WR	Module Overview

Writing Module

Units	**Unit 1:** Argument Writing (see Unit Overview for texts) **Unit 2:** Informative Writing (see Unit Overview for texts) **Unit 3:** Narrative Writing (see Unit Overview for texts)
Number of Lessons in Module	59 (including 20 supplemental skills lessons)

Introduction

The Writing Module comprises three separate units that provide in-depth instruction on one type of writing: argument, informative, and narrative. Each unit may be implemented independently of the others, and each unit's instruction may be woven into other modules.

In each unit, students are introduced to the skills, practices, and routines of one of three types of writing. Students work collaboratively with their peers to examine model texts, plan for their writing, and gather evidence. Students independently practice writing and revising and engage in peer review to revise their work. Over the course of each unit, the class constructs a Writing Checklist specific to the type of writing practiced in the unit to guide students in the processes of drafting, review, and finalization. By the end of each unit, students will have produced a fully developed piece of writing.

Each unit contains a set of supplemental skills lessons, which provide direct instruction on discrete writing skills. Teachers can choose to implement all of these lessons or only those that address the needs of their students. The module also includes a vocabulary lesson with four different activity models that may be implemented throughout the units to support students' comprehension.

Student learning is assessed based on demonstrated planning, drafting, revising, and editing throughout the writing process. At the end of each unit, students are assessed on the effectiveness of their finalized drafts according to the class-generated checklist related to each type of writing.

To close each unit, students participate in a brief activity in which they reflect on the writing process, identifying strategies that helped them succeed as well as areas for improvement.

Literacy Skills & Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based discussions about texts
- Collect and organize evidence from texts to support analysis in writing
- Make claims about texts using specific textual evidence
- Use vocabulary strategies to define unknown words
- Paraphrase and quote relevant evidence from texts
- Write narratives to develop real or imagined experiences or events
- Produce writing that is appropriate to task, purpose, and audience
- Independently practice the writing process outside of class
- Use rubrics and checklists for self-assessment and peer review of writing

English Language Arts Outcomes

Yearlong Target Standards

These standards embody the pedagogical shifts required by the Common Core State Standards and will be a strong focus in every English Language Arts module and unit in grades 9–12.

CCS Standards: Reading—Literature	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS Standards: Reading—Informational Text	
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS Standards: Writing	
W.9-10.9.a, b	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). a. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of purposes, tasks, and audiences.
CCS Standards: Speaking & Listening	
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 *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
CCS Standards: Language	
L .9-10.4.a-d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different

	meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Module-Specific Standards

These standards will be the specific focus of instruction and assessment, based on the texts studied and proficiencies developed in this module.

College and Career Readiness Anchor Standards for Reading	
None.	
CCS Standards: Reading—Literature	
None.	
CCS Standards: Reading—Informational Text	
RI.9-10.3	**Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.**
RI.9-10.8	**Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.**
CCS Standards: Writing	
W.9-10.1.a, b, c, d, **e**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** **a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.** **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.** **c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.** 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. **e. Provide a concluding statement or section that follows from and supports the argument presented.**
W.9-10.2.a, b, c, d, e, **f**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.** **a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.** **b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience' s knowledge of the topic.** **c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.** **d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.** e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).**
W.9-10.3.a-e	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** **a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.** **b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.** **c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.** **d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters** **e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**

W.9-10.4	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
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.**
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
W.9-10.8	**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.**
W.9-10.9.a, b	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCS Standards: Speaking & Listening	
SL.9-10.1.c, d	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.** **c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.** **d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning**

	presented.
CCS Standards: Language	
L.9-10.1.a, b	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** **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.**
L.9-10.2.a-c	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** **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.**
L.9-10.3.a	**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.** **a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.**

Texts

Unit 1: Argument Writing
*"Keep on Reading" (argument model)
*"We Need the League" (argument model)
Norton, Amy. "Kids Still Getting Too Much 'Screen Time': CDC." *HealthDay.* Healthday, 9 July 2014.
*Richtel, Matt. "Attached to Technology and Paying a Price." *The New York Times.* The New York Times Company, 6 June 2010.
*Hampton, Keith. "Social Media as Community." *The New York Times.* The New York Times Company, 18 June 2012.

Perez, Sarah. "Education 2.0: Never Memorize Again?" *ReadWrite.* Wearable World Inc., 2 Dec. 2008. Web.
Unit 2: Informative Writing
"Cave Painting" (informative writing model)
"A Brief History of Photography" (informative writing model)
*"The New Deal." *PBS.* Public Broadcasting Service, n.d. Web.
*Hastings, Robert. "Digging In." *Dark Days: America's Great Depression*. Logan, Iowa: Perfection Learning Corp, 2014. Print.
Hayes, Nancy. "Firing, Not Hiring." *Cobblestone*. Sirs Discoverer, Mar. 2008. Web.
Unit 3: Narrative Writing
"Return to July" (narrative model)
College Application Essay (narrative model)
Loff, Sarah. "Apollo 11 Mission Overview." *NASA*. National Aeronautics and Space Administration, 30 Apr. 2015.
Gainer, Denny. "They Remember Where They Were That Night." *USAToday*. USA TODAY, n.d.
Weaver, Kenneth F. "The Flight of Apollo 11." *National Geographic*. National Geographic Society, Dec. 1969.

*From *In Common: Effective Writing for All Students*, Collection of All Student Work Samples, K–12, by The Vermont Writing Collaborative with Student Achievement Partners, http://achievethecore.org/content/upload/Big_1_DR8.12.pdf. Copyright (2013) by The Vermont Writing Collaborative and Student Achievement Partners. Used with permission.

Module-at-a-Glance Calendar

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Unit 1: Argument Writing				
"Keep on Reading"	20	• Read closely for textual	**RI.9-10.8**	Student learning is assessed based on

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
(argument model) "We Need the League" (argument model) "Kids Still Getting Too Much 'Screen Time': CDC" by Amy Norton "Attached to Technology and Paying a Price" by Matt Richtel "Social Media as Community" by Keith Hampton "Education 2.0: Never Memorize Again?" by Sarah Perez		details • Annotate texts to support comprehension and analysis • Independently read and annotate text in preparation for evidence-based discussion • Engage in productive evidence-based discussions about text • Use vocabulary strategies to define unknown words • Delineate arguments and explain relevant and sufficient evidence and valid reasoning • Collect and organize evidence from texts to support analysis in writing • Plan for writing • Produce writing that is appropriate to task, purpose, and audience • Introduce a precise central claim • Develop claims and counterclaims fairly and thoroughly • Clarify the relationships	**W.9-10.1.a, b, c,** d, **e** **W.9-10.4** **W.9-10.5** W.9-10.6 **W.9-10.8** W.9-10.9.b W.9-10.10 **SL.9-10.1.c, d** **L.9-10.1.a, b** **L.9-10.2.a-c** **L.9-10.3.a**	demonstrated planning, drafting, revising, and editing throughout the writing process. At the end of the unit, students are assessed on the effectiveness of their finalized drafts according to the class-generated Argument Writing Checklist. Students write a formal, multi-paragraph argument in response to the following prompt: **Take a position on whether your school should participate in the national "Shut Down Your Screen Week." Write a multi-paragraph argument to support your position, using evidence from the texts that you read.**

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		among claims, evidence, and reasoning • Establish and maintain a formal style and objective tone • Write an effective introduction to an argument • Write an effective conclusion to an argument • Independently revise writing • Independently practice the writing process outside of class • Engage in constructive peer review • Use editing conventions to finalize writing • Use a checklist for self-assessment and peer review of writing		
Unit 2: Informative Writing				
"Cave Painting" (informative writing model) "A Brief History of Photography" (informative writing model) "The New Deal"	20	• Read closely for textual details • Annotate texts to support comprehension and analysis • Independently read and annotate text in preparation for evidence-based	**RI.9-10.3** **W.9-10.2.a, b, c, d,** e, **f** **W.9-10.4** **W.9-10.5** W.9-10.6 **W.9-10.8** W.9-10.9.b W.9-10.10	Student learning is assessed based on demonstrated planning, drafting, revising, and editing throughout the writing process. At the end of the unit, students are assessed

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
"Digging In" by Robert J. Hastings "Firing, Not Hiring" by Nancy Hayes		discussion • Engage in productive evidence-based discussions about the text • Use vocabulary strategies to define unknown words • Collect and organize evidence from texts to support analysis in writing • Plan for writing • Produce writing that is appropriate to task, purpose, and audience • Introduce a precise central claim • Engage in constructive peer review • Use editing conventions to finalize writing • Use a checklist for self-assessment and peer review of writing • Write an effective conclusion to an informative paper • Independently revise writing • Independently practice the writing process outside of class	**SL.9-10.1.c, d** **L.9-10.1.a, b** **L.9-10.2.a-c** **L.9-10.3.a**	on the effectiveness of their finalized drafts according to the class-generated Informative Writing Checklist. Students write a formal, multi-paragraph informative paper in response to the following prompt: **According to the texts provided, what effects did the Great Depression have on people who lived through it?**

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		• Engage in constructive peer review • Use editing conventions to finalize writing • Use a checklist for self-assessment and peer review of writing		
Unit 3: Narrative Writing				
"Return to July" (narrative writing model) College Application Essay (narrative writing model) "Apollo 11 Mission Overview" "They Remember Where They Were That Night" by Denny Gainer "The Flight of Apollo 11" by Kenneth F. Weaver	19	• Read closely for textual details • Read closely for textual details • Annotate texts to support comprehension and analysis • Independently read and annotate text in preparation for evidence-based discussion • Engage in productive evidence-based discussions about text • Use vocabulary strategies to define unknown words • Collect and organize details from texts to support narrative writing • Write narratives to develop real or imagined experiences or	**W.9-10.3.a-e** W.9-10.4 **W.9-10.5** W.9-10.6 W.9-10.9.a, b W.9-10.10 **SL.9-10.1.c, d** **L.9-10.1.a, b** **L.9-10.2.a-c**	Student learning is assessed based on demonstrated planning, drafting, revising, and editing throughout the writing process. At the end of the unit, students are assessed on the effectiveness of their finalized drafts according to the class-generated Narrative Writing Checklist. Students write a multi-paragraph narrative in response to the following prompt: **Based on the texts and photographs provided, write a narrative retelling the moment of the first lunar landing from one of the following perspectives: a) Neil Armstrong, the**

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		events • Write an effective introduction to a narrative essay • Write an effective conclusion to a narrative essay • Incorporate a range of narrative techniques, such as dialogue, pacing, description, and reflection • Sequence events so that they build on one another to create a whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) • Use precise words and phrases, telling details, and sensory language • Plan for writing • Produce writing that is appropriate to task, purpose, and audience. • Independently revise writing • Independently practice the writing process outside of class • Engage in constructive		**first person on the moon; b) Buzz Aldrin, the second person on the moon; c) Michael Collins, the astronaut who remained in the space craft orbiting the moon; d) a person in the control room in Houston, Texas; or e) a person (a child, a teenager, a solider, etc.) watching the live television broadcast.**

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		peer review • Use editing conventions to finalize writing • Use a checklist for self-assessment and peer review of writing		

Note: Bold text indicates targeted standards that will be assessed in the module.

SUPPLEMENTAL SKILLS INSTRUCTION

WR
INFORMATIVE
ARGUMENT
NARRATIVE

Vocabulary in Context: Optional Activities

These activities serve as models for different kinds of evidence-based vocabulary instruction. Each of the following four activities can be implemented daily within a five-minute timespan, to establish a routine around building academic vocabulary. Content for each activity will need to be modified with relevant vocabulary.

Introduction

A quick and focused daily vocabulary instructional routine helps students to retain vocabulary by providing students with the opportunity to: (a) hear and pronounce each vocabulary word correctly; (b) articulate each word's meaning in conversational language; (c) answer questions and understand examples and non-examples of each word; and (d) ask clarifying questions about the word as necessary. Struggling students further benefit from the opportunity to work with images, parts of speech, cognates, word relatives, and clusters as a means to acquire vocabulary. The activities use vocabulary from throughout the Writing Module to demonstrate different techniques that can be used across the units.

In order to prepare for the vocabulary activities, this lesson provides instruction for students to create and use vocabulary index cards as part of their self-study. Throughout the vocabulary activities students may be asked to reference their index cards.

Each activity in this lesson has a specific instructional purpose:

- **Explicit Vocabulary Instruction** is a prereading activity that supports baseline comprehension.
- **What's the Word?** is an activity that focuses on circumlocutions and allows students to discuss new concepts using familiar language.
- **Defining and Categorizing Vocabulary** is an activity in which students independently define vocabulary words and then work in groups to categorize the words and practice using them in a sentence.
- **Serious Six** focuses students' attention on the words, phrases, and/or references that are important for understanding the text and responding to each unit's writing prompt.

Standards

Addressed Standard(s)	
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.
L.9-10.4.a-d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.9-10.5.a, b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson Agenda/Overview

Student-Facing Agenda
Standards: • Standards: L.9-10.3, L.9-10.4.a-d, L.9-10.5.a, b, L.9-10.6 **Learning Sequence:** Vocabulary Index Card Instruction Optional Activities: 1. Option 1: Explicit Vocabulary Instruction 2. Option 2: What's the Word 3. Option 3: Defining and Categorizing Vocabulary 4. Option 4: Serious Six

Materials

- Index cards
- Students' vocabulary journals
- Applicable texts

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.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Vocabulary Index Card Instruction

ⓘ Below are two options for creating index cards to support students' self-study as they identify, look up, and make meaning of new vocabulary words they encounter in their reading.

Instruct students to create vocabulary cards that contain the word and part of speech, two additional versions of that word and their respective parts of speech, as well as synonyms for that word. Post or project the following example.

correlate (v.) – to have a close connection with something
correlate (adj.) –
correlate (n.) –
correspond, interact, and associate

Instruct students to make vocabulary cards that contain the word and part of speech, the dictionary definition of the word, the word in a new sentence, and synonyms for that word. Post or project the following example.

avid (adj.) – showing great enthusiasm for or interest in
He has been an avid bird watcher since his first trip to the lake when he was 5.
dedicated, devoted, keen, passionate

ⓘ **Differentiation Consideration:** Consider instructing students to use their vocabulary index cards to review the words, definitions, and sentences independently or in groups throughout the unit.

Option 1: Explicit Vocabulary Instruction

ⓘ This vocabulary work can be done as a prereading activity at the discretion of the teacher. This prereading vocabulary work provides support for baseline comprehension so students can achieve better fluency and comprehension on their first read. Alternatively, this vocabulary work can be done after a masterful reading so that students can use context as a clue to determine word meanings.

Vocabulary
• tentatively (adv.) – uncertainly; not definitely or positively; hesitantly • exemplifies (v.) – shows or illustrates by example • recurrently (adv.) – occurring or appearing again, especially repeatedly or periodically • avid (adj.) – showing great enthusiasm for or interest in

ⓘ The vocabulary for this activity comes from WR.1 Lesson 1.

Instruct students to take out their copies of the text and their vocabulary journals.

ⓘ The words in italics and the examples below will change as the class works with each vocabulary word.

Post or project the word *tentatively*. Ask students to listen as you say the word *tentatively*. Instruct students to repeat both the word and the word used in a sentence chorally as a class. Ensure that the class has correct pronunciation by focusing on syllable stress and intonation. The class may have to repeat the word or sentence more than once. Allow opportunities for students to offer a definition of the word before reading the definition of the word aloud: "Uncertainly; not definitely or positively; hesitantly." Provide a conversational explanation of the definition. For example, "If something is done uncertainly or hesitantly, it is done without confidence or assurance: If you are unsure of your actions, you may act *tentatively*."

ⓘ For multisyllabic words or words with non-English origins, consider individually instructing students on their pronunciation.

Draw students' attention to the *-ly* ending and explain that the *-ly* ending usually indicates an adverb, which is a word that describes a verb. In a sentence, the word *tentatively* will often precede or follow a verb: "The man stepped *tentatively* from the car to avoid the puddles."

- Students write the definition of *tentatively* on their copies of the text or in the appropriate section of their vocabulary journals.

Post or project the following sentence and read it aloud to students:

- My friends and I have *tentatively* set a time to go to the movies on Saturday.

Explain to students that this sentence means that we currently have plans to go to the movies at a certain time on Saturday, but these plans might change.

Post or project the following sentence and read it aloud to students:

- My teacher and I have a *tentative* agreement to begin tutoring next week.

Inform students that the adjective form of the word *tentative* is used here, not the adverb form. Explain that this sentence means that we currently have a plan to begin tutoring sessions next week, but the plans are not certain.

Post or project the following non-example for tentatively:

- I had studied hard and felt confident, so I answered each question *tentatively*.

Ask students to determine if the sentence accurately conveys the concept of *tentative* or *tentatively*.

- This sentence does not correctly use the word *tentatively* because when people feel confident, they do not act *tentatively* or with hesitation.

Instruct students to Turn-and-Talk to create their own example and non-example sentences using the word *tentative* or *tentatively*. Circulate to check for accuracy and fluency.

- Students create their own examples and non-examples using the root word *tentative*.

Lead a brief whole-class discussion of student responses.

Repeat this process with the remainder of the vocabulary words, adjusting pace based on student responses.

ⓘ **Differentiation Consideration:** Consider posting or projecting images to accommodate vocabulary best depicted visually.

ⓘ For additional models, examples, and support, see http://www.colorincolorado.org/ and www.explicitinstruction.org.

Option 2: What's the Word?

ⓘ This activity uses circumlocutions to help students contextualize and transfer vocabulary in a meaningful and personalized way. This activity allows students multiple opportunities to identify parts of speech, put definitions in their own words, and use synonyms of vocabulary words in a variety of ways.

Vocabulary
• depicting (v.) – representing by painting • pigment (n.) – a substance that gives color to something else • literal (adj.) – true to fact; not exaggerated; actual or factual • shamans (n.) – people who are healers and spiritual counselors for their communities

ⓘ The vocabulary in this activity is taken from WR.2 Lesson 1.

Explain that in this activity the class will provide clues to one student who must guess a secret vocabulary word.

