

## 10.3.3

## Lesson 9

## Introduction

In this lesson, students continue to edit and revise their papers. Students are introduced to language standards L.9-10.2.a-c. Students are also introduced to semicolons as a way to join independent clauses, and colons as a means of introducing a quote or list, through the Colon and Semicolon Handout. Students continue the peer review process by editing for capitalization, punctuation, and spelling. The assessment in this lesson is based on editing revisions for capitalization, punctuation, and spelling based on peer feedback.

For homework, students continue to revise and edit their drafts in preparation for the following lesson's final peer review and 10.3.3 Lesson 11 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.
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	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>b. Use a colon to introduce a list or quotation.</li> <li>c. Spell correctly.</li> </ul>

## Assessment

Assessment(s)
Student learning in this lesson is assessed via effective editing and revising for use of semicolons, colons, spelling, capitalization, and punctuation for two paragraphs.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>• Incorporate colons and semicolons to strengthen writing where appropriate (e.g., “Based on the complications inherent in profiting from tissues, granting anyone the rights to sell human tissue is morally and ethically questionable; neither researchers nor patients should have rights to sell any human tissue”).</li> <li>• Make minor grammatical and syntactical edits to the paper (e.g., from “In order to have, regardless of technology involved, clear guidelines, it shouldn’t be legal to sell tissue,” to “In order to have clear and concise guidelines, regardless of the technology involved, it should not be legal to sell any human tissue for profit”).</li> <li>• Edit for spelling, capitalization, and punctuation (e.g., from “The legal issues dealing with patient’s rights to tissue removed during surgery needs to be defined so doctors and researchers can profit from tissue taken during surgery,” to “The legal issues that deal with patients’ rights to tissue removed during surgery need to be clearly defined because doctors and researchers can profit from tissue taken during surgery”).</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>

\*Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 10.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: W.9-10.5, SL.9-10.1, L.9-10.2.a-c</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Editing Instruction</li> <li>Peer Review</li> <li>Lesson Assessment</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>10%</li> <li>10%</li> <li>20%</li> <li>30%</li> <li>25%</li> <li>5%</li> </ol>

## Materials

- Student copies of the 10.3.3 Rubric and Checklist (refer to 10.3.3 Lesson 3)
- Student copies of the 10.3 Common Core Learning Standards Tool (refer to 10.3.2 Lesson 1)
- Copies of the Colon and Semicolon Handout for each student

## 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

**10%**

Begin by reviewing the agenda and assessed standard of this lesson: W.9-10.5. Inform students that they are focusing on capitalization, punctuation, and spelling in this lesson and doing peer review in

preparation for the following lesson's final peer review and the End-of-Unit Assessment in Lesson 11. Inform students that they are working with new standards in today's class: L.9-10.2.a-c.

Explain that students will be assessed on these new standards (L.9-10.2.a-c) when they draft the final paper for their End-of-Unit Assessment. Ask students to individually reread L.9-10.2.a-c and assess their familiarity with and mastery of the standard on the 10.3 Common Core Learning Standards Tool. Ask students to write down what they think are the main points of the standard and discuss with a classmate.

Lead a share out of the standard's main points.

- 💬 This standard is about the writing conventions of standard English capitalization, spelling, and punctuation, including colons and semicolons.

Remind students that the English language has specific rules for writing and that this standard is focused on using the rules correctly when writing.

- ▶ Students look at the agenda.

## Activity 2: Homework Accountability

**10%**

Instruct students to Turn-and-Talk in pairs about two revisions they completed for homework based on the instruction and feedback around argument conventions from the previous lesson.

- ▶ Students Turn-and-Talk in pairs and discuss two revisions they made for homework.
- 💬 Student responses will vary based on their individual revisions.

## Activity 3: Editing Instruction

**20%**

Inform students that they should always incorporate proper capitalization, spelling, and punctuation into their writing, and remind them that some of these conventions have been addressed in previous modules.

- ① **Differentiation Consideration:** If individual students need more focused instruction on specific capitalization, punctuation, and spelling conventions, consider providing web resources for students reference, such as: <https://owl.english.purdue.edu/> (search terms: capitalization; spelling conventions).

Distribute the Colon and Semicolon Handout to students. Explain that students can strengthen their writing and ability to communicate complex ideas by focusing on how to use semicolons and colons.

- ▶ Students examine the Colon and Semicolon Handout.

Explain to students that semicolons are a type of punctuation that can be used to connect two independent clauses.

Provide students with the following definition: *independent clause* means “a clause that can stand alone as a sentence, containing a subject and a predicate with a finite verb.” This means that an *independent clause* communicates a complete thought and it is usually a simple sentence. Display for students the following example of an independent clause: “The table was long.”

- ▶ Students write the definition of *independent clause* in their vocabulary journals.

