit Assessment for students to read. The model response is located in Lesson 29.</p>

Vocabulary

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

*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.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: W.9-10.5, L.9-10.1.a-b, SL.9-10.1, L.9-10.2.a-c Text: <i>Sugar Changed the World</i> and supplementary module texts 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Editing Review Peer Review Lesson Assessment Closing 	<ol style="list-style-type: none"> 10% 10% 20% 30% 25% 5%

Materials

- Student copies of the 9.4 Common Core Learning Standards Tool (refer to 9.4.1 Lesson 9)
- Copies of the Phrases and Clauses Handout for each student
- Student copies of the 9.4 Rubric and Checklist (refer to 9.4.1 Lesson 14)

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.
	Bold text indicates questions for the teacher to ask students.
	<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

10%

Begin by introducing the assessed standards for this lesson: W.9-10.5 and L.9-10.1.a-b. In this lesson students review grammatical conventions established in 9.3, and receive direct instruction on parallel structure, and the importance of varying phrases and clauses in their writing. Students engage in a second round of peer review and teacher conferencing in order to incorporate this new learning into their drafts.

- ▶ Students look at the agenda.

Distribute or ask students to take out their copies of the 9.4 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: L.9-10.1.a-b. Ask students to individually read this standard on their tools and assess their familiarity with and mastery of it.

- ▶ Students read standard L.9-10.1.a-b, assessing their familiarity with and mastery of it.

Instruct students to talk in pairs about what they think the standard and substandard means. Lead a brief discussion about these standards.

☞ Student responses should include:

- Students demonstrate command of English conventions in writing and speaking.
- Students use parallel structure in writing and speaking.
- Students use varied phrases and clauses to convey meaning and add variety and interest to writing or presentations.

Explain to students that they will learn about and practice using parallel structure and clauses in this lesson.

Activity 2: Homework Accountability

10%

Instruct students to share their revised essays in pairs. Instruct students to discuss how they revised their essays for cohesion and clarity.

- ▶ Students share their body paragraphs with a partner and discuss the revision process.

Activity 3: Editing Review

20%

Remind students that they should always incorporate proper capitalization and punctuation into their writing, and remind them that these *conventions* have been addressed in previous modules. Ask students to share what they remember about editing for grammar and spelling from their work writing research papers in module 9.3.

☞ Student responses may include:

- Grammar is an important part of writing and should be checked during the editing process.
- Semicolons are a type of punctuation that can connect two stand-alone sentences called “independent clauses.”
- Colons are a type of punctuation that can be used to introduce a quotation or a list.

- ① Remind students that a *convention* is the way in which something is usually done. For punctuation, a *convention* means the way(s) a punctuation mark is most often used.
- ① Consider reminding students that standard L.9-10.2.a-c requires that students demonstrate command of the conventions of standard English capitalization, spelling, and punctuation, including the use of semicolons and colons.

Ask students to share what they remember about *parallel structure* from their work identifying rhetorical techniques earlier in this module.

- 💬 Parallel structure indicates the repetition of the same pattern of words or grammatical structure.

- ① It may be helpful to remind students that parallel structure is the repetition of the same grammatical structure at the word, phrase, or clause level.

Inform students that another important part of strong writing is the ability to use a variety of types of *phrases* and *clauses* in their writing to add variety and interest.

Remind students that a *phrase* is a group of two or more words that express a single idea but do not usually form a complete sentence. A *clause* is a part of a sentence that has its own subject and verb.

- ① Consider reminding students of their work with dependent and independent clauses from 9.3.3 Lesson 7.

Distribute the Phrases and Clauses Handout to students and ask them to follow along while learning about these conventions.

- ▶ Students follow along with the Phrases and Clauses Handout.

Explain to students that in writing there are many different ways to present the same idea. Varying the ways in which phrases and clauses are presented can add interest and variety to writing.

Display for students the following example of varied phrases and clauses:

- Mary worked in the factory, where she made t-shirts. The work Mary did allowed her to save money for her children. Because of the money she made, Mary was able to buy her children new clothes.

Display for students the following example of un-varied writing:

- Mary worked in the factory. Mary made t-shirts. Mary saved her money for her children. Mary bought her children new clothes.