Instruct one student to sit in front of the classroom, facing students. Choose a vocabulary word from the list of words that students have previously encountered, either through independent study or through targeted vocabulary work in the classroom, and display it behind the student at the front.

Instruct students to use their index cards or vocabulary journals to provide clues to the student at the front. Explain to students that they cannot use gestures, spell the word in any way, or use the root word as they give clues. For example, if the focus word is *depicting*, students would not be able to say, "depict" or "this word starts with a 'd.'"

- Student clues may include:
  - This word is a verb.
  - Synonyms for this word include *portraying* or *illustrating*.
  - This word means "representing by painting."
- The student at the front of the room attempts to guess the secret word.

ⓘ **Differentiation Consideration:** If students struggle to give appropriate clues, consider modeling this activity a few times with more concrete vocabulary words (e.g., farm animals, foods, etc.).

ⓘ Variations of this activity include providing not only the word to be guessed, but also words that students may not use as they provide clues. For example, to make the guess of the word *depicting* more challenging, write the words "painting" and "drawing" on the board with a slash through it. This indicates to classmates providing the clues that they cannot use the words "painting" and "drawing" as they try to explain the meaning of the word *depicting* to their classmates. Students can also challenge each other more as they engage in the activity. They may insist on limiting the number of clues provided before the student at the front guesses.

After each round of the activity, instruct students to revise or take notes in their vocabulary journals or on index cards as necessary.

ⓘ For additional models, examples, and support, see the "Vocabulary Paint Chips" video on https://www.teachingchannel.org.

Option 3: Defining and Categorizing Vocabulary

ⓘ In this activity, students independently define vocabulary words prior to the lesson and then work in groups to categorize the words and practice using them in a sentence. This activity allows students to define vocabulary in their own words and incorporate the words into conversation with peers.

Vocabulary
• aficionado (n.) – fan, enthusiast • meticulously (adv.) – acting in a precise, thorough way • entrepreneur (n.) – a person who organizes and manages any enterprise, especially a business, usually with considerable initiative and risk • unscrupulous (adj.) – not honest or fair • arduous (adj.) – very difficult • surmount (v.) – to deal with (a problem or a difficult situation) successfully

ⓘ The vocabulary in this lesson is taken from WR.3 Lesson 2.

Prior to the lesson, for homework, divide the vocabulary words among groups of students. Instruct students to look up the definition, define the word in casual language, use it in a sentence, and provide a synonym. Instruct students to create index cards for each vocabulary word (as detailed above) for easy reference and self-study.

ⓘ Depending on the number of vocabulary words in the lesson, students may be responsible for more than one word.

ⓘ **Differentiation Consideration:** If students easily grasp the definitions and uses of the vocabulary, consider extending this activity by instructing students to determine word roots and word origins for a selection of words.

At the appropriate time for vocabulary review in the lesson, instruct students to form groups so that each group has someone who has worked with each word. Instruct students to share their words, definitions, casual interpretations, sentences, and synonyms.

- Students work in small groups to share their vocabulary homework.

Next, instruct students to organize the vocabulary words into categories of their own devising.

- Student responses may include:
  - The words *aficionado* and *entrepreneur* both refer to types of people.
  - The words *unscrupulous* and *arduous* both describe ways that people can be.

Instruct students to independently write one question per vocabulary word that they will then ask classmates. Questions can be either closed or open, and should include the vocabulary word in the prompt, or solicit the vocabulary word in the response (or both).

- Student questions may include:
  - How *meticulously* do you do your science homework?

- What is the most *arduous* activity you have ever done?

Instruct students to participate in a whole-class mingle, during which they walk amongst classmates and ask their questions.

- Students ask and answer questions using the relevant vocabulary.

Instruct students to return to their index cards or vocabulary journals to make notes about the vocabulary they learned.

ⓘ To emphasize vocabulary choice for effect, teachers can ask or assign students to provide brief reasoning for why their question benefits from the specific vocabulary word instead of one of the synonyms, and hold conversation around connotation and word choice.

ⓘ **Differentiation Consideration:** Consider providing more explicit instructions depending on the focus of vocabulary instruction. For example, if students need to practice using figurative language, teachers may instruct students to formulate their class mingle questions in a way that encourages discussion about and use of figurative language.

Option 4: Serious Six

ⓘ This activity develops the practice of independently identifying those words, phrases, and/or references that are important for comprehending and analyzing the text.

Instruct students to identify and define a total of six words, phrases, and/or references that they think are most important for understanding the text and discussing the topic.

Instruct students to use each "Serious Six" word in a sentence that is related to the topic.

Instruct students to continue this activity each time they read a new text or section of a text. Once students finish reading a text, instruct them to write a summary of the text using the "Serious Six" vocabulary.

ⓘ Consider instructing students to record their "Serious Six" words in their vocabulary journals or use the Serious Six Tool at the end of this lesson. See the Model Serious Six Tool for a sample student response using the WR.3 text "The Flight of Apollo 11" by Kenneth F. Weaver.

Serious Six Tool

Name:		Class:		Date:	

Directions: In the first and second columns, identify and define six words that you think are most important for understanding the text and discussing the topic. In the third column, use the word, phrase, or reference in a sentence related to the topic.

Text:	

Word, Phrase, or Reference	Definition	Sentence

Model Serious Six Tool

Name:		Class:		Date:	

Directions: In the first and second columns, identify and define six words that you think are most important for understanding the text and discussing the topic. In the third column, use the word, phrase, or reference in a sentence related to the topic.

Text:	"The Flight of Apollo 11" by Kenneth F. Weaver (from "Two thousand feet above the Sea of Tranquility" to "settled just an inch or two into the surface")

Word, Phrase, or Reference	Definition	Sentence
gyrating (sec. 1, par. 3)	moving back and forth with a circular motion	The *gyrating* spacecraft was out of control.
simulators (sec. 1, par. 3)	machines that are used to show what something looks or feels like and are usually used to study something or to train people	The astronauts practiced for their mission in *simulators*.
palpable (sec. 1, par. 5)	capable of being touched or felt	When the astronauts landed safely, the relief was *palpable*.
beleaguered (sec. 2, par. 3)	troubled, harassed	After such a difficult landing, the astronauts felt *beleaguered*.
vigil (sec. 3, par. 1)	an act or period of watching or surveillance	People on Earth kept *vigil*, waiting and wishing for the astronauts to complete their mission safely and successfully.
impede (sec. 3, par. 15)	slow the movement, progress, or action of (someone or something)	The astronauts were worried that the boulders would *impede* their landing.

WR.1	Unit Overview

Argument Writing

Text	*"Keep on Reading" (argument model) *"We Need the League" (argument model) "Kids Still Getting Too Much 'Screen Time': CDC" by Amy Norton *"Attached to Technology and Paying a Price" by Matt Richtel *"Social Media as Community" by Keith Hampton "Education 2.0: Never Memorize Again?" by Sarah Perez
Number of Lessons in Unit	20 (includes 7 Supplemental Skills Lessons)

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Introduction

In this unit, students are introduced to the skills, practices, and routines of argument writing by working collaboratively with their peers to examine argument models, plan for their writing, and gather evidence. Students independently practice writing and revising and also engage in peer review to revise their work. Throughout the unit, the class will construct an Argument Writing Checklist, which students will use to guide their drafting, review, and finalization. By the end of the unit, students will have produced fully developed arguments.

Students begin the unit by reading two model argument texts, "Keep on Reading" and "We Need the League," exploring how each writer organizes and expresses his ideas. Using the models as examples, students learn the purpose of argument writing, the key components of an argument, and the importance of considering one's audience.

Students then analyze the prompt for this unit's argument writing assignment, which asks them to take a position on whether their school should participate in the national event "Shut Down Your Screen

Week." In order to build their knowledge on the argument topic and practice the skill of gathering evidence to support claims, students read and analyze four articles that discuss the effects of digital media usage.

After gathering evidence and deciding on a central claim, students learn how to plan their arguments and begin drafting. Students draft their arguments in a nonlinear process, focusing first on developing the supporting claims, evidence, and reasoning in their body paragraphs before composing a clear, engaging introduction and powerful, logical conclusion.

To continue to strengthen their drafts, students engage in peer review and teacher conferences, incorporating constructive feedback into their revisions. Finally, students learn and apply the conventions of the editing process to finalize their arguments. To close the unit, students engage in a brief activity in which they reflect on the writing process, identifying strategies that helped them succeed as well as areas for improvement.

This unit contains a set of supplemental skills lessons, which provide direct instruction on discrete writing skills. Teachers can choose to implement all of these lessons or only those that address the needs of their students. Teachers also have the option of implementing activities from the module's vocabulary lesson throughout the unit to support students' comprehension.

Student learning is assessed based on demonstrated planning, drafting, revising, and editing throughout the writing process. At the end of the unit, students are assessed on the effectiveness of their finalized drafts according to the class-generated Argument Writing Checklist.

Literacy Skills and Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Independently read and annotate text in preparation for evidence-based discussion
- Engage in productive evidence-based discussions about text
- Use vocabulary strategies to define unknown words
- Delineate arguments and explain relevant and sufficient evidence and valid reasoning
- Collect and organize evidence from texts to support claims made in writing
- Plan for writing
- Produce writing that is appropriate to task, purpose, and audience
- Introduce a precise central claim
- Develop claims and counterclaims fairly and thoroughly

- Clarify the relationships among claims, evidence, and reasoning
- Establish and maintain a formal style and objective tone
- Write an effective introduction to an argument
- Write an effective conclusion to an argument
- Independently revise writing
- Independently practice the writing process outside of class
- Engage in constructive peer review
- Use editing conventions to finalize writing
- Use a checklist for self-assessment and peer review of writing

Standards for This Unit

College and Career Readiness Anchor Standards for Reading	
None.	
CCS Standards: Reading — Literature	
None.	
CCS Standards: Reading — Informational Text	
RI.9-10.8	**Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.**
CCS Standards: Writing	
W.9-10.1.a, b, c, d, **e**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** **a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.** **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.** **c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.** **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. **e. Provide a concluding statement or section that follows from and supports the argument presented.**
W.9-10.4	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
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.**
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
W.9-10.8	**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.**
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCS Standards: Speaking & Listening	
SL.9-10.1.c, d	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.** **c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.** **d. Respond thoughtfully to diverse perspectives, summarize points of agreement**

	and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CCS Standards: Language	
L.9-10.1.a, b	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** **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.**
L.9-10.2.a-c	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** **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.**
L.9-10.3.a	**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.** **a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.**

Note: Bold text indicates targeted standards that will be assessed in the unit.

Unit Assessments

Ongoing Assessment	
Standards Assessed	RI.9-10.8, W.9-10.1, W.9-10.4, W.9-10.5, W.9-10.8, SL.9-10.1.c, d, L.9-10.1.a, b, L.9-10.2.a-c, L.9-10.3.a
Description of Assessment	Student learning is assessed based on demonstrated planning, drafting, revising, and editing throughout the writing process. At the end of the unit, students are assessed on the effectiveness of their finalized drafts according to the class-generated Argument Writing Checklist.

Culminating Assessment	
Standards Assessed	W.9-10.1.a, b, c, e, W.9-10.4, W.9-10.5, L.9-10.1.a, b, L.9-10.2.a-c, L.9-10.3.a
Description of Assessment	Students write a formal, multi-paragraph argument in response to the following prompt: ***Take a position on whether your school should participate in the national "Shut Down Your Screen Week." Write a multi-paragraph argument to support your position, using evidence from the texts that you read.**

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Unit-at-a-Glance Calendar

Lesson	Text	Learning Outcomes/Goals
1	"Keep on Reading" (argument model)	In this first lesson, students are introduced to argument writing. The lesson begins with introductions to the writing process and to annotation before pairs or small student groups examine an argument model, discussing what they notice about the way the writer organizes the model and appeals to readers. Then, the teacher provides direct instruction on the components of effective argument writing, using the model as an example. Student learning is assessed via participation in a pair or small group activity in which students brainstorm items for the class's Argument Writing Checklist.
2	"We Need the League" (argument model)	In this lesson, students examine a second argument model and continue discussing what makes an argument effective, focusing in particular on purpose and audience. Student learning is assessed via participation in a pair or small group activity in which students brainstorm items for the class's Argument Writing Checklist.

Lesson	Text	Learning Outcomes/Goals
3	"Kids Still Getting Too Much 'Screen Time': CDC" by Amy Norton	In this lesson, students analyze this unit's argument writing prompt to determine the writing task. Students also discuss how the purpose and audience influence their understanding of the task. Student learning is assessed via completion of the WR.1 Lesson 3 Prompt Analysis Exit Slip in which students explain in their own words what the prompt requires of them.
4	"Kids Still Getting Too Much 'Screen Time': CDC" by Amy Norton	In this lesson, students continue to gather evidence for their arguments by rereading and analyzing the article "Kids Still Getting Too Much 'Screen Time': CDC" by Amy Norton. Students answer questions about the article before joining with partners or small groups to discuss how to organize their reading notes and identify the article's pros and cons related to screen time. Student learning is assessed via a Quick Write at the end of the lesson: Choose the claim that you think is most convincing in the article. What evidence and reasoning are used to support the claim? Explain whether or not the evidence is relevant and sufficient to support the claim.
5	"Social Media as Community" by Keith Hampton	In this lesson, students read and analyze the article "Social Media as Community" by Keith Hampton. Building on skills developed in previous lessons, students form pairs or small groups to read and analyze the article. Student learning is assessed via a Quick Write at the end of the lesson: Choose a specific claim in the text, and assess whether the reasoning is valid and the evidence is relevant and sufficient.
6	None.	In this lesson, students first discuss their Pros and Cons Charts as a class to continue to process the information they read in the source articles. Then, students review the task, purpose, and audience for their argument. At the end of the lesson, students participate in a prewriting activity in order to articulate their thoughts about their supporting claims. Student learning is assessed via participation in the prewriting activity on this unit's argument prompt.

Lesson	Text	Learning Outcomes/Goals
7	None.	In this lesson, students review the format of a standard outline and draft their own outlines for their individual argument papers. Students who need additional support with articulating or organizing their ideas in their outlines will have an opportunity to meet with the teacher for one-on-one conferences. Student learning is self-assessed via annotations to their outlines, corresponding to the applicable items on the model outline structure.
8	None.	In this lesson, students participate in a jigsaw activity to identify elements of effective body paragraphs in the source texts. Students then draft their own body paragraph to introduce a claim with sufficient evidence and valid reasoning that support the central claim of their argument. Student learning is self-assessed via annotations to their drafts, corresponding to the applicable items on the Argument Writing Checklist.
9	None.	In this lesson, students learn to craft an introduction that establishes the topic and central claim of their argument. Students participate in a jigsaw activity to examine effective introductions from the source texts. Then, students work individually to draft their argument introductions. Student learning is self-assessed via annotations to their drafts, corresponding to the applicable items on the Argument Writing Checklist.
10	None.	In this lesson, students learn to craft a conclusion that follows from and further supports their argument. Students participate in a jigsaw activity to examine effective conclusions from the source texts. Then, students work individually to draft their argument conclusions. Student learning is self-assessed via annotations to their drafts, corresponding to the applicable items on the Argument Writing Checklist.

Lesson	Text	Learning Outcomes/Goals
A	None.	In this lesson, the teacher provides direct instruction on how to paraphrase text from a source, effectively integrate quotations, punctuate integrated quotations, or include proper in-text citations to avoid plagiarism. Students revise their own arguments for well-integrated evidence or proper citations before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.1 Revision Exit Slip: Integrating Evidence.
B	None.	In this lesson, the teacher provides direct instruction on how to address the audience's knowledge level and concerns or how to identify and use formal style and objective tone. Students revise their own arguments considering audience or style and tone before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.1 Revision Exit Slip: Audience, Style, and Tone.
C	None.	In this lesson, the teacher provides direct instruction on how to implement effective word choice or work with dictionaries and thesauruses to help develop their arguments. Student learning is assessed via the completion of the WR.1 Revision Exit Slip: Working with Words.
D	None.	In this lesson, the teacher provides direct instruction on identifying and using transitional words and phrases or varied syntax. Students revise their own arguments for transitional words and phrases or varied syntax before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.1 Revision Exit Slip: Cohesion and Flow.
E	None.	In this lesson, the teacher provides direct instruction on how to combine sentences using colons and semicolons or how to split sentences. Students revise their own arguments, combining sentences with colons and semicolons or splitting sentences. Student learning is assessed via the completion of the WR.1 Revision Exit Slip: Varying Sentence Length.

Lesson	Text	Learning Outcomes/Goals
F	None.	In this lesson, the teacher provides direct instruction on how to effectively use commas in their writing. Instruction also includes work with repairing run-on sentences and sentence fragments. Students focus on revising their own arguments for commas, run-ons, and fragments before transitioning a peer discussion of revisions. Student learning is assessed via the completion of the WR.1 Revision Exit Slip: Ensuring Sentence Accuracy.
G	None.	In this lesson, students learn how to effectively incorporate parallel structure or varied phrases into their writing. Students revise their own argument before participating in a peer discussion of their individual revisions. Student learning is assessed via the completion of the WR.1 Revision Exit Slip: Adding Variety and Interest.
11	None.	In this lesson, students participate in a peer review activity during which they offer constructive feedback to their classmates about their arguments. Students use the Argument Writing Checklist to guide feedback and revisions. Students may also meet in one-on-one teacher conferences to receive feedback on their drafts. Student learning is assessed via completion of the WR.1 Lesson 11 Peer Review Exit Slip.
12	None.	In this lesson, students review common editing symbols and then edit their drafts individually. Students then review the proper formatting for a Works Cited page in a class discussion in order to finalize their arguments. Student learning is assessed via changes made during the editing process.
13	None.	In this brief activity, students reflect on the writing process, identifying strategies that helped them succeed as well as areas for improvement.

Preparation, Materials, and Resources

Preparation

- Read and annotate the argument models (see page 1).
- Read and annotate source articles (see page 1).
- Review the Short Response Rubric and Checklist.
- Review all unit standards.