① Students may need more support in understanding the components of a complete sentence in order to understand independent clauses.

Explain to students that they should use a semicolon to join a related independent clause and show they are related. Display the following example for students:

- “The table was long. It could seat 15 people”.

Now display the joined clauses:

- “The table was long; it could seat 15 people”.

Explain to students that it is possible to create two distinct sentences instead of conjoining the clauses with a semicolon, but since the ideas are linked, it makes sense to join them.

- ▶ Students follow along.

Explain to students that colons are another type of punctuation that are important in a research paper because a colon is used when introducing a quotation after an independent clause.

Display the following example for students:

- Additionally, although the National Organ Transplant Act of 1984 prohibits trafficking of organs tissue, tissue banks routinely make a profit through use of legal loopholes: “tissue banking is big business and the law is readily side-stepped by invoking ‘processing and handling fees’ so that the tissue itself is not officially sold” (Josefson 303).

- ▶ Students follow along.

Another use of colons is to introduce a list. Display the following example for students:

- It is legal to sell many kinds of cells: eggs, sperm, plasma, blood, breast milk, and hair.

① **Differentiation Consideration:** Some students may have trouble immediately grasping the proper use of colons and semicolons. If students are struggling, work with them individually to write out 5–10 examples of the proper use of each type of punctuation.

Remind students to be mindful of their spelling, punctuation, and capitalization as well as their use of domain-specific vocabulary they have identified from the text and recorded in their vocabulary journals when editing.

- ▶ Students listen.

① Instruction around independently identifying and addressing vocabulary has been established in 10.3.2 of this module.

### Activity 4: Peer Review

**30%**

Instruct students to work in pairs to continue to peer review their drafts for correct use of capitalization, punctuation, and spelling. Instruct students to look for instances in their classmate's paper where a semicolon or colon should be used. Ask students to take out their 10.3.3 Rubric and Checklist. Direct students to turn to the Control of Conventions portion of the 10.3.3 Rubric and Checklist and look for standard L.9-10.2. Remind students to refer to this checklist during their peer review. Remind students they should be finalizing their draft in the next two lessons.

Explain to students that in this lesson, they continue the work of collaborative discussion strategies outlined in standard SL.9-10.1, to which students were previously introduced. Remind students these discussion strategies have been taught in previous modules.

- ▶ Students get into pairs and read standard L.9-10.2 on their 10.3.3 Rubric and Checklist before continuing to revise their papers through peer review.

① Consider completing any outstanding teacher conferences with students.

① **Differentiation Consideration:** Consider instructing students to mark L.9-10.2 on the 10.3.3 Rubric and Checklist to concentrate their focus on this standard only.

① Encourage students to keep in mind the Module Performance Assessment as they practice the skills inherent in the Speaking and Listening Standards during this discussion activity. Remind students that they will present their research orally at the end of the module and that this activity provides an opportunity to begin preparing for the assessment presentation.

### Activity 5: Lesson Assessment

**25%**

Instruct students to independently review and edit two paragraphs of their draft based on the peer review. Inform students that this assessment will be evaluated using L.9-10.2 on the 10.3.3 Rubric and Checklist. Remind students to refer to the checklist as they are making their revisions.

Transition students to lesson assessment.

- ▶ Students independently edit two paragraphs of their paper using L.9-10.2 on the 10.3.3 Rubric and Checklist.

## Activity 6: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to make further edits to the entire draft of their paper. Remind students to refer to standard L.9-10.2 on the 10.3.3 Rubric and Checklist in preparation for final peer review in the following lesson.

- ▶ Students follow along.

## Homework

Continue to edit your research papers using L.9-10.2 on the 10.3.3 Rubric and Checklist, and be prepared to discuss one or two edits in the following lesson.

## Colon and Semicolon Handout

Name:		Class:		Date:	
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### Common and Proper Uses of the Colon:

- Use a colon when introducing a quotation after an *independent clause*. An *independent clause* contains both a subject and a verb, and can stand alone as a complete sentence.
  - Additionally, although the National Organ Transplant Act of 1984 prohibits trafficking of organs tissue, tissue banks routinely make a profit through use of legal loopholes: “tissue banking is big business and the law is readily side-stepped by invoking ‘processing and handling fees’ so that the tissue itself is not officially sold” (Josefson 303).”
- Use a colon when introducing a list.
  - It is legal to sell many kinds of cells: eggs, sperm, plasma, blood, breast milk, and hair.

### Common and Proper Uses of the Semicolon:

- Use a semicolon to connect two *independent clauses* that are related to one another.
  - Hopkins’ purpose was to create a charity hospital; the hospital assisted people who were unable to afford medical treatment.

**Further reference:** The Purdue University Online Writing Lab (OWL): <http://owl.english.purdue.edu> (search terms: semi-colons, colons, quotation marks).