Explain to students that there is no precise formula for how and when to add variety to phrases and clauses in writing. However, it can be helpful to read their writing aloud, listening for places where the writing feels repetitive and changing the types of phrases and clauses in those sections to add interest.

Instruct students to keep the Phrases and Clauses Handout and use it as a reference in their peer feedback and revisions. Remind students to be mindful of their spelling as they revise and edit their work.

Activity 4: Peer Review

30%

Inform students that they will work in pairs to continue to peer review their drafts for use of a variety of phrases and clauses and the correct use of parallel structure in their argument writing. Instruct students to look for instances in their peer's essay where parallel structure or a different type of phrase or clause could be used. Ask students to take out their 9.4 Checklist and review the checklist for standard L.9-10.1.a-b. Ask students to use this checklist as a guide during their peer review. Remind students they should be finalizing their drafts for the next lesson.

Inform students that in this lesson, they will continue the work of 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 Remind students of the skills inherent in the sub-standards of standard SL.9-10.1, to which students were previously introduced.
- ① Consider completing any outstanding teacher conferences with students.

Activity 5: Lesson Assessment

25%

Inform students that they should independently review and revise their draft based on peer and teacher feedback. Remind students that they will be assessed using the checklist aligned to L.9-10.1.a-b of the 9.4 Rubric and Checklist.

- ▶ Students work to revise their drafts based on peer and teacher feedback.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to review and revise their argument essay to reflect the conventions of standard English they reviewed in this lesson. Remind students to refer to standard L.9-10.1.a on the 9.4 Rubric and Checklist to guide their revisions.

- ▶ Students follow along.

Homework

Continue to revise your draft to reflect conventions of standard English in preparation for the End-of-Unit Assessment. Refer to standard L.9-10.1.a on the 9.4 Rubric and Checklist to guide your revisions.

Phrases and Clauses Handout

Name:		Class:		Date:	
--------------	--	---------------	--	--------------	--

Types of Clauses	Definition	Example
Independent	A group of words that contains a subject and a verb and expresses a complete thought.	Mary worked in the factory to make t-shirts.
Dependent	A group of words that contains a subject and a verb but does not express a complete thought.	When Mary worked in the factory to make t-shirts...
Adverbial	A type of dependent clause that functions as an adverb (i.e. it modifies a verb) in an independent clause.	<i>Because she had to make money,</i> Mary worked in the factory.
Relative	A type of dependent clause that modifies a word, phrase, or idea in an independent clause. Introduced by relative pronouns (<i>who, that, which, whom, who, whoever</i> , etc.)	Mary, <i>who had to make money</i> , worked in the factory to make t-shirts.
Noun	A type of dependent clause that functions as a noun within an independent clause.	<i>What Mary did in the factory</i> allowed her to feed her children.

Types of Phrases	Definition	Example
Noun	A group of words that acts like a noun in a sentence.	I found <i>the owner of the dog</i> .
Verb	The part of a sentence containing the verb and any direct or indirect object but not the subject.	<i>I was reading the letter to John</i>
Adjectival	A group of words that acts like an adjective in a sentence.	Humans can be <i>fairly ridiculous</i> sometimes.
Adverbial	A group of words that acts like an adverb in a sentence.	The curtains were still, stirred <i>only occasionally</i> by a breeze.

Participial	<p>A group of words consisting of a participle and the modifier(s) and/or (pro)noun(s) or noun phrase(s) that function as the direct object(s), indirect object(s), or complement(s) of the action or state expressed in the participle.*</p> <p>*a participle is a verbal that is used as an adjective and most often ends in <i>-ing</i> or <i>-ed</i></p>	<i>Removing his hat</i> , Jack walked inside the store.
Prepositional	<p>A group of words that consists of a preposition* and its object.</p> <p>*preposition is a word governing, and usually preceding, a noun or pronoun and expressing a relation to another word or element in the clause</p>	<i>At lunch</i> , Donna ate a sandwich.
Absolute	<p>A group of words that modifies an independent clause. An absolute phrase is made up of a noun and its modifiers.</p>	<i>Their thin necks white against the sky</i> , the geese circled above our heads.

Further reference: The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue U.
<http://owl.english.purdue.edu>