Materials and Resources

- Copies of argument models (see page 1)
- Copies of source articles (see page 1)
- Chart paper
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Copies of handouts and tools for each student: see materials list in individual lesson plans
- Copies of the Short Response Rubric and Checklist

WR.1 ARGUMENT

Lesson 1 Argument Model

Introduction

Over the course of this unit, students learn how to write formal arguments by working collaboratively with their peers to examine argument models, plan for their writing, and gather evidence. Students will practice writing independently and engage in peer review to revise their work. By the end of the unit, each student will have written a fully developed argument.

In this first lesson, students are introduced to argument writing. The lesson begins with an introduction to the writing process and to annotation. Then, student pairs or small groups examine an argument model and discuss what they notice about the way the writer organizes the model and appeals to readers. The teacher then provides direct instruction on the components of effective argument writing, using the model as an example. Student learning is assessed via participation in a pair or small group activity in which students brainstorm items for the class's Argument Writing Checklist.

For homework, students respond briefly in writing to the following question: What might have been the prompt for the argument model "Keep on Reading"? Give three reasons to support your answer.

ⓘ Based on students' familiarity with arguments and argument writing, this lesson may extend beyond one class period.

Standards

Assessed Standard(s)	
SL.9-10.1.c, d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning

	presented.
Addressed Standard(s)	
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Assessment

Assessment(s)
Student learning is assessed via participation in a pair or small group activity in which students brainstorm items for the class's Argument Writing Checklist. ⓘ If individual accountability is desired, consider having each student use a different colored marker when adding an item to the pair's or group's chart paper.
High Performance Response(s)
A High Performance Response should: • Demonstrate participation in brainstorming for the pair's or group's Argument Writing Checklist (e.g., the student recorded an item on the pair's or group's chart paper). • Record an item that is concise, specific, and actionable (e.g., Does my response use relevant and sufficient evidence to support my claims?).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• tentatively (adv.) – uncertainly; not definitely or positively; hesitantly • exemplifies (v.) – shows or illustrates by example • recurrently (adv.) – occurring or appearing again, especially repeatedly or periodically • avid (adj.) – showing great enthusiasm for or interest in

Vocabulary to teach (may include direct word work and/or questions)
• None.
Additional vocabulary to support English Language Learners (to provide directly)
• pupils (n) – children or young people who are being taught; students • shimmering (adj.) – shining with a light that seems to move slightly • envision (v.) – to picture in your mind • solid (adj.) – having a strong basis; good and dependable • accompany (v.) – to be included with (something)

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: SL.9-10.1.c, d, W.9-10.1, W.9-10.9.b	
• Text: "Keep on Reading" (argument model)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Introduction to Annotation	2. 10%
3. Reading and Discussion	3. 40%
4. Components of Effective Argument Writing	4. 25%
5. Group Assessment: Argument Writing Checklist	5. 15%
6. Closing	6. 5%

Materials

- Copies of argument model "Keep on Reading" for each student
- Copies of the Argument Visual Handout for each student
- Chart paper for pairs or student groups
- Markers of various colors (optional)

ⓘ Consider numbering the paragraphs of "Keep on Reading" before the lesson.

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.
	Italicized text indicates a vocabulary word.
▸	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 goal of this unit. Explain that over the course of this unit, students will compose a formal argument. Explain that they will participate in focused argument writing instruction and practice, which will help them develop and strengthen the skills required to craft arguments that support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Explain that the writing process is iterative, which means that students frequently reassess their work or their thinking in order to make it more precise. Explain that writing is a process that takes many forms and students can accomplish it through a variety of methods. Though there are many different ways to approach the writing process, they all involve multiple drafts and revisions. Inform students that they will draft, revise, peer review, and edit throughout this unit to create a well-crafted argument.

Review the agenda for this lesson. In this lesson, students read an argument model, discussing what they notice about how the writer organizes the argument and appeals to readers. Through direct instruction and discussion, students explore the components of effective argument writing using the model as an example. Students then begin to brainstorm items for a class-wide Argument Writing Checklist.

- ▸ Students look at the agenda.

Activity 2: Introduction to Annotation 10%

ⓘ If students have completed WR.2 or WR.3, then this activity should be either skipped or reviewed as necessary.

ⓘ The following activity addresses the expectations of W.9-10.9.b.

Explain to students that they will mark texts throughout the unit as they read, beginning with their reading and discussion of the argument model "Keep on Reading." Discuss the importance of marking the text by asking students to Think, Pair, Share about the following question:

What are some purposes for marking the text?

- Student responses may include:

  Marking the text helps readers:

  - Focus on and remember what they are reading by recording their thoughts about the text
  - Keep track of important ideas or observations about the text
  - Mark sections that are surprising or illuminating
  - Keep track of unfamiliar words and/or familiar words used in an unfamiliar way
  - Keep a record of their thoughts about the text, including thoughts on content and style
  - See how the writer organized his or her thoughts on a topic
  - Question the text or make connections between ideas
  - Interpret the ideas in the text
  - Identify specific components of effective writing (e.g., an engaging introduction, a clear claim, etc.) that readers may want to use in their own writing

Explain to students that marking the text, or *annotation*, is a skill for reading closely. Explain that it is important for students to include short notes or labels about their thinking along with any underlining, circling, or boxing when they annotate the text. Annotation provides an opportunity for students to keep a record of their thinking, and short notes or labels help students remember their thinking when they revisit a text. Explain to students that their annotations may focus on different elements of a text depending on the purpose of their reading. Explain that annotating the argument models in this lesson and Lesson 2 will help them identify and analyze the components of effective argument writing, preparing them to purposefully use these components in their own writing.

Activity 3: Reading and Discussion 40%

Instruct students to form pairs or small groups. Distribute a copy of the argument model "Keep on Reading" to each student. Inform students that this is a real, student-written argument. Explain to students that the model includes some typos and grammatical mistakes, but the goal of reading and discussing this model is to identify the effective elements of the argument.

Explain to students that in this unit, they will learn new vocabulary specific to the writing process and to the texts they read. Instruct students to keep track of new vocabulary by recording it in a vocabulary journal. Students should divide the vocabulary journal into three sections, one for each of the following categories: "argument terms," "writing terms," and "academic vocabulary."

ⓘ **Differentiation Consideration**: Consider informing students that "argument terms" refer to the words they will encounter in this unit that describe aspects of an argument writing assignment or the process of writing it, including "claim," "evidence," "reasoning," etc. (Students encounter and define these words later in this lesson.) "Writing terms" are words that refer to writing in general and may include techniques, grammatical features, and elements of writing. "Academic vocabulary" refers to the words that students may encounter in their reading and research that frequently appear in academic texts and dialogues. If students struggle to determine the appropriate category for the vocabulary provided in this lesson, consider explaining to students which words should be added to which category.

Provide students with the following definitions: *tentatively* means "uncertainly; not definitely or positively; hesitantly," *exemplifies* means "shows or illustrates by example," *recurrently* means "occurring or appearing again, especially repeatedly or periodically," and *avid* means "showing great enthusiasm for or interest in."

ⓘ Students may be familiar with these words. Consider asking students to volunteer the definitions before providing them to the class.

- Students write the definitions of *tentatively, exemplifies, recurrently,* and *avid* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration**: Consider providing students with the following definitions: *pupils* means "children or young people who are being taught; students," *shimmering* means "shining with a light that seems to move slightly," *envision* means "to picture in your mind," *solid* means "having a strong basis; good and dependable," and *accompany* means "to be included with (something)."

- Students write the definitions of *pupils*, *shimmering*, *envision*, *solid*, and *accompany* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration:** If necessary to support comprehension and fluency, consider using a masterful reading of the model for the lesson.

Instruct students to read the argument model in their pairs or groups. Instruct students to annotate the model for items they find interesting and engaging, such as an unusual word choice, beautiful phrase, illuminating analysis, or surprising fact.

After students read and annotate the model, post or project the following set of questions for students to discuss before sharing out with the class. Instruct students to annotate the model for how the writer organizes the argument as they discuss each question, remembering to include short notes or labels to record their thinking.

ⓘ **Differentiation Consideration**: If the skill of annotation is new or challenging to students, consider posting or projecting the text and asking student volunteers to share their annotations for how the writer organizes the paper. Consider posting or projecting the volunteered annotations.

What is the writer's central claim?

- The central claim is that the writer's school should continue the program of daily silent reading during school hours.

ⓘ **Differentiation Consideration**: If students struggle to identify the central claim, consider providing students with the following definition: a *central claim* is "an author or speaker's main point about an issue."

- Students write the definition of *central claim* in the appropriate section of their vocabulary journals.

ⓘ Consider informing students that the writer of the model is male, so during discussion, they may refer to the writer as "he."

Describe how the writer organizes the ideas in his paper.

- The writer first expresses the larger, main idea that maintaining silent reading in class "is a very good idea" (par. 1). Then, the writer gives several reasons why silent reading is beneficial for students. Each reason has its own paragraph. At the end, the writer repeats his idea that silent reading is important and that his school should continue the practice.

ⓘ Consider identifying for students that the first paragraph is the *introduction*, the last paragraph is the *conclusion*, and the paragraphs in the middle are *body paragraphs*.

Paraphrase the claim in each body paragraph. Underline the sentence that introduces the claim in each body paragraph.

- Student responses should include:
  - In paragraph 2, the writer claims that silent reading in class is good for students—especially busy students—because they can use that time to do assigned reading. Underline "The first reason why reading is [sic] class is a good idea is because it helps get some of our required silent reading done."
  - In paragraph 3, the writer claims that silent reading can help struggling readers. Underline "There are people who say that silent reading doesn't help low level readers, but it [sic] reality, it actually helps a lot."
  - In paragraph 4, the writer claims that silent reading can help students prepare for taking standardized tests. Underline "Silent reading is not only fun, it paves way [sic] for tests—no one is allowed to read out loud or have questions read to them during a test."
  - In paragraph 5, the writer claims that choosing what to read during silent reading can help students prepare for their future. Underline "Not only is silent reading useful, it allows students to choose what they want to read, which in turn can help their future."

ⓘ **Differentiation Consideration**: If students struggle to paraphrase the claims, provide students with the following definition: a *claim* is a statement about an issue or topic.

- Students write the definition of *claim* in the appropriate section of their vocabulary journals.

How does the information in each body paragraph connect to the central claim from the introduction?

- Although the writer presents a different claim in each body paragraph and gives a lot of details that support each claim, the claims and details in each paragraph all support the central claim from the introduction that silent reading is a good practice to continue in class at his school.

How does the writer appeal to his audience?

- Student responses may include:
  - The writer appeals to his readers by giving realistic examples of students (e.g., Anne and KC) who would benefit from continuing silent reading in school.
  - The writer appeals to his readers by mentioning professionals (e.g., James McNair, Chow & Chou, and the National Center for Educational Statistics) whose studies about reading support his claim that continuing silent reading "is a very good idea" (par. 1).

ⓘ Consider informing students that appealing to the audience is a rhetorical strategy used to make an argument more persuasive.

In writing, what does *style* mean? Is the writer's *style* in the model formal or informal? Use textual evidence to support your answer.

- Student response should include:
  - *Style* is the way a writer expresses the content he or she is trying to communicate. *Style* refers to the type of language (e.g., formal or informal) a writer uses.

- Student responses may include:
  - The writer's style is formal, because he does not use conversational words. Instead, in some places the writer uses vocabulary that seems more academic and less like talking to a friend. Examples include the words "Therefore" (par. 1), "Envision" (par. 2), "comprehend" (par. 3), and "ensures" (par. 4).
  - The writer's style is formal. Even though he is giving his opinion, he does not make the essay personal. When he explains why silent reading should be continued at his school, he does not write, "I think." For example, he writes, "Silent reading is not only fun, it paves way [sic] for tests" (par. 4).

- The writer's style is informal, because he uses contractions throughout the paper, including "we've," "it's," "don't" (par. 1), "can't," and "there's" (par. 2).

ⓘ **Differentiation Consideration**: If students struggle, consider providing students with the following definitions: *style* means "how the writer expresses content," *formal* means "suitable for serious or official speech or writing," and *informal* means "relaxed in tone; not suitable for serious or official speech or writing."

- Students write the definitions of *style*, *formal*, and *informal* in the appropriate section of their vocabulary journals.

Lead a brief whole-class discussion of student responses.

Activity 4: Components of Effective Argument Writing 25%

ⓘ The following activity addresses the expectations of W.9-10.1.

Remind students that in this unit, they learn how to plan, draft, and revise their own arguments. Instruct students to Turn-and-Talk about the following question:

Considering what you have written in the past and your exploration of the model in this lesson, how would you describe the purpose of an argument?

- The purpose of an argument is to persuade someone to agree with a particular idea.

Explain to students that the purpose of writing an argument is to convince an audience to accept a perspective. Explain that an argument is a logically organized composition of precise claims about an issue. Inform students that argument writing differs from both informative writing, which adds to or enriches comprehension of a concept by conveying information accurately, and narrative writing, which tells a story, either real or imagined.

ⓘ **Differentiation Consideration**: If necessary, provide students with the following definition: *purpose* means "an author's reason for writing."

- Students write the definition of *purpose* in the appropriate section of their vocabulary journals.

ⓘ For clarity, it may be helpful to refer to the explanation of the difference between argument and informational writing in the CCSS Appendix A (p. 23): "Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her

to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification."

Post or project the questions below. Remind students to draw on their work with the model in this lesson as well as their previous experiences with argument writing. Instruct students to Turn-and-Talk about the following questions:

What is the writer's purpose in the model?

- The writer's purpose in the model is to convince readers to accept his perspective that daily silent reading in school "is a very good idea" (par. 1), and the school should continue the program.

What are the components of an argument?

- Student responses should include:
  - An argument is composed of claims, a central claim and supporting claims, about an issue.
  - An argument includes evidence and reasoning to support the claims.
  - An argument also includes counterclaims that refute the claim.

ⓘ **Differentiation Consideration:** If students struggle to name the components of an argument, consider asking the following support questions. If students continue to struggle, consider identifying an example for each term:

What is a *claim*?

- A *claim* is a statement about an issue or topic.

Describe what a *central claim* is and what a *supporting claim* is. Give an example from the model for each.

- Student responses should include:
  - A *central claim* is the writer's main idea about an issue. It expresses the writer's key perspective on the issue. In the model, the writer's central claim is that his school should continue the program of daily silent reading during school hours.
  - A *supporting claim* is a statement that is related to the same issue as the central claim. *Supporting claims* develop and advance the central claim. In the model, one of the writer's supporting claims is that silent reading helps struggling readers.

What do writers use to support their claims? Give examples from the model.

- Student responses should include:

- Writers support their claims by using *evidence*, like facts and examples that are clearly related to the claims. Evidence is necessary for informing readers because it gives readers proof that the claims are supported with facts. An example of evidence in the model is the information from research evaluation by Chow & Chou about silent reading improving 9th graders' reading skills (par. 3).
- Writers use *reasoning* to explain how the evidence connects together and how the evidence supports the claims. An example of reasoning in the model is the way the writer explicitly connects the research evaluation by Chow and Chou to the claim that having time to read in class is beneficial (par. 3).

What familiar words are in the term *counterclaim*? How do these words and the context of argument writing help you understand what a *counterclaim* is?

- Student responses should include:
  - The word *counter* is in *counterclaim*, and when something is *counter* to something else that means it is against or opposing something else.
  - The word *claim* is in *counterclaim*, and a claim is a statement about a topic.
  - In the context of argument writing, a *counterclaim* is a statement that goes against the writer's other claims, like the central or supporting claims. A *counterclaim* shows a side of the argument that is against the side that the writer supports.

What is an example of a *counterclaim* in the model? What claim does it oppose?

- The writer includes the counterclaim that "There are people who say that silent reading doesn't help low level readers," which opposes the writer's supporting claim that "[in] reality, [silent reading] actually helps a lot" (par. 3).

Display and distribute a copy of the Argument Visual Handout to each student.

Explain to students that this handout shows the relationships among the components of an argument. This handout also includes the terms and definitions used to describe the components of an argument, which students just reviewed. Explain to students that an effective argument incorporates all of these components in a logically organized way.

ⓘ If necessary, explain to students that the Argument Visual Handout is a visual representation of the key components of an argument. It is not a graphic organizer intended for students to use as a tool.

As necessary, review the definitions of the argument terms with students, demonstrating how they relate to each other in an argument using the handout.

- Students follow along with the Argument Visual Handout.

ⓘ Consider informing students that they will explore these terms and definitions further in Lessons 2–5.

Explain to students that when writing an argument, the writer first engages the reader and introduces a central claim. The writer then develops the central claim with supporting claims, valid reasoning, and relevant and sufficient evidence. After developing claims and counterclaims fairly and thoroughly, the writer concludes with a statement or section that supports the central claim.

ⓘ **Differentiation Consideration:** If necessary to support comprehension, consider providing students with the following definitions: *valid* means "sound; well-founded; logical," *relevant* means "relating to a subject in an appropriate way," and *sufficient* means "adequate for the purpose; enough."

- Students write the definitions of *valid*, *relevant*, and *sufficient* in the appropriate section of their vocabulary journals.

ⓘ Students will learn how to develop their own arguments with claims, counterclaims, evidence, and reasoning in Lessons 8–10.

Activity 5: Group Assessment: Argument Writing Checklist 15%

ⓘ The following activity addresses the expectations of W.9-10.1.

Explain that in this unit, students will work together as a class to build the elements of an Argument Writing Checklist. As students learn more about argument writing, they will continue adding items to the class's Argument Writing Checklist. Students will use this checklist as a guide while drafting, revising, and finalizing their arguments. In this lesson, students begin brainstorming ideas for items for the checklist. In the next lesson, the class will come to a consensus on what items to begin adding to the Argument Writing Checklist.

Explain that the Argument Writing Checklist is structured with yes-or-no questions that begin with "Does my response …" Items on the checklist should be concise, specific, and actionable. Post or project the following examples:

- **Example 1:** Does my response express to the reader what my argument topic is about?
- **Example 2:** Does my response introduce a precise central claim?

Explain that the first example is too long and unclear. The phrase "what my argument topic is about" can be communicated with fewer words. The phrase "express to the reader" is not actionable, because it is not clear what the student should do to fulfill this item. The second example is precise and tells the student exactly what he or she needs to do to be able to check this item off the list.

Explain that the assessment for this lesson requires students first to individually brainstorm items that they believe should be included on the class's Argument Writing Checklist and then collaborate in pairs or small groups to record their items on a piece of chart paper that will remain in the classroom for the next lesson. Remind students to use this lesson's discussions about the model and the components of effective argument writing (i.e., argument terms) to inform their thinking as they brainstorm items.

Instruct students to individually brainstorm items for the class's Argument Writing Checklist using a piece of paper to record their ideas.

- Students individually brainstorm items for the class's Argument Writing Checklist.

Instruct students to form pairs or small groups to discuss their individual ideas and decide what items to add to their chart paper. Remind students to focus on developing checklist items that directly address the components of effective argument writing.

- Students work in pairs or small groups to discuss and decide on items appropriate for the class's Argument Writing Checklist. Each student records an item on the chart paper.

- Student responses may include:
  - Introduce a precise central claim?
  - Develop supporting claims that reinforce or advance the central claim?
  - Use relevant and sufficient evidence to support my claims?
  - Use valid reasoning to demonstrate clear relationships between claims and evidence?
  - Develop counterclaims fairly?

ⓘ Chart paper is not necessary for this activity. Groups may brainstorm on loose leaf paper. If students use loose leaf paper, consider collecting each group's list at the end of the activity in order to re-distribute them to each group again in the next lesson.

ⓘ If individual accountability is desired, consider having each student use a different colored marker when adding an item to the pair's or group's chart paper.

Activity 6: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to respond briefly in writing to the following question:

What might have been the prompt for the argument model "Keep on Reading"? Give three reasons to support your answer.

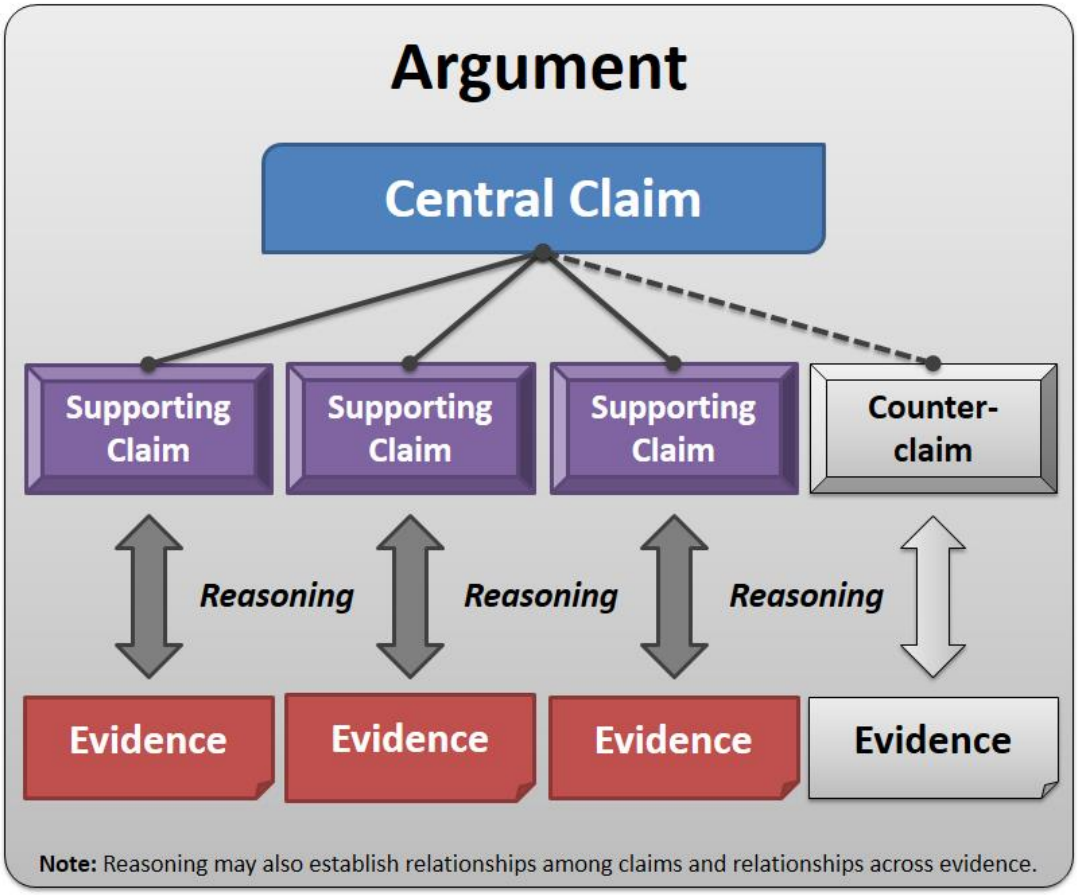
- Students follow along.

Homework

Respond briefly in writing to the following question:

What might have been the prompt for the argument model "Keep on Reading"? Give three reasons to support your answer.

Argument Visual Handout



- **Argument:** The organized collection of clear, definite claims about a topic, including enough evidence that is related to the topic, and logical reasoning
- **Central Claim:** An author or speaker's main point about an issue
- **Supporting Claim:** Smaller, related points that develop or advance the central claim
- **Counterclaim:** A statement that opposes another claim
- **Evidence:** The facts, events, and ideas that support the claims of an argument
- **Reasoning:** The logical relationships among ideas, including relationships among claims and relationships across evidence

WR.1 ARGUMENT

Lesson 2 Argument Model

Introduction

In this lesson, students examine a second argument model and continue discussing what makes an argument effective, focusing in particular on purpose and audience. Student learning is assessed via participation in a pair or small group activity in which students brainstorm items for the class's Argument Writing Checklist. The whole class then works together to create a uniform checklist.

For homework, students respond briefly in writing to the following question: What might have been the prompt for the argument model "We Need the League"? Give three reasons to support your answer.

ⓘ Based on students' familiarity with arguments and argument writing, this lesson may extend beyond one class period.

Standards

Assessed Standard(s)	
SL.9-10.1.c, d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
Addressed Standard(s)	
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research.

	b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Assessment

Assessment(s)
Student learning is assessed via participation in a pair or small group activity in which students brainstorm items for the class's Argument Writing Checklist. ⓘ If individual accountability is desired, consider having each student use a different colored marker when adding an item to the pair or group's chart paper.
High Performance Response(s)
A High Performance Response should: • Demonstrate participation in brainstorming for the pair's or group's Argument Writing Checklist (e.g., the student recorded an item on the pair's or group's chart paper). • Record an item that is concise, specific, and actionable (e.g., Adapt content and language to my specific audience?).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• adjudicating (v.) – settling judicially • reservations (n.) – feelings of doubt or uncertainty about something • demilitarize (v.) – to remove weapons and military forces from (an area) • carnage (n.) – the slaughter of a great number of people, as in battle; butchery; massacre • mobilize (v.) – to make (soldiers, an army, etc.) ready for war
Vocabulary to teach (may include direct word work and/or questions)
• None.
Additional vocabulary to support English Language Learners (to provide directly)
• participated (v.) – was involved with others in doing something; took part in an activity or event with others

- preservation (n.) – the act of keeping something safe from harm or loss
- ward off (v.) – to avoid being hit by (something)
- intervening (v.) – becoming involved in something (such as a conflict) in order to have an influence on what happens
- conscience (n.) – the part of the mind that makes you aware of your actions as being either morally right or wrong

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: SL.9-10.1.c, d, W.9-10.1, W.9-10.9.b	
• Text: "We Need the League" (argument model)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Reading and Discussion	3. 30%
4. Components of Effective Argument Writing	4. 20%
5. Group Assessment: Argument Writing Checklist	5. 10%
6. Class Discussion of Argument Writing Checklist	6. 15%
7. Closing	7. 5%

Materials

- Copies of argument model "We Need the League" for each student
- Student chart papers from WR.1 Lesson 1
- Markers of various colors (optional)
- Copies of the Argument Writing Checklist Template for each student

ⓘ Consider numbering the paragraphs of "We Need the League" before the lesson.

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students read an argument model, discussing what makes the argument effective. Through instruction and discussion, students explore the components of successful argument writing and the importance of considering the specific purpose and audience. Students then continue to brainstorm items for a class-wide Argument Writing Checklist before coming together as a whole class to create a uniform checklist.

- ▸ Students look at the agenda.

Activity 2: Homework Accountability 15%

Instruct students take out their responses to the previous lesson's homework assignment. (Respond briefly in writing to the following question: What might have been the prompt for the argument model "Keep on Reading"? Give three reasons to support your answer.)

Instruct students to form pairs or small groups to discuss their responses.

- ❍ Student responses may include:
  - The prompt may have been to make an argument for or against continuing the student's school's policy of ten minutes of silent reading every day.
  - This may have been the prompt because the writer's central claim is that "[c]ontinuing to silent read for at least the first ten minutes of every class is a very good idea" (par. 1). Also, the writer gives examples of why silent reading is beneficial for students. Finally, the writer concludes by restating the central claim that silent reading is a good idea.

Display the actual prompt for the model "Keep on Reading":

- Write an argument about whether or not the school should continue its program of ten minutes of daily silent reading.

Lead a brief whole-class discussion on whether or not "Keep on Reading" fulfilled the prompt.

Activity 3: Reading and Discussion 30%

Instruct students to remain in their pairs or small groups from the previous activity. Distribute a copy of the argument model "We Need the League" to each student. Inform students that this is a real, student-written argument. Explain to students that the model includes some typos and grammatical mistakes, but the goal of reading and discussing this model is to identify the effective elements of the argument.

ⓘ **Differentiation Consideration:** If necessary to support comprehension and fluency, consider using a masterful reading of the model for the lesson.

Provide students with the following definitions: *adjudicating* means "settling judicially," *reservations* means "feelings of doubt or uncertainty about something," *demilitarize* means "to remove weapons and military forces from (an area)," *carnage* means "the slaughter of a great number of people, as in battle; butchery; massacre," and *mobilize* means "to make (soldiers, an army, etc.) ready for war."

ⓘ Students may be familiar with these words. Consider asking students to volunteer the definitions before providing them to the class.

- Students write the definitions of *adjudicating*, *reservations, demilitarize, carnage*, and *mobilize* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration**: Consider providing students with the following definitions: *participated* means "was involved with others in doing something; took part in an activity or event with others," *preservation* means "the act of keeping something safe from harm or loss," *ward off* means "to avoid being hit by (something)," *intervening* means "becoming involved in something (such as a conflict) in order to have an influence on what happens," and *conscience* means "the part of the mind that makes you aware of your actions as being either morally right or wrong."

- Students write the definitions of *participated, preservation, ward off, intervening*, and *conscience* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ Consider informing students that the writer wrote this argument in the persona of a senator from North Dakota in 1919. The writer wrote this argument to be delivered as a speech during class.

ⓘ The following activity addresses the expectations of W.9-10.9.b.

Instruct students to read the model in their pairs or groups. Instruct students to annotate the model for items they find interesting and engaging, such as an unusual word choice, beautiful phrase, illuminating analysis, or surprising fact.

After students read and annotate the model, post or project the following set of questions for students to discuss before sharing out with the class. Instruct students to annotate the model for how the writer links his ideas together as they discuss each question, remembering to include short notes or labels to record their thinking.

ⓘ **Differentiation Consideration**: If the skill of annotation is new or challenging to students, consider posting or projecting the text and asking student volunteers to share their annotations for how the writer links his ideas together. Consider posting or projecting the volunteered annotations.

To whom does the writer address his argument?

- The writer addresses his argument to the "Great people of North Dakota" (par. 1).

ⓘ Consider informing students that the writer of the model is male, so during discussion, they may refer to the writer as "he."

What details does the writer include in the introduction of his argument?

- Student responses may include:
  - The writer identifies himself as "Senator" who "just participated in a debate" (par. 1).
  - The writer explains the topic of the argument and identifies the two sides of the issue: "whether or not America should sign the Treaty of Versailles, and in doing so, join the League of Nations" (par. 1).
  - The writer defines what the League of Nations "is designed to deal with" (par. 1).
  - The writer explains how he voted on the treaty, referencing the "interests" of the people in North Dakota (par. 2).

What is the writer's central claim?

- The writer explains, "[he] voted in favor of the treaty" (par. 2), which indicates that his central claim is that voting for the treaty was the correct decision for him to make.

What does the writer's central claim suggest about his purpose?

- Because the writer states that he "voted in favor of the treaty" (par. 2), and then makes supporting claims about the benefits of the treaty, the writer's purpose seems to be to convince the people of North Dakota that he made the correct decision in voting to accept the treaty.

Describe at least one example of how the writer develops and supports his central claim. Use the argument terms from Lesson 1 in your answer.

- Student responses may include:
  - In the body of the argument, the writer makes supporting claims about the benefits of the treaty. For example, in paragraph 3, the writer claims, "the Treaty and the League will control the use of new weapons." This claim shows that the treaty is beneficial, which advances his central claim that voting for the treaty was the best decision.
  - The writer uses evidence to develop this supporting claim. The quotation he includes in paragraph 3 from Article VII is directly related to the League's role in controlling weapons.
  - The writer uses reasoning to connect his evidence and supporting claim. The writer explains that the League's role in reducing weapons "will cause heavily armed countries to demilitarize and make it less possible for war to break out" (par. 3).

ⓘ **Differentiation Consideration**: If students struggle, consider encouraging them to refer to the Argument Visual Handout (Lesson 1) to describe how the writer develops and supports his central claim.

Is the writer's argument logical, well-organized, and easy to understand? Why or why not?

- Student responses may include:
  - Although the writer explains that he already cast his vote on the treaty prior to writing this speech, he states, "If we join the League," as if the vote on the treaty has not yet happened (par. 6).
  - The writer concludes his argument by stating that "the Treaty of Versailles needs to be signed" as if he is trying to convince the people he is addressing to vote for the treaty (par. 7). His conclusion does not include a statement reinforcing the central claim that his decision to vote for the treaty was correct.
  - The way the writer creates this central claim seems a little strange, because he makes the claim by stating what he did (i.e., "I voted in favor of the treaty" (par. 2)) and then using the supporting claims and conclusion to clarify his central claim.

ⓘ **Differentiation Consideration:** If necessary, inform students that *coherence* means "being logical, well-organized, and easy to understand."

- Students write the definition of *coherence* in the appropriate section of their vocabulary journals.

How does the writer appeal to his audience?

- Student responses may include:

- The writer appeals to the memories and emotions of the people of North Dakota by reminding them of how "horrible … the Great War was" (par. 2) and warning them about possibilities of "another war" (par. 4).
- In paragraph 3, the writer appeals to North Dakotans by sharing the language of the Treaty itself.
- The writer appeals to the consciences of North Dakotans by asking, "How can you not intervene when 8 million people died in the last war?" (par. 6).

ⓘ Consider reminding students that appealing to the audience is a rhetorical strategy used to make an argument more persuasive.

Lead a brief whole-class discussion of student responses.

Activity 4: Components of Effective Argument Writing 20%

ⓘ The following activity addresses the expectations of W.9-10.1.

Remind students that that the purpose of writing an argument is to convince or persuade the audience to accept their perspectives.

Instruct students to Think, Pair, Share on the following question:

When crafting an argument, why is knowledge of the audience important?

- Student responses may include:

  Knowledge of the audience might help a writer:

  - Make claims that are most important or meaningful to that audience
  - Determine what evidence will be most convincing to that audience
  - Think of counterclaims that his or her audience could make
  - Use the most appropriate vocabulary and writing style for that audience

Explain that in order to effectively convince the audience of the writer's perspective, the writer must understand who the audience is. Knowing the audience allows the writer to adapt content and language to be the most appropriate for the particular audience.

Instruct students to Turn-and-Talk about the following questions:

Who is the writer's audience in "We Need the League"?

- The writer addresses his argument to the "[g]reat people of North Dakota" (par. 1) and mentions "the interests of the great state of North Dakota" (par. 2), which together suggest that his audience is made up of residents of North Dakota.

What is the relationship between the writer and his audience?

- Because the writer identifies himself as "Senator McCumber," his specific audience may be voters or politically active residents of North Dakota (par. 1). As a senator, the writer is supposed to represent the interests of the residents of his state in the United States Senate.

ⓘ **Differentiation Consideration:** If students are not familiar with the relationship between United States senators and the people who live in a state, consider explaining that a United States senator is an elected position, and the eligible voters in a state vote for two senators to represent their interests in the United States Senate, a legislative body that votes on laws.

Explain to students that different audiences have different knowledge levels about particular topics and different concerns about how topics are treated. Instruct students to Turn-and-Talk about the following questions:

Using evidence from the model, explain what the writer may have anticipated about his audience's knowledge level of the topic.

- Student responses may include:
  - In his introduction, the writer explains the connection between "sign[ing] the Treaty of Versailles" and "join[ing] the League of Nations" (par. 1). This explanation suggests that the writer anticipated that his audience has little to no knowledge of international politics.
  - In his introduction, the writer gives a brief description of the purpose of the League of Nations: "The League is designed to deal with international issues, adjudicating differences between countries instead of them going directly to combat" (par. 1). This simple description suggests that the writer anticipated that his audience does not know, or perhaps misunderstands, what the League is supposed to do.
  - In paragraph 2, the writer briefly explains why "the central powers" wanted to form the League of Nations. He explains that "the central powers composed the Treaty of Versailles to create the League of Nations in an attempt to ward off future conflicts" (par. 2), which suggests that the writer anticipated that his audience does not understand or know the primary reason for the League's creation.

ⓘ **Differentiation Consideration**: If students struggle, encourage them to recall how they answered the following question during the Reading and Discussion Activity: What details does the writer include in the introduction of his argument?

Using evidence from the model, explain what the writer may have anticipated about his audience's concerns on the topic.

- Student responses may include:

- The writer claims to have acted "in the interests of the great state of North Dakota" when he voted for the treaty (par. 2), which suggests that he anticipated that his audience is concerned about the welfare of the state in which they live.
- The writer emphasizes throughout his argument that the League will "prevent future wars from breaking out" (par. 5), and he reminds his audience of "all that carnage" (par. 6) from the last war. The writer assures the audience that joining the League "will keep anything like the Great War from happening again" (par. 6). The writer's emphasis on preventing war and death, suggests that he anticipated that his audience is concerned about another war happening.

Lead a brief whole-class discussion of student responses. Explain to students that effective writers always take their audience's knowledge levels and concerns into account when they construct arguments.

ⓘ Students will learn more about how to take their audience's knowledge level and concerns into account when revising their arguments in Lesson B.

Activity 5: Group Assessment: Argument Writing Checklist 10%

ⓘ The following activity addresses the expectations of W.9-10.1.

Instruct students to form the same pairs or small groups they established for the group assessment in Lesson 1. Distribute each group's chart paper. Explain that the assessment for this lesson requires students to continue collaborating with the pairs or groups from the previous lesson to brainstorm, discuss, and decide on items that they believe should be included on the class's Argument Writing Checklist. Each pair or group adds their items to the existing list on a piece of chart paper. Instruct students to use this lesson's discussions about the argument model and the components of effective argument writing to inform their brainstorming. Explain to students that at the end of this activity, the whole class discusses each other's checklists to come to a consensus on which items should be included on the class's Argument Writing Checklist.

- Students work in pairs or small groups to brainstorm, discuss, and decide on items appropriate for the class's Argument Writing Checklist. Each student records an item on the chart paper.

- Student responses may include:
  - Adapt content and language to my specific audience?
  - Adapt style of writing to convince my audience of my central claim?

ⓘ If individual accountability is desired, consider having each student use a different colored marker when adding an item to the group's chart paper.

Activity 6: Class Discussion of Argument Writing Checklist 15%

ⓘ The following activity addresses the expectations of W.9-10.1.

Distribute a copy of the Argument Writing Checklist Template to each student. Inform students that for the remainder of the unit, everyone in the class will use one uniform Argument Writing Checklist composed of the suggestions from each pair or group. Explain that the checklist has rows for students to add each item after the class has decided together what will go on the checklist. The first rows of each section of the checklist are the categories and refer to the different types of items that students add to their checklists. Students write the item below the appropriate category, "Does my response …" In the second and third columns, there are checkboxes for students to mark whether or not the item was met.

- Students examine the Argument Writing Checklist Template.

Instruct students to examine the categories on the checklist. Ask students to Turn-and-Talk to discuss what they think each category requires students to demonstrate.

- Student responses may include:
  - "Command of Evidence and Reasoning" means that students must demonstrate that they have the ability to use facts, events, and ideas, as well as reasoning, to support their claims.
  - "Coherence, Organization, and Style" means that students must demonstrate that they have the ability to link ideas, arrange ideas logically, and express ideas in a certain way.
  - "Control of Conventions" means that students must demonstrate that they know proper English grammar, usage, capitalization, punctuation, and spelling.

ⓘ **Differentiation Consideration:** If necessary, provide the following definitions. Remind students that they learned the meaning of *coherence* during the Reading and Discussion activity in this lesson and the meanings of *style*, *evidence*, and *reasoning* in the previous lesson.

- *Organization* means being arranged or planned in a particular way.
- *Conventions* include grammar, usage, capitalization, punctuation, and spelling.
- Students write the definitions of *organization* and *conventions* in the appropriate section of their vocabulary journals.

Instruct each pair or group in turn to share what they think their most important items for the checklist are and in which category each item belongs. Each pair or group should try to avoid repeating items that another pair or group has already offered for the class's list, though students may offer suggestions to improve the wording of an existing item as well.

Lead a whole-class discussion and guide students toward a consensus on which items students want to add to the class's Argument Writing Checklist.

ⓘ **Differentiation Consideration**: If students struggle to determine the appropriate category for each of their suggested checklist items, consider explaining to students which items should be added to which category.

Record the items in a way that allows all students to read and copy the checklist on to their own templates. Explain to students that they will use columns 2 and 3 (the checkbox columns) when they are drafting, revising, and finalizing their drafts in Lessons 8–12.

- In turn, student pairs or groups offer suggestions for which items should be added to the class's Argument Writing Checklist and in which category. As the class builds the checklist together, students copy the checklist items on to their own Argument Writing Checklist Templates.

ⓘ If necessary, remind students to focus the discussion on what they have learned in this lesson and the previous lesson. Students will have the opportunity to add additional items in future lessons.

ⓘ Consider displaying an up-to-date copy of the Argument Writing Checklist in every class.

Activity 7: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to respond briefly in writing to the following question:

What might have been the prompt for the argument model "We Need the League"? Give three reasons to support your answer.

- Students follow along.

Homework

Respond briefly in writing to the following question:

What might have been the prompt for the argument model "We Need the League"? Give three reasons to support your answer.

Argument Writing Checklist Template

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective argument established as a class.

Command of Evidence and Reasoning Does my response…	Drafting ✔	Finalization ✔
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐

Coherence, Organization, and Style Does my response…	Drafting ✔	Finalization ✔
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐

	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐

Model Argument Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective argument established as a class.

Command of Evidence and Reasoning **Does my response…**	**Drafting** ✔	**Finalization** ✔
Use relevant and sufficient evidence to support my claims?*	☐	☐
Use valid reasoning to demonstrate clear relationships between claims and evidence?*	☐	☐
Develop counterclaims fairly?*	☐	☐

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Introduce a precise central claim?*	☐	☐
Develop supporting claims that reinforce or advance the central claim?*	☐	☐
Adapt content and language to my specific audience?*	☐	☐
Adapt style of writing to convince my audience of my central claim?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
	☐	☐
	☐	☐

*Asterisks indicate new items added in this lesson.

WR.1 ARGUMENT

Lesson 3 Argument Prompt Analysis

Introduction

In this lesson, students are introduced to the unit's argument writing prompt: Take a position on whether your school should participate in the national "Shut Down Your Screen Week." Write a multi-paragraph argument to support your position, using evidence from the texts that you read. As the first step in the writing process, students analyze the prompt to determine the writing task for this unit. Students also discuss how the purpose and audience influence their understanding of the task. Student learning is assessed via completion of the WR.1 Lesson 3 Prompt Analysis Exit Slip, in which students explain in their own words what the prompt requires of them. Students then transition to reading and analyzing the article "Kids Still Getting Too Much 'Screen Time': CDC" by Amy Norton, in which the author discusses the results of a study that found a significant number of teenagers in the United States spending more time using digital media than experts suggest.

For homework, students reread the article and respond briefly in writing to the following question using evidence from the article: How does the information in this article influence your thoughts about the topic of "Shut Down Your Screen Week"?

ⓘ Based on students' familiarity with arguments and argument writing, this lesson may extend beyond one class period.

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)	
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the

	reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.1 Lesson 3 Prompt Analysis Exit Slip. Students respond to the following prompt: • In your own words, explain what the prompt requires you to do and consider how purpose and audience influence your task. ⓘ Refer to the Model WR.1 Lesson 3 Prompt Analysis Exit Slip at the end of the lesson.
High Performance Response(s)
A High Performance Response should: • Explain what the prompt requires (e.g., The prompt requires me to choose and argue one side, either “yes” or “no,” on the topic of whether or not my school should participate in the event “Shut Down Your Screen Week.” I must use evidence from the texts provided to me to support my argument. I need to learn about this event as well as the advantages and disadvantages of using digital media.). • Explain how the purpose and audience influence the task (e.g., I must attempt to convince the principal of my school to accept my central claim by fully developing my response with multiple supporting claims and using evidence and reasoning to advance my argument.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• cholesterol (n.) – substance that is found in all animal tissues, especially in the brain, spinal cord, and fat tissues; it functions mainly as a protective agent in the skin and nerve cells and as a detoxifier in the bloodstream • correlate (v.) – to have a close connection with something
Vocabulary to teach (may include direct word work and/or questions)
• None.

Additional vocabulary to support English Language Learners (to provide directly)
• findings (n.) – the results of an investigation • pediatrician (n.) – a doctor who treats babies and children • devote (v.) – to use (time, money, energy, attention, etc.) for (something) • obesity (n.) – the state of being fat in a way that is unhealthy • consumption (n.) – the use of something • couch potatoes (n.) – people who spend a lot of time sitting and watching television • isolated (adj.) – separate from others • ban (v.) – to forbid people from using (something) • monitor (v.) – to watch, observe, listen to, or check (something) for a special purpose over a period of time

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: W.9-10.5, W.9-10.9.b	
• Text: "Kids Still Getting Too Much 'Screen Time': CDC" by Amy Norton	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Analysis of the Prompt	3. 30%
4. Prompt Analysis Exit Slip	4. 10%
5. Reading and Discussion	5. 35%
6. Closing	6. 5%

Materials

- Copies of the WR.1 Lesson 3 Prompt Analysis Exit Slip for each student
- Copies of "Kids Still Getting Too Much 'Screen Time': CDC" by Amy Norton for each student

ⓘ Consider numbering the paragraphs of "Kids Still Getting Too Much 'Screen Time': CDC" before the lesson.

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students are introduced to the unit's argument writing prompt. As the first step in the writing process, students analyze the prompt to determine the writing task for this unit. Students also discuss how the purpose and audience influence their understanding of the task, which they demonstrate on the WR.1 Lesson 3 Prompt Analysis Exit Slip. Students then transition to reading and analyzing the article "Kids Still Getting Too Much 'Screen Time': CDC" by Amy Norton, in which the author discusses the results of a study on digital media use. Before discussing the article, students briefly consider the purpose of annotating the articles in this unit.

- ▸ Students look at the agenda.

Activity 2: Homework Accountability 15%

Instruct students to take out their responses to the previous lesson's homework assignment. (Respond briefly in writing to the following question: What might have been the prompt for the argument model "We Need the League"? Give three reasons to support your answer.)

Instruct students to form pairs or small groups to discuss their responses.

- 🗨 Student responses may include:
  - The prompt might have been to pretend to be a United States senator in 1919 and write a speech or letter defending the decision to vote in favor of signing the Treaty of Versailles and joining the League of Nations.

- This prompt seems appropriate, because the central claim is that voting in favor of the treaty was the right decision. The writer then gives several reasons for why he chose to sign the treaty. Finally, the writer concludes by emphasizing that the treaty needs to be signed.

Post or project the actual prompt for the model "We Need the League":

- In the persona of a senator from 1919, take a position on whether or not the United States should join the League of Nations.

Lead a brief whole-class discussion about whether or not "We Need the League" fulfilled the prompt.

Activity 3: Analysis of the Prompt 30%

Explain that in this unit, students craft an argument that addresses a prompt, just like the argument models they analyzed in Lessons 1 and 2.

Display or distribute the prompt below for this unit's argument. Explain that in the following lessons in this unit, students will plan, draft, and revise an argument to address the following prompt:

Take a position on whether your school should participate in the national "Shut Down Your Screen Week." Write a multi-paragraph argument to support your position, using evidence from the texts that you read.

ⓘ If necessary, explain to students that "Shut Down Your Screen Week" refers to a national event in which participants pledge not to use digital media for entertainment for a seven-day period. The pledge does not ask participants to stop using screens for school or work. See http://www.screenfree.org/ (search terms: "What is SFW") for more information.

Instruct students to Think, Pair, Share on the following questions, taking notes about their thinking as necessary. Students may use a notebook or piece of paper to record their notes to be used later in the unit.

What are your initial reactions to this prompt? What are your initial thoughts and questions about your school participating in "Shut Down Your Screen Week"?

- Student responses will vary.

Lead a brief whole-class discussion of student responses. Explain that throughout the unit, students have many opportunities to share their thoughts, reactions, and questions about the prompt's topic. They also have opportunities to answer their questions as they read and discuss articles related to the prompt's topic.

Explain to students that analyzing the prompt is the first step in the writing process. Understanding what the prompt requires them to do, or their *task*, allows students to plan their next steps and ensure that they address the prompt appropriately and completely.

Instruct students to Turn-and-Talk about the following question:

Reread the prompt and define the *task* in your own words.

- The task is to use the information from the given sources to choose and argue one side, either "yes" or "no," on the topic of whether or not my school in particular should participate in the event "Shut Down Your Screen Week."

ⓘ **Differentiation Consideration**: If necessary, explain to students that a prompt informs students of their *task*. Provide students with the following definition: the *task* is the work they must do in order to respond to the prompt.

- Students write the definition of *task* in the appropriate section of their vocabulary journals.

Lead a brief whole-class discussion of student responses.

Explain to students that once they have read the prompt and noted their initial reactions, they should analyze the prompt in more detail to ensure that they fully understand what the prompt requires them to do in their argument.

Post or project the questions below. Instruct students to Turn-and-Talk about the following questions, referring to the prompt as necessary:

Describe the central claim the prompt requires you to make.

- The prompt requires me to make a central claim about whether or not our school should participate in the "Shut Down Your Screen Week" event.

ⓘ **Differentiation Consideration:** If students struggle with this question, consider asking the following questions:

What is the topic presented in this prompt?

- The topic of the prompt is the national event called "Shut Down Your Screen Week."

On what group of people does the prompt require you to focus?

- The prompt specifies "your school," so my writing should focus only on whether or not our school, and not another school or group of people, should participate. In my paper, I should

focus on how participating or not participating in the event would affect the people at our school, specifically, like the students, teachers, and other staff.

The prompt states that you must write an "argument." Why is this word important? How does this word influence the way you write your paper?

- Writing an argument requires me to make a central claim. I must also use supporting claims, evidence, and reasoning to attempt to convince my audience to accept my perspective.

What is the purpose of an argument? How do you plan to apply this purpose to the assignment?

- The purpose of an argument is to convince the audience to accept my perspective. In this assignment, I must develop my argument to try to convince my audience that our school should or should not participate in "Shut Down Your Screen Week."

ⓘ If necessary, remind students that they learned the meaning of *purpose* and the purpose of an argument in Lesson 1.

What information would be helpful for you to know in order to address this prompt? How might you use this information in your argument?

- Student responses may include:
  - Knowing exactly what "Shut Down Your Screen Week" asks people to do would be helpful. I could use this information in my introduction to set up the topic of the argument.
  - Learning from the given texts what some of the benefits of digital media would be useful. I could use this information to make supporting claims or counterclaims and as evidence to develop my claims.
  - Knowing what the given texts say about the harmful effects of digital media would be helpful. I could use this information to make supporting claims or counterclaims and as evidence to develop my claims.

Lead a brief whole-class discussion of student responses.

Explain to students that knowledge of the audience also influences the way they execute their task and attempt to fulfill their purpose. Explain that the audience for their argument is the principal of their school. Ask students to Think, Pair, Share about the following question:

How does awareness of the audience influence your understanding of the task and purpose?

- Student responses may include:

- Because the principal is a school official who cares about the academic performance and general well-being of the school's students, I must ensure that my claims acknowledge the principal's role as a school official and his or her responsibility to ensure high levels of academic performance.
- Because the principal is well educated, I must use compelling claims with detailed evidence and logical reasoning to support my positions.
- The principal is a professional, so to ensure that the principal understands my ideas and takes them seriously, I will have to write a formal paper with correct English.

ⓘ **Differentiation Consideration:** If students struggle, consider asking the following questions:

Describe the school's principal. What do you know about the principal? Why might the principal care about this topic?

- The principal is likely well educated and interested in participating in events that are good for students and the school. The principal might care about this topic, because she or he cares about students' education.

Based on your understanding of the principal, what should students do in order to take their audience into account?

- Students should take a clear position on the argument topic and write clear and convincing claims with powerful evidence and reasoning to appeal to the principal. Students should also use formal language with correct English grammar, spelling, and punctuation to make sure that their ideas are clear and the principal takes their arguments seriously.

Lead a brief whole-class discussion of student responses.

ⓘ Students learn how to take their audience's knowledge and concerns into account when revising their arguments in Lesson B.

Activity 4: Prompt Analysis Exit Slip 10%

Inform students that the assessment for this lesson requires students to explain the prompt in their own words and consider how purpose and audience influence their task. Distribute a copy of the WR.1 Lesson 3 Prompt Analysis Exit Slip to each student. Instruct students to independently complete the WR.1 Lesson 3 Prompt Analysis Exit Slip.

- See the High Performance Response and the Model WR.1 Lesson 3 Prompt Analysis Exit Slip for sample student responses.

ⓘ Consider informing students that this exit slip constitutes their statement of purpose for their arguments. Explain to students that they will return to this statement throughout the writing process to ensure they keep in mind their task, purpose, and audience. Students may store these statements in a folder or writing portfolio.

Activity 5: Reading and Discussion 35%

ⓘ The following activity addresses the expectations of W.9-10.9.b.

Explain that students will read several articles that relate to the topic of the prompt in order to build their knowledge on the argument topic and collect evidence for their claims. Reading these articles will help students form an educated opinion about the topic. Explain that in the remainder of this lesson, students read one of these articles and briefly discuss initial reactions before examining the article more deeply in the following lesson. Remind students to annotate the articles as they read. Discuss the purpose of annotating articles by asking the following question:

After analyzing the prompt, why might annotating the articles in this unit be useful?

- Student responses may include:

  Annotating these articles helps students:

  - Understand each author's claims and evidence
  - Focus on the information they need to build their knowledge on the argument topic
  - Record their thinking on the argument topic, like whether they agree or disagree with what the author writes and why
  - Keep track of the evidence they may want to include when they write their own arguments

Explain to students that annotating the articles in this unit will help them analyze the argument topic and prepare to write their own arguments. Annotating the articles will help students see patterns in their notes on the topic and guide them in determining what to write and how to organize their writing.

Instruct students to form pairs or small groups. Distribute a copy of "Kids Still Getting Too Much 'Screen Time': CDC" by Amy Norton to each student.

Instruct students to Think, Pair, Share on the following question:

Based on the title, what information do you expect to read in the article?

- Student responses may include:
  - The title indicates that the article will focus on how much kids use screens.

- The title suggests that the article will include information about how much time is "too much 'screen time.'"
- Based on the title, the article will likely include information about why "screen time" is bad for kids.

ⓘ **Differentiation Consideration:** If necessary to support comprehension and fluency, consider using a masterful reading of the article for the lesson.

Provide students with the following definitions: *cholesterol* means "substance that is found in all animal tissues, especially in the brain, spinal cord, and fat tissues; it functions mainly as a protective agent in the skin and nerve cells and as a detoxifier in the bloodstream" and *correlate* means "to have a close connection with something."

ⓘ Students may be familiar with these words. Consider asking students to volunteer the definitions before providing them to the class.

- Students write the definitions of *cholesterol* and *correlate* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration:** Consider providing students with the following definitions: *findings* means "the results of an investigation," *pediatrician* means "a doctor who treats babies and children," *devote* means "to use (time, money, energy, attention, etc.) for (something)," *obesity* means "the state of being fat in a way that is unhealthy," *consumption* means "the use of something," *couch potatoes* means "people who spend a lot of time sitting and watching television," *isolated* means "separate from others," *ban* means "to forbid people from using (something)," and *monitor* means "to watch, observe, listen to, or check (something) for a special purpose over a period of time."

- Students write the definitions of *findings*, *pediatrician*, *devote*, *obesity*, *consumption*, *couch potatoes*, *isolated*, *ban*, and *monitor* on their copies of the text or in the appropriate section of their vocabulary journals.

Instruct students to read "Kids Still Getting Too Much 'Screen Time': CDC." Instruct students to annotate the article for items they find interesting and engaging, such as an unusual word choice, beautiful phrase, illuminating analysis, or surprising fact.

After students read and annotate the article, post or project the following set of questions for students to discuss before sharing out with the class. Instruct students to annotate the article for important information related to this unit's writing prompt as they discuss each question, remembering to include short notes or labels to record their thinking.

ⓘ **Differentiation Consideration:** If the skill of annotation is new or challenging to students, consider posting or projecting the text and asking student volunteers to share their annotations for important

information related to this unit's writing prompt. Consider posting or projecting the volunteered annotations.

What are your initial reactions to the information in this article? Considering what you expected to read in the article, did you find any of the information surprising?

- Student responses will vary but should demonstrate an engagement with the article and topic:
  - Too much screen time has negative health effects on kids.
  - Media consumption is not bad, but it should be done in moderation.
  - Based on the title, it was surprising that the study actually only shows a small percentage of teenagers—only 15%—"watch four or more hours of TV daily" (par. 3).
  - Based on the title, it was not surprising to read that almost 75% of teenagers spend at least two hours per day using digital media (par. 2).

What information in this article interests you the most?

- Student responses will vary.

What is the topic of this article?

- This article is about a study that showed a significant number of teenagers in the United States spending more time using "entertainment media" than experts suggest (par. 5). The article also discusses how too much screen time affects children.

Lead a brief whole-class discussion of student responses. Inform students that in the next lesson, they have the opportunity to analyze and discuss this article more deeply.

Activity 6: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to reread the article "Kids Still Getting Too Much 'Screen Time': CDC" by Amy Norton and respond briefly in writing to the following question using evidence from the article:

How does the information in this article influence your thoughts about the topic of "Shut Down Your Screen Week"?

- Students follow along.

Homework

Reread the article "Kids Still Getting Too Much 'Screen Time': CDC" by Amy Norton and respond briefly in writing to the following question using evidence from the article:

How does the information in this article influence your thoughts about the topic of "Shut Down Your Screen Week"?

WR.1 Lesson 3 Prompt Analysis Exit Slip

Name:		**Class:**		**Date:**	

Directions: In your own words, explain what the prompt requires you to do and consider how purpose and audience influence your task.

Writing Prompt:	**Take a position on whether your school should participate in the national "Shut Down Your Screen Week." Write a multi-paragraph argument to support your position, using evidence from the texts that you read.**

Explanation of the prompt in your own words:

Model WR.1 Lesson 3 Prompt Analysis Exit Slip

Name:		Class:		Date:	

Directions: In your own words, explain what the prompt requires you to do and consider how purpose and audience influence your task.

Writing Prompt:	**Take a position on whether your school should participate in the national "Shut Down Your Screen Week." Write a multi-paragraph argument to support your position, using evidence from the texts that you read.**

Explanation of the prompt in your own words:
The prompt requires me to choose and argue one side, either "yes" or "no," on the topic of whether or not my school in particular should participate in the event "Shut Down Your Screen Week." I must use evidence from the texts provided to me to support my argument. I need to learn about this event as well as the advantages and disadvantages of using digital media. I must attempt to convince the principal of my school to accept my central claim by fully developing my response with multiple supporting claims and using evidence and reasoning to advance my argument.

WR.1 ARGUMENT

Lesson 4 Reading Sources

Introduction

In this lesson, students continue to gather evidence for their arguments by rereading and analyzing the article "Kids Still Getting Too Much 'Screen Time': CDC" by Amy Norton. Students answer questions about the article before joining with partners or small groups to discuss how to organize their reading notes and identify the article's pros and cons related to screen time. Student learning is assessed via a Quick Write at the end of the lesson: Choose the claim that you think is most convincing in the article. What evidence and reasoning are used to support the claim? Explain whether or not the evidence is relevant and sufficient to support the claim.

For homework, students read and annotate the article "Attached to Technology and Paying a Price" by Matt Richtel, and add to their Pros and Cons Chart or their own organizing tool. Students also respond briefly in writing to a prompt.

Standards

Assessed Standard(s)	
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
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.
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Assessment

Assessment(s)
Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. • Choose the claim that you think is most convincing in the article. What evidence and reasoning are used to support the claim? Explain whether or not the evidence is relevant and sufficient to support the claim. ⓘ Throughout this unit, Quick Writes will be assessed using the Short Response Rubric.
High Performance Response(s)
A High Performance Response should: • Identify a claim (e.g., The author claims that too much screen time leads to increased obesity for teens is the most convincing in the article.). • Identify the evidence and reasoning used to support the claim (e.g., The author cites the CDC study that found that "teenagers' weight did, in fact, correlate with their screen time" (par. 6). The writer reasons that "a lot of the concern with excessive screen time is that it makes kids couch potatoes" (par. 14).). • Explain whether or not the evidence is relevant and sufficient to support the claim (e.g., The evidence is relevant to the claim because it shows that teens who spend more time with screens tend to be obese, but it is not sufficient because there could be other reasons that teens are obese, perhaps having to do with diets.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
None.*
Vocabulary to teach (may include direct word work and/or questions)
None.*
Additional vocabulary to support English Language Learners (to provide directly)
None.*

* See Lesson 3 for vocabulary from "Kids Still Getting Too Much 'Screen Time': CDC."

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: RI.9-10.8, W.9-10.5, W.9-10.9.b	
• Text: "Kids Still Getting Too Much 'Screen Time': CDC" by Amy Norton	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Reading and Discussion	3. 40%
4. Organizing Reading Notes	4. 25%
5. Quick Write	5. 15%
6. Closing	6. 5%

Materials

- Copies of the Pros and Cons Charts for each student (optional)
- Copies of the Short Response Rubric and Checklist for each student
- "Attached to Technology and Paying a Price" by Matt Richtel

ⓘ Consider numbering the sections and paragraphs of "Attached to Technology and Paying a Price" for students' homework reading, beginning at paragraph 1 for each section.

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students analyze "Kids Still Getting Too Much 'Screen Time': CDC" by Amy Norton. Then, students discuss how to organize their reading notes before working in pairs or groups to chart the pros and cons related to screen time presented in the article, noting which items are examples of evidence and reasoning.

- Students look at the agenda.

Activity 2: Homework Accountability 10%

Instruct students to take out their responses to the previous lesson's homework assignment. (Reread the article "Kids Still Getting Too Much 'Screen Time': CDC" by Amy Norton and respond briefly in writing to the following question using evidence from the article: How does the information in this article influence your thoughts about the topic of "Shut Down Your Screen Week"?)

Instruct students to form pairs or small groups to discuss their responses.

- Student responses may include:
  - Reading this article made me think that "Shut Down Your Screen Week" might be a good idea because the article explains so many negative effects from too much screen time. For example, the author cites research that links "more screen time to obesity, higher blood pressure and cholesterol, sleep loss and problems at school" (par. 5).
  - Reading this article made me think that parents should be responsible for making sure their kids do not spend too much time in front of screens and, therefore, the school should not get involved in "Shut Down Your Screen Week." For example, the author references the words of Dr. Hogan, who suggests that parents "begin discussions about media use at an early age" with their children (par. 8). This expert sees parents as responsible for making sure their children have a "healthy media diet" (par. 10).

Lead a brief whole-class discussion of student responses.

Activity 3: Reading and Discussion 40%

ⓘ The following activity addresses the expectations of W.9-10.9.b.

Instruct students to remain in their pairs or small groups from the previous activity. Instruct students to reread "Kids Still Getting Too Much 'Screen Time': CDC" and annotate for examples of reasoning and evidence, remembering to include short notes or labels to record their thinking.

ⓘ **Differentiation Consideration:** If the skill of annotation is new or challenging to students, consider posting or projecting the text and asking student volunteers to share their annotations for reasoning and evidence. Consider posting or projecting the volunteered annotations.

Post or project the following questions for students to discuss. Instruct students to continue annotating the article as they read and discuss.

How does the author demonstrate that the topic of the article is relevant and important to consider?

- The author demonstrates the importance of the article by citing a "new government study" that shows that teenagers are spending "hours in front of the TV and computer every day" (par. 1). The article also mentions that this is "despite years of expert advice" that teenagers should limit their screen time (par. 1). Because most readers value reports from the government and "experts," the author's use of quotes from these groups emphasizes the importance of the topic. The author demonstrates that the article is relevant by showing that the issue concerns all teenagers and kids.

ⓘ Consider informing students that the use of quotes from experts is a rhetorical strategy used to establish the credibility of a piece of writing.

What did the "two national surveys" find about children's screen time (par. 2)?

- The two national surveys found that "nearly three-quarters" of children "spent at least two hours a day watching TV and using a computer" (par. 2). It also found that some teens use the television and computer for more than four hours a day.

How do the survey results compare with what experts recommend?

- The article states, "The AAP has long recommended that … teens devote no more than two hours to entertainment media" (par. 5). Therefore, the surveys shows that many teenagers are using screen entertainment more than experts recommend.

What evidence does the author use to support the claims she presents about the negative effects of screen time in this article?

- The author states that research links "more screen time to obesity, higher blood pressure and cholesterol, sleep loss and problems at school" (par. 5). In other words, too much screen time has negative physical effects and also affects teenagers' performance at school. This evidence supports the claims that teens should be encouraged to have a "healthy media diet" (par. 10), and that reducing screen time is important to teenagers' health.

What expert claims does the author present about the effect of social media in this article? What evidence and/or reasoning do the experts provide to support these claims?

- Student responses should include:
  - Dr. Marjorie Hogan states in the article: "Social-media tools are great" but "you also have to get out there and talk to people" (par. 17).
  - Dr. Angela Diaz states, "Teens may think they're being social online, but that can't take the place of face-to-face relationships" (par. 15).
  - Both of these experts are concerned that teenagers' social skills will be affected negatively by using too much social media. Both experts use reasoning to support their claims that social media has a negative effect on teens. They reason that people need to interact face to face to build social skills and that social media prevents this face-to-face interaction.

How do experts suggest reducing teenagers' screen time?

- Dr. Hogan suggests that parents "begin discussions about media use at an early age" with their children (par. 8). She compares media to food and argues that "it's all about moderation and choosing wisely" (par. 10). She is therefore saying that kids should not stop using screens altogether, but instead use them less and be sure to do other things like volunteer or play sports, as is suggested elsewhere in the article.

Lead a brief whole class discussion of student responses.

Activity 4: Organizing Reading Notes 25%

ⓘ The following activity addresses the expectations of W.9-10.9.b and W.9-10.5.

Inform students that it is crucial to the writing process to develop a way of tracking evidence and claims regarding the pros and cons of screen time for the four articles they read in this unit. Having this material in an organized and accessible format will make it easier for students to organize their own ideas in their writing.

Lead a whole-class discussion about different ways to track information in articles.

What are some of the ways to track and organize information from articles?

- Student responses may include:
  - Annotating the articles themselves is one way to track the information. For example, the supporting claims could be underlined and the evidence numbered in each paragraph.
  - Listing notes in a notebook or on paper about claims and evidence in one place is a good way to track information.
  - Creating a chart or organizing tool for tracking claims and evidence can be helpful.

Inform students that they are responsible for using the method they find most effective to organize information from the articles in this unit.

Remind students that in this unit they are writing a multi-paragraph argument to address the following prompt:

Take a position on whether your school should participate in the national "Shut Down Your Screen Week." Write a multi-paragraph argument to support your position, using evidence from the texts that you read.

Explain to students that reading and noting claims, evidence, and reasoning is part of the planning process for successfully drafting an argument, because students can choose to use claims, evidence, and reasoning from these texts to inform and develop their own arguments.

Instruct students to form their pairs or small groups from the previous activity. Inform students that in this activity they identify and discuss the pros and cons related to screen time presented in the article "Kids Still Getting Too Much 'Screen Time': CDC."

Distribute a blank copy of the Pros and Cons Chart to each student or instruct students to create their own charts on blank pieces of paper by recording the title of the text on the top of the page and then drawing a large "T" labeling one side "Pros" and the other side "Cons."

- Students examine or create the Pros and Cons Chart.

ⓘ The Pros and Cons Chart that students use or create is meant to serve as an example of one way of organizing information.

Instruct students to discuss and record the pros and cons of screen time presented in the article. Also, instruct students to identify the items they record as examples of either evidence or reasoning.

ⓘ **Differentiation Consideration:** If necessary, explain that a *pro* is a statement that is in favor of screen time. A *con* is a statement that is against screen time.

- See the Model Pros and Cons Chart at the end of the lesson for possible student responses.

ⓘ **Differentiation Consideration:** If students struggle, consider modeling the process of adding items to the Pros and Cons Chart for students.

Lead a brief whole-class discussion of student responses. Then discuss with students the relative importance of each pro and con. Instruct students to star the items they think are particularly important or relevant to the topic of their own arguments. Explain to students that there are not necessarily right and wrong answers to identifying the relative importance of pros and cons. Students should discuss what makes evidence relevant and sufficient or reasoning valid.

Activity 5: Quick Write 15%

Distribute and introduce the Short Response Rubric and Checklist. Briefly explain the purpose of the rubric and checklist: to help students improve their Quick Write and homework writing responses. Inform students that they should use the Short Response Rubric and Checklist to guide their own writing, and that they are to use the same rubric for both Quick Writes and homework writing.

ⓘ Lead a brief discussion of the Short Response Rubric and Checklist categories: Inferences/Claims, Analysis, Evidence, and Conventions. Review the components of high-quality responses. Quick Write activities continue to engage students in thinking deeply about texts by encouraging them to synthesize the analysis they carry out during the lesson and build upon that analysis. Inform students that they typically have 4–10 minutes to write.

Instruct students to respond briefly in writing to the following prompt:

Choose the claim that you think is most convincing in the article. What evidence and reasoning are used to support the claim? Explain whether or not the evidence is relevant and sufficient to support the claim.

Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- Students listen and read the Quick Write prompt.

ⓘ Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- Students independently answer the prompt using evidence from the text.
- 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 read the article "Attached to Technology and Paying a Price" by Matt Richtel, annotating for the central claim, supporting claims, evidence, and reasoning. Instruct students to add these examples to their Pros and Cons Charts or their own organizing tools.

Finally, instruct students to respond briefly in writing to the following question:

How does the information in this article influence your thoughts about the topic of "Shut Down Your Screen Week"?

- Students follow along.

Homework

Read the article "Attached to Technology and Paying a Price" by Matt Richtel, annotating for the central claim, supporting claims, evidence, and reasoning. Add these examples to your Pros and Cons Chart or your own organizing tool.

Then respond briefly in writing to the following question:

How does the information in this article influence your thoughts about the topic of "Shut Down Your Screen Week"?

Pros and Cons Chart

Name:		Class:		Date:	

Directions: Record the pros and cons from each article in this chart. A *pro* is a statement that is in favor of screen time. A *con* is a statement that is against screen time. Determine which pros and cons are most important or convincing and place a star next to these. Label the pros and cons as "evidence" or "reasoning."

Text:

Pros	Cons

Text:

Pros	Cons

Text:

Pros	Cons

Text:

Pros	Cons

Model Pros and Cons Chart

Name:		Class:		Date:	

Directions: Record the pros and cons from each article in this chart. A *pro* is a statement that is in favor of screen time. A *con* is a statement that is against screen time. Determine which pros and cons are most important or convincing and place a star next to these. Label the pros and cons as "evidence" or "reasoning."

Text: "Kids Still Getting Too Much 'Screen Time': CDC" by Amy Norton

Pros	Cons
"Social-media tools are great," but people also need to interact with each other in person (par. 17). (reasoning)	"15 percent of teens watch four or more hours of TV daily, while nearly 12 percent report using their computers for four or more hours a day." (par. 3) (evidence)
*There is such a thing as a "healthy media diet" according to Dr. Hogan (par. 10). (reasoning)	*"research linking more screen time to obesity, higher blood pressure and cholesterol, sleep loss and problems at school" (par. 5) (evidence)
	"It's important for kids to be connected to people … and not just isolated in their own rooms." (par. 16) Too much screen time affects students negatively in their social lives. (reasoning)

Short Response Rubric

Assessed Standard(s): _____

Name:		**Class:**		**Date:**	

	2-Point Response	**1-Point Response**	**0-Point Response**
Inferences/Claims	Includes valid inferences or claims from the text. Fully and directly responds to the prompt.	Includes inferences or claims that are loosely based on the text. Responds partially to the prompt or does not address all elements of the prompt.	Does not address any of the requirements of the prompt or is totally inaccurate.
Analysis	Includes evidence of reflection and analysis of the text.	A mostly literal recounting of events or details from the text(s).	The response is blank.
Evidence	Includes relevant and sufficient textual evidence to develop response according to the requirements of the Quick Write.	Includes some relevant facts, definitions, concrete details, or other information from the text(s) to develop an analysis of the text according to the requirements of the Quick Write.	The response includes no evidence from the text.
Conventions	Uses complete sentences where errors do not impact readability.	Includes incomplete sentences or bullets.	The response is unintelligible or indecipherable.

Short Response Checklist

Assessed Standard(s): _____

Name:		**Class:**		**Date:**	

Does my writing…	**Did I…**	✔
Include valid inferences and/or claims from the text(s)?	Closely read the prompt and address the whole prompt in my response?	☐
	Clearly state a text-based claim I want the reader to consider?	☐
	Confirm that my claim is directly supported by what I read in the text?	☐
Develop an analysis of the text(s)?	Consider the author's choices, the impact of word choices, the text's central ideas, etc.?	☐
Include evidence from the text(s)?	Directly quote or paraphrase evidence from the text?	☐
	Arrange my evidence in an order that makes sense and supports my claim?	☐
	Reflect on the text to ensure the evidence I used is the best evidence to support my claim?	☐
Use complete sentences, correct punctuation, and spelling?	Reread my writing to ensure it means exactly what I want it to mean?	☐
	Review my writing for correct grammar, spelling, and punctuation?	☐

WR.1 ARGUMENT

Lesson 5 Reading Sources

Introduction

In this lesson, students read and analyze the article "Social Media as Community" by Keith Hampton, in which the author argues that social media does not isolate individuals but actually creates deeper relationships among people. Building on skills developed in previous lessons, students work in pairs or small groups to read and analyze the article. Students add to their Pros and Cons Charts or their own organizing tools, recording the pros and cons related to screen time that they have gathered from the article "Social Media as Community." Student learning is assessed via a Quick Write at the end of the lesson: Choose a specific claim in the text, and assess whether the reasoning is valid and the evidence is relevant and sufficient.

For homework, students read and annotate the article "Education 2.0: Never Memorize Again?" by Sarah Perez and add to their Pros and Cons Chart or their own organizing tool. Students also respond briefly in writing to a prompt. Finally, students determine which position they will take in their own arguments.

Standards

Assessed Standard(s)	
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
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.
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false

	statements and fallacious reasoning”).

Assessment

Assessment(s)
Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. • Choose a specific claim in the text, and assess whether the reasoning is valid and the evidence is relevant and sufficient.
High Performance Response(s)
A High Performance Response should: • Identify a claim (e.g., “Those we depend on are more accessible today than at any point since we lived in small, village-like settlements” (par. 4).). • Identify the evidence and reasoning used to support the claim (e.g., The author writes that “Americans have fewer intimate relationships today than 20 years ago” but that “those we depend on are more accessible today” than in the past (par. 4) because of technology such as cell phones and social media. The author reasons that even though people don’t live together in “small, village-like settlements” (par. 4) they can remain close because they have the ability to talk to each other whenever they wish.). • Assess whether the reasoning is valid and the evidence is relevant and sufficient (e.g., The reasoning seems valid because people can use social media to contact each other more frequently. But the evidence does not seem sufficient to support the claim because it doesn’t have information about how often people used to be in contact.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• extol (v.) – to praise highly • prosperity (n.) – a successful, flourishing, or thriving condition, especially in financial respects; good fortune • feasible (adj.) – capable of being done • confidants (n.) – trusted friends you can talk to about personal and private things

Vocabulary to teach (may include direct word work and/or questions)
• None.
Additional vocabulary to support English Language Learners (to provide directly)
• intimacy (n.) – emotional warmth and closeness • simultaneously (adv.) – happening at the same time

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: RI.9-10.8, W.9-10.5, W.9-10.9.b	
• Text: "Social Media as Community" by Keith Hampton	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 20%
3. Reading and Discussion	3. 40%
4. Organizing Reading Notes	4. 15%
5. Quick Write	5. 15%
6. Closing	6. 5%

Materials

- Text: "Social Media as Community" by Keith Hampton
- Student copies of the Pros and Cons Chart (refer to WR.1 Lesson 4) (optional)—students may need additional blank copies
- Student copies of the Short Response Rubric and Checklist (refer to WR.1 Lesson 4)
- "Education 2.0: Never Memorize Again?" by Sarah Perez

ⓘ Consider numbering the paragraphs of "Social Media as Community" and "Education 2.0: Never Memorize Again?" before the lesson.

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students work in pairs or small groups to read and analyze the article "Social Media as Community" by Keith Hampton. Students then organize their reading notes, charting the pros and cons related to screen time presented in the article and noting which items are examples of evidence and reasoning.

- ▸ Students look at the agenda.

Activity 2: Homework Accountability 20%

Instruct students to take out their responses to the first part of the previous lesson's homework assignment. (Read the article "Attached to Technology and Paying a Price" by Matt Richtel, annotating for the central claim, supporting claims, evidence, and reasoning.)

Instruct students to form pairs or small groups to discuss their annotations.

- ❍ Student annotations should include:
  - **Central Claim**: The distraction of technology can have serious consequences.
  - **Supporting Claim:** "our focus is being undermined by bursts of information" like checking e-mail (sec. 1, par. 8)
  - **Evidence:** "The stimulation provokes excitement—a dopamine squirt—that researchers say can be addictive." (sec. 1, par. 9)
  - **Reasoning:** The way we use technology is addicting, which makes it hard to stop checking e-mail or Facebook.

  - **Supporting Claim:** Our extensive use of technology is ruining our brains.

- **Evidence:** "scientists are discovering that even after the multitasking ends, fractured thinking and lack of focus persist" (sec. 1, par. 12)
- **Reasoning:** The extensive use of technology is changing our brains in ways we cannot reverse. The constant use of tech devices makes it hard to focus and think.

- **Supporting Claim:** The brain is not meant to handle current technology.
- **Evidence:** "We are exposing our brains to an environment and asking them to do things we weren't necessarily evolved to do." (sec. 1, par. 18)
- **Reasoning:** The heavy use of technology has exceeded our brains ability to adapt, which is causing problems in concentration and focus.

Lead a brief whole-class discussion of student responses.

ⓘ Consider recording student responses on the board to create a visual structure of the article.

Instruct students to take out their responses to the second part of the previous lesson's homework assignment. (Add these examples to your Pros and Cons Chart or your own organizing tool.)

Instruct students to remain in their pairs or small groups to share the additions they made to their Pros and Cons Charts or their own organizing tools.

- See Model Pros and Cons Chart for sample student responses.

Instruct student pairs or groups to discuss the relative importance of each pro and con. Remind students to star the items they think are particularly important or relevant to the topic of their own arguments. Also, remind students to identify the items as either examples of evidence or reasoning.

Lead a brief whole-class discussion of student responses.

Instruct students to take out their responses to the third part of the previous lesson's homework assignment. (Respond briefly in writing to the following question: How does the information in this article influence your thoughts about the topic of "Shut Down Your Screen Week"?)

Instruct students to remain in their pairs or small groups to discuss their responses.

- Student responses to the homework questions will vary but should demonstrate an engagement with the article and topic.

Lead a brief whole-class discussion of student responses.

Activity 3: Reading and Discussion 40%

Instruct students to remain in their pairs or small groups from the previous activity. Distribute a copy of the article "Social Media as Community" by Keith Hampton to each student.

ⓘ **Differentiation Consideration:** If necessary to support comprehension and fluency, consider using a masterful reading of the article for the lesson.

Provide students with the following definitions: *extol* means "to praise highly," *prosperity* means "a successful, flourishing, or thriving condition, especially in financial respects; good fortune," *feasible* means "capable of being done," and *confidants* means "trusted friends you can talk to about personal and private things."

ⓘ Students may be familiar with these words. Consider asking students to volunteer the definitions before providing them to the class.

- Students write the definitions of *extol, prosperity, feasible,* and *confidants* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration:** Consider providing students with the following definitions: *intimacy* means "emotional warmth and closeness" and *simultaneously* means "happening at the same time."

- Students write the definitions of *intimacy* and *simultaneously* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ The following activity addresses the expectations of W.9-10.9.b.

Instruct students to read "Social Media as Community." Instruct students to annotate for items they find interesting and engaging, such as an unusual word choice, beautiful phrase, illuminating analysis, or surprising fact.

After students read and annotate the article, post or project the following set of questions for students to discuss before sharing out with the class. Instruct students to annotate the article for claims, reasoning, and evidence as they discuss each question, remembering to include short notes or labels to record their thinking.

ⓘ **Differentiation Consideration:** If the skill of annotation is new or challenging to students, consider posting or projecting the text and asking student volunteers to share their annotations for claims, reasoning, and evidence. Consider posting or projecting the volunteered annotations.

How does the author demonstrate that the topic of the argument is relevant and important to consider?

- The author states that some people argue that social media is "responsible for a growing trend of social isolation and loss of intimacy" (par. 1). He shows that other researchers have looked into the question and people have different opinions on the subject.

What is the author's central claim?

- The author's central claim is that "neither living alone nor using social media is socially isolating" (par. 2).

What evidence does the author use to support his central claim?

- The author writes that he was the "lead author" of an article that showed that "those who used social media had more close confidants" (par. 2), meaning that they had close friends who they shared personal information with. The author also cites another study called "Social Networking Sites and Our Lives" that showed that those who used social networking sites "had more close ties" than other Americans and were "half as likely to be socially isolated as the average American" (par. 3).

What supporting claim does the author make about "close friends" in paragraph 4? How does he support this claim with reasoning?

- The author writes that "Americans have fewer intimate relationships today than 20 years ago," but that "those we depend on are more accessible today" than in the past because of technology such as cell phones and social media (par. 4). The author reasons that even though people do not live together in "small, village-like settlements" (par. 4), they can remain close because they have the ability to talk to each other whenever they wish.

How does the author use the metaphor of a "modern front porch" to advance his argument (par. 5)?

- The author compares the "constant feed of status updates and digital photos" to the "modern front porch" (par. 5). He argues that now instead of sitting on front porches and interacting with friends and neighbors, people are using social media to stay in touch.

Lead a brief whole-class discussion of student responses.

Activity 4: Organizing Reading Notes 15%

ⓘ The following activity addresses the expectations of W.9-10.5 and W.9-10.9.b.

Instruct students to remain in their pairs or small groups. Instruct students to identify and discuss the pros and cons of screen time in the article "Social Media as Community," using their own organizing

tools or their Pros and Cons Chart to take notes. Also, instruct students to identify the items they record as examples of either evidence or reasoning.

- See the Model Pros and Cons Chart at the end of the lesson for possible student responses.

Lead a brief whole-class discussion of student responses. Then instruct student pairs or groups to discuss the relative importance of each pro and con. Instruct students to star the items they think are particularly important or relevant to the topic of their own arguments.

Activity 5: Quick Write 15%

Instruct students to respond briefly in writing to the following prompt:

Choose a specific claim in the text, and assess whether the reasoning is valid and the evidence is relevant and sufficient.

Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- Students listen and read the Quick Write prompt.

ⓘ Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- Students independently answer the prompt, using evidence from the text.
- 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 read the article "Education 2.0: Never Memorize Again?" by Sarah Perez, annotating for the central claim, supporting claims, evidence, and reasoning. Instruct students add these examples to their notes or Pros and Cons Charts or their own organizing tools.

Instruct students to respond briefly in writing to the following question:

How does the information in this article influence your thoughts about the topic of "Shut Down Your Screen Week"?

Finally, instruct students to determine a position to take for their own arguments: for or against their school participating in "Shut Down Your Screen Week."

- Students follow along.

Homework

Read the article "Education 2.0: Never Memorize Again?" by Sarah Perez, annotating for the central claim, supporting claims, evidence, and reasoning. Add these examples to your notes or Pros and Cons Chart or your own organizing tool.

Then respond briefly in writing to the following question:

How does the information in this article influence your thoughts about the topic of "Shut Down Your Screen Week"?

Finally, determine a position to take for your own argument: for or against your school participating in "Shut Down Your Screen Week."

Model Pros and Cons Chart

Name:		Class:		Date:	

Directions: Record the pros and cons from each article in this chart. A *pro* is a statement that is in favor of screen time. A *con* is a statement that is against screen time. Determine which pros and cons are most important or convincing and place a star next to these. Label the pros and cons as "evidence" or "reasoning."

Text: "Attached to Technology and Paying a Price" by Matt Richtel

Pros	Cons
*"Technology use can benefit the brain in some ways, researchers say. Imaging studies show the brains of Internet users become more efficient at finding information." (sec . 1, par. 14) (evidence)	*"The stimulation provokes excitement—a dopamine squirt—that researchers say can be addictive" (sec. 1, par. 9) (evidence)
*"In imaging studies, Dr. Small observed that Internet users showed greater brain activity than nonusers, suggesting they were growing their neural circuitry." (sec. 3, par. 14) (evidence)	*"scientists are discovering that even after the multitasking ends, fractured thinking and lack of focus persist" (sec. 1, par. 12) (evidence)
	"We are exposing our brains to an environment and asking them to do things we weren't necessarily evolved to do." (sec. 1, par. 18) (reasoning)

Text: "Social Medial as Community" by Keith Hampton

Pros	Cons
*Americans who used social media "had more close confidants" than those who did not use social media (par. 2). (evidence)	"A number of studies, including my own and those of Matthew Brashears (a sociologist at Cornell), have found that Americans have fewer intimate relationships today than 20 years ago." (par. 4) (evidence)
"social media users knew people from a greater variety of backgrounds" (par. 3) (evidence)	
Social media users "spent an impressive amount of time socializing outside of the house" (par. 3). (evidence)	
*"Because of cell phones and social media, those we depend on are more accessible today than at any point since we lived in small, village-like settlements." (par. 4) (reasoning)	

WR.1 ARGUMENT Lesson 6 Planning: Prewriting

Introduction

In this lesson, students first discuss their annotations and notes on the article "Education 2.0: Never Memorize Again?" by Sarah Perez. Students then review the task, purpose, and audience for their argument. Finally, students participate in a prewriting activity to articulate their thoughts about the topic, their central and supporting claims, and their evidence before they organize their ideas in an outline in the following lesson. Student learning is assessed via participation in a prewriting activity on this unit's argument prompt: Take a position on whether your school should participate in the national "Shut Down Your Screen Week." Write a multi-paragraph argument to support your position, using evidence from the texts that you read.

For homework, students complete their prewrites as necessary, focusing on articulating their thoughts about the topic, their central and supporting claims, and the evidence they find most compelling.

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)	
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Assessment

Assessment(s)
Student learning is assessed via participation in a prewriting activity on the following prompt:

• Take a position on whether your school should participate in the national "Shut Down Your Screen Week." Write a multi-paragraph argument to support your position, using evidence from the texts that you read.
High Performance Response(s)
A High Performance Response should: • Express their unedited thoughts and ideas on the argument prompt (e.g., _____ High School should not participate in "Shut Down Your Screen Week" because students need screens to maintain their social relationships and keep their minds and reflexes sharp.).

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: • Standards: W.9-10.5, W.9-10.1, W.9-10.6	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 20%
3. Reviewing Statements of Purpose	3. 15%
4. Prewrite	4. 55%
5. Closing	5. 5%

Materials

- Student copies of their WR.1 Lesson 3 Prompt Analysis Exit Slips (refer to WR.1 Lesson 3)

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.
	Italicized text indicates a vocabulary word.

▸	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. In this lesson, students discuss their annotations and notes on the article "Education 2.0: Never Memorize Again?" before reviewing the task, purpose, and audience for their arguments. Students then engage in a prewriting activity in response to the argument prompt.

- ▸ Students look at the agenda.

Activity 2: Homework Accountability 20%

Instruct students to take out the first part of the previous lesson's homework assignment. (Read the article "Education 2.0: Never Memorize Again?" by Sarah Perez, annotating for the central claim, supporting claims, evidence, and reasoning.)

Instruct students to form pairs or small groups to discuss their annotations.

- 💬 Student annotations should include:
  - **Central Claim:** Don Tapscott "believes the age of learning through the memorization of facts and figures is coming to an end" (par. 1).
  - **Supporting Claim:** "Teachers are no longer the fountain of knowledge; the internet [sic] is." (par. 2)
  - **Evidence:** "It is enough that they know about the Battle of Hastings, without having to memorize that it was in 1066. They can look that up and position it in history with a click on Google." (par. 2)
  - **Reasoning:** "Kids should learn about history to understand the world and why things are the way they are." (par.
  - **Supporting Claim:** "He doesn't feel that method of learning is anti-education since the information we must all digest is coming in at lightning speed." (par. 3)
  - **Evidence:** "Children are going to have to reinvent their knowledge base multiple times ... So for them memorizing facts and figures is a waste of time." (par. 3)
  - **Reasoning:** "is it better to just have a general idea so you can focus on better understanding the context and meaning?" (par. 4)
  - **Supporting Claim:** "Today's students are growing up in a world where multi-tasking has them completely immersed in digital experiences." (par. 5)

- **Evidence:** "Wiring up our brains like this makes us adept at filtering information, making snap decisions" (par. 6)
- **Reasoning:** "If our brains are, in fact, becoming rewired, wouldn't it make sense that the way we teach students to learn should adapt, too?" (par. 7)

Lead a brief whole-class discussion of student responses.

ⓘ Consider recording student responses on the board to create a visual structure of the article.

Instruct students to take out their responses to the second part of the previous lesson's homework assignment. (Add these examples to your Pros and Cons Chart or your own organizing tool.)

Instruct students to remain in their pairs or small groups to share the additions they made to their Pros and Cons Charts or their own organizing tools.

- See Model Pros and Cons Chart for sample student responses.

Instruct student pairs or groups to discuss the relative importance of each pro and con. Remind students to star the items they think are particularly important or relevant to the topic of their own arguments. Also, remind students to identify the items as either examples of evidence or reasoning.

Lead a brief whole-class discussion of student responses.

Instruct students to take out their responses to the third part of the previous lesson's homework assignment. (Respond briefly in writing to the following question: How does the information in this article influence your thoughts about the topic of "Shut Down Your Screen Week"?)

- Student responses to the homework questions will vary but should demonstrate an engagement with the article and topic.

Lead a brief whole-class discussion of student responses.

ⓘ Students will be held accountable for determining their position homework in Activity 4: Prewriting Activity.

Activity 3: Reviewing Statements of Purpose 15%

Instruct students to take out their WR.1 Lesson 3 Prompt Analysis Exit Slips. Remind students that the exit slip is a statement of purpose for their arguments. Instruct students to reread their statements of purpose and then Turn-and-Talk to review the task, purpose, and audience of their arguments.

- The prompt requires me to choose and argue one side, either "yes" or "no," on the topic of whether or not my school in particular should participate in the event "Shut Down Your Screen Week." I must use evidence from the texts provided to me to support my argument. I need to learn about this event as well as the advantages and disadvantages of using digital media. I must attempt to convince the principal of my school to accept my central claim by fully developing my response with multiple supporting claims and using evidence and reasoning to advance my argument.

Lead a brief whole-class sharing of students' statements of purpose.

Activity 4: Prewrite 55%

ⓘ The following activity addresses the expectations of W.9-10.1.

Explain to students that in this part of the lesson, they participate in a prewriting activity on the argument prompt to further develop their own position and the supporting claims and evidence for their arguments. Explain that the goal of this activity is to write without stopping to analyze or correct one's sentences. Students should focus on identifying the central claim they want to make and any supporting claims, evidence, reasoning, or counterclaims from their notes. Students will have opportunities to further examine and refine these ideas and writing in the following lessons. This prewriting activity is intended to generate thoughts and ideas that can be used to support the writing activities in the following lessons and the development of students' drafts. Instruct students to consult the articles and their Pros and Cons Charts as they prewrite.

Post or project the argument prompt for this unit:

Take a position on whether your school should participate in the national "Shut Down Your Screen Week." Write a multi-paragraph argument to support your position, using evidence from the texts that you read.

- Students independently prewrite on the argument prompt.

ⓘ The process of writing an argument will involve drafting, annotating, peer reviewing, editing, and revising. If access to technology is available, consider using a cloud or electronic storage system (Microsoft Word, Google Drive, etc.) that allows each student to write and track changes using a word processing program. Consider instructing students on how to comment on their electronic documents in order to facilitate the annotation and review processes. If technological resources are not available, use the established classroom protocols for drafting, editing, and revising hard copies. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

Activity 5: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to complete their prewrites as necessary, focusing on articulating their thoughts about the topic, their central and supporting claims, and the evidence they find most compelling.

- Students follow along.

Homework

Complete your prewrite, focusing on articulating your thoughts about the topic, your central and supporting claims, and the evidence you find most compelling.

Model Pros and Cons Chart

Name:		Class:		Date:	

Directions: Record the pros and cons from each article in this chart. A pro is a statement that is in favor of screen time. A con is a statement that is against screen time. Determine which pros and cons are most important or convincing and place a star next to these. Label the pros and cons as "evidence" or "reasoning."

Text: "Education 2.0: Never Memorize Again?" by Sarah Perez

Pros	Cons
*"Kids should learn about history to understand the world and why things are the way they are. But they don't need to know all the dates. It is enough that they know about the Battle of Hastings, without having to memorize that it was in 1066. They can look that up and position it in history with a click on Google." (par. 2) (reasoning)	*"It's important that children learn facts. If you have no store of knowledge in your head to draw from, you cannot easily engage in discussions or make informed decisions." (par. 7) (reasoning)
"Children are going to have to reinvent their knowledge base multiple times ... So for them memorizing facts and figures is a waste of time." (par. 3) (reasoning)	"Wiring up our brains like this makes us adept at filtering information, making snap decisions, and fielding the incoming digital debris, **but sustained concentration, reading body language, and making offline friends are skills that are fading away.**" (par. 6) (evidence)
"**Wiring up our brains like this makes us adept at filtering information, making snap decisions, and fielding the incoming digital debris**, but sustained concentration, reading body language, and making offline friends are skills that are fading away." (par. 6) (evidence)	

WR.1 ARGUMENT

Lesson 7 Planning: Outlining

Introduction

In this lesson, students review the format of a standard outline and then draft an outline that aligns with their statements of purpose. As they draft their outlines, students who need additional assistance with articulating or organizing their ideas in their outlines have an opportunity to meet with the teacher in one-on-one conferences. Student learning is self-assessed via annotations to their outlines corresponding to the applicable items on the model outline structure.

For homework, students continue drafting their outlines or revise their outlines based on their student-teacher conferences. Students also prepare to explain how they organized their supporting claims, evidence, and reasoning in their outlines.

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)	
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Assessment

Assessment(s)
Student learning is self-assessed via annotations to their outlines corresponding to the model outline structure.

High Performance Response(s)
A High Performance Response should: • Include a central claim (e.g., We should participate in "Shut Down Your Screen Week."). • Include supporting claims (e.g., Overuse of technology can be an addiction. Extensive multitasking is damaging users' brains. Technology use prevents social contact.). • Include a counterclaim (e.g., Technology can benefit a person's brain.). • Provide evidence for each supporting claim (e.g., "The stimulation provokes excitement—a dopamine squirt—that researchers say can be addictive." (Richtel).). • Include reasoning to demonstrate relationships between claims and evidence (e.g., Ability to concentrate and focus is in danger.). ⓘ See the Model Outline for sample student responses.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: • Standards: W.9-10.5, W.9-10.1, W.9-10.6	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Introduction to Standard Outline Structure	3. 20%
4. Drafting an Outline and Teacher Conferences	4. 70%
5. Closing	5. 5%

Materials

- None.

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students are introduced to a standard outline structure before drafting their own outlines for their individual arguments. During drafting, students who need additional support with articulating or organizing their ideas in their outlines have an opportunity to meet with the teacher for one-on-one conferences.

- Students look at the agenda.

Activity 2: Homework Accountability 0%

ⓘ Students will be held accountable for their homework during Activity 4: Drafting an Outline.

Activity 3: Introduction to Standard Outline Structure 20%

ⓘ The following activity addresses the expectations of W.9-10.1.

Remind students that in argument writing, the writer first introduces a central claim about the topic. Throughout the argument, the writer supports the central claim with other smaller, supporting claims, which are then supported by evidence and reasoning. The writer also includes a counterclaim to one of his or her claims. Explain that in this lesson, students draft outlines for their arguments to assist them in planning their arguments and organizing their claims, evidence, and reasoning.

ⓘ **Differentiation Consideration:** If necessary, instruct students to take out their copies of the Argument Visual Handout (refer to Lesson 1). Remind students of the definitions of *argument* and its key parts, which they learned in Lesson 1:

- **Argument:** The organized collection of clear, definite claims about a topic, including enough evidence that is related to the topic, and logical reasoning
- **Central Claim:** An author or speaker's main point about an issue
- **Supporting Claims** Smaller, related points that develop or advance the central claim
- **Counterclaim:** A statement that opposes another claim
- **Evidence:** The facts, events, and ideas that support the claims of an argument
- **Reasoning:** The logical relationships among ideas, including relationships among claims and relationships across evidence

Ask volunteers to list the parts of a standard outline.

ⓘ This lesson demonstrates the use of an outline to assist students in planning and organizing their arguments. However, teachers may substitute other graphic organizers (boxes and bullets, argument chart, etc.) that better meet their students' needs.

ⓘ To support students' understanding of the outline format, consider recording student responses on the board or chart paper.

- As a class, students create a standard outline structure:

I.
  A.
    1.
      a.
    2.
      a.
  B.
    1.
      a.
    2.
      a.

Once the outline form is established, ask for student volunteers to name the parts of the argument (central claim, supporting claims, evidence, reasoning, counterclaims) that should go beside each letter or number.

- As a class, students create the following model outline structure:

I. Central Claim
  A. Supporting Claim 1
    1. Evidence
      a. Reasoning

2. Evidence
    a. Reasoning

B. Supporting Claim 2
1. Evidence
    a. Reasoning
2. Evidence
    a. Reasoning

C. Counterclaim
1. Evidence
    a. Reasoning against counterclaim

D. Conclusion
1. Further evidence (if provided)
    a. Further reasoning (if provided)

Inform students that the purpose of the model outline structure is to provide an example of how to organize relevant information as students prepare to write their own arguments.

Activity 4: Drafting an Outline and Teacher Conferences 70%

Explain that for this lesson's assessment, students draft an outline for their argument papers and self-assess their outlines using annotations that correspond to the model outline structure students created in the previous activity. After they draft an outline, students review their outlines alongside the model outline structure and label their outlines with each component from the model outline structure. Students should note those items that are missing from their outlines so that they have a reference for revision.

- Students follow along.

Instruct students to draft an outline for their argument. Remind students to refer to the model outline structure as they draft. Inform students that each component of their outline does not need to be a complete sentence; rather, students should use the outline to focus on how to best organize their ideas.

Instruct students to use their copies of the annotated articles from Lessons 3–5, their Pros and Cons Charts, their prewrites, and their statements of purpose to draft their outline. Remind students that their outlines are a plan for achieving their purpose in this argument.

Transition to individual drafting and annotating.

- Students independently draft an outline for their argument and annotate their outline according to the model outline structure.

ⓘ If necessary, remind students of the prompt for their argument:

Take a position on whether your school should participate in the national "Shut Down Your Screen Week." Write a multi-paragraph argument to support your position, using evidence from the texts that you read.

ⓘ **Differentiation Consideration:** If students need additional support, consider allowing them to draft with each other or as a class to ensure that they understand how to effectively write an outline.

Conduct individual student-teacher conferences with those students who may need additional help with planning their argument. Instruct students to continue drafting their outlines when they are not in their conference.

ⓘ If students need additional support, teacher conferences may extend into the following lessons while other students are drafting.

ⓘ In order to ensure that students can continue to work effectively on their outlines, they should not be collected unless teachers need to assess students' abilities to draft an outline and students are unable to use the online writing community.

Activity 5: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to continue drafting their outlines or revise their outlines based on their student-teacher conferences. Remind students to use the model outline structure to guide their drafting and revisions. Also, instruct students to prepare to explain how they organized their supporting claims, evidence, and reasoning in their outlines.

- Students follow along.

ⓘ If students worked collaboratively or in pairs to develop and refine their outlines in place of student-teacher conferences, consider suggesting students use the work done in these groups as the basis for their revisions.

ⓘ Consider using methods for facilitating independent writing and peer reviewing work outside of class. Ideas for creating online writing communities for your students include blogs, Google Docs, or other online sharing sites.

ⓘ If an online writing community has been established for the class, instruct students to post their revised outlines for sharing with peers and/or assessment. Remind peer reviewers to consider how effectively their peers have organized their supporting claims, counterclaims, evidence, and reasoning. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

ⓘ Instruct students to form peer review pairs or small groups. Consider maintaining the same peer review pairs or small groups through Lesson 10 so that students can provide and receive consistent feedback from a peer familiar with their work.

Homework

Continue drafting your outline or revise your outline based on your student-teacher conference. Use the model outline structure to guide your drafting or revisions. Also, prepare to explain how you organized your supporting claims, evidence, and reasoning in your outline.

Model Outline

I. Central Claim: We should participate in "Shut Down Your Screen Week."

A. Checking your mail or social media can be addictive.

1. "The stimulation provokes excitement—a dopamine squirt—that researchers say can be addictive." (Richtel)

a. Taking a break from using technology can prevent this

B. Extensive multitasking is damaging users' brains.

1. Our ability to concentrate on one thing is "fading away" (Perez).

a. Ability to concentrate and focus is in danger.

C. Counterclaim: Technology can benefit a person's brain.

1. Using technology "makes us adept at filtering information, making snap decisions" (Perez).

a. Negative outweighs the potential benefits.

D. Technology use prevents social contact.

1. Technology "diminishes empathy by limiting how much people engage with one another" (Richtel).

a. Technology prevents people from forming real relationships.

E. Conclusion: Technology is harmful, so we should participate in "Shut Down Your Screen Week."

1. Technology use can be dangerous and should be monitored and restricted as necessary.

a. Taking a break from the use of technology has benefits.

WR.1 ARGUMENT Lesson 8 Drafting: Body Paragraphs

Introduction

In this lesson, students begin drafting their argument by focusing on building an effective body paragraph. In Lessons 8, 9, and 10, students work in a nonlinear process to draft their body paragraphs before their introductions in order to establish their supporting claims and evidence. The process of working backwards from the body paragraphs encourages students to develop the essential evidence and reasoning needed to craft an effective argument. The work in this lesson provides students with clarity and direction necessary for the drafting of an introduction and conclusion in Lessons 9 and 10.

Students begin by participating in a jigsaw activity to examine body paragraphs from the articles they read in Lessons 3–5 and discuss the components that make these body paragraphs effective. Students then draft one body paragraph that supports their central claim. Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Argument Writing Checklist.

For homework, students continue to draft their body paragraphs, focusing on including relevant supporting claims as well as providing well-organized and supportive evidence and reasoning.

ⓘ Additional drafting time will be needed to ensure students develop a thorough argument. Plan an additional day or days following this lesson to allow students to draft additional body paragraphs and revise as necessary. During these additional lessons, teachers may continue to conference with students in order to address needs or concerns. These additional lessons may be based on the format of this lesson.

ⓘ Lessons 8, 9, and 10 provide drafting time for a body paragraph, an introduction, and a conclusion, respectively. If a more linear drafting approach is desired, Lesson 9 may be completed before Lesson 8.

Standards

Assessed Standard(s)	
W.9-10.1.b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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.
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)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Assessment

Assessment(s)
Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Argument Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Develop supporting claims and/or counterclaims clearly and fairly (e.g., However, it is not simply the addictive quality of digital media that is concerning; this kind of extensive use is actually harmful to the brain.). • Include relevant and sufficient evidence and valid reasoning to support the claim and disprove the counterclaim (e.g., Using technology frequently throughout the day often requires people to multitask, and excessive multitasking is dangerous for the brain. Research has shown that "[h]eavy multitaskers actually have more trouble focusing and shutting out irrelevant information … and they experience more stress" (Richtel).). ⓘ The above responses are taken from paragraph 3 of the model argument in Lesson 10. This model is a complete response to the WR.1 argument prompt. Consult the model argument for context for these responses and for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Texts: • Standards: W.9-10.1.b, W.9-10.5, W.9-10.6 • Texts: "Social Media as Community" by Keith Hampton, "Kids Still Getting Too Much 'Screen Time': CDC" by Amy Norton, "Education 2.0: Never Memorize Again?" by Sarah Perez, and "Attached to Technology and Paying a Price" by Matt Richtel	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Writing Instruction: Effective Body Paragraphs	3. 30%
4. Drafting a Body Paragraph	4. 45%
5. Closing	5. 5%

Materials

- Student copies of "Social Media as Community" by Keith Hampton, "Kids Still Getting Too Much 'Screen Time': CDC" by Amy Norton, "Education 2.0: Never Memorize Again?" by Sarah Perez, and "Attached to Technology and Paying a Price" by Matt Richtel (refer to WR.1 Lessons 3–5)
- Student copies of the up-to-date Argument Writing Checklist (refer to WR.1 Lesson 2 Model Argument Writing Checklist)

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students participate in a jigsaw activity to identify elements of effective body paragraphs in the articles they read in Lessons 3–5. Students then draft a single body paragraph to introduce a supporting claim with relevant and sufficient evidence and valid reasoning that support the central claim of their argument. Students continue to draft additional body paragraphs for homework or during future lessons as necessary.

- Students look at the agenda.

Activity 2: Homework Accountability 15%

Instruct students to take out their responses to the previous lesson's homework assignment. (Continue drafting your outline or revise your outline based on your student-teacher conference. Use the model outline structure to guide your drafting or revisions. Also, prepare to explain how you organized your supporting claims, evidence, and reasoning in your outline.)

Explain that in this activity and throughout this unit, students provide constructive criticism to their peers. Explain to students that *constructive criticism* means "criticism or advice that is useful and intended to help or improve something, often with an offer of possible solutions." Constructive criticism helps students share advice with their peers in a positive and academic manner.

- Students write the definition of *constructive criticism* in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration:** To support students' understanding of constructive criticism, consider asking the following question:

What are some examples of how to offer constructive criticism, specifically sentence starters for providing constructive criticism?

- Student responses may include:
  - "This could be stronger if you add …"
  - "If you move this paragraph and this paragraph, it would …"
  - "This might make more sense if you explain …"
  - "Instead of this word, why not use …?"

Instruct students to form peer review pairs or small groups to explain how they organized their supporting claims, evidence, and reasoning in their outlines. If students completed revisions for homework, instruct students to share two of the revisions they made to their outlines and how those revisions improved the clarity of content or structure in their outline.

- Student responses may include:

- I changed the wording of this supporting claim so that it better aligns with my central claim.
- I picked a new counterclaim that is a more forceful statement against my central claim, so that when I show that this counterclaim is incorrect, my argument will seem even more convincing to my readers.

Lead a brief whole-class discussion of student responses.

ⓘ Consider maintaining the same peer review pairs or small groups through Lesson 10 so that students can provide and receive consistent feedback from a peer familiar with their work.

Activity 3: Writing Instruction: Effective Body Paragraphs 30%

Transition to a jigsaw discussion by creating "home" groups of 4 students each. Instruct students to take out their copies of the articles they read in Lessons 3–5. Instruct student groups to decide among themselves which group member is responsible for which of the following sections from previously examined articles:

- "Social Media as Community" paragraph 3
- "Kids Still Getting Too Much 'Screen Time': CDC" paragraph 14
- "Education 2.0: Never Memorize Again?" paragraph 6
- "Attached to Technology and Paying a Price" section 3, paragraphs 12–13

Instruct students to leave their home groups to form "expert" groups based on the text for which each student is responsible (e.g., all students responsible for paragraph 3 of "Social Media as Community" now form one group). Explain that "expert" groups are those that read, analyze, and become class experts on their article's body paragraph(s) so that they can share with their "home" groups their understanding of what makes the body paragraphs effective.

Explain to students that these body paragraphs serve to develop and support each author's claims. Instruct students to read the body paragraph(s) and note any previous annotations they made regarding supporting claims, evidence, and reasoning. Post or project the following questions for each expert group to discuss.

How does the author develop the supporting claims or counterclaims in this paragraph?

- Student responses may include:
  - In paragraph 3 of "Social Media as Community," Hampton includes additional evidence that supports his claims in the form of a study from the Pew Research Center. This evidence that people who use technology actually form close social relationships is significant to Hampton's claims about technology use not being isolating.

- In paragraph 14 of "Kids Still Getting Too Much 'Screen Time': CDC," Norton begins to explain the crucial supporting claim that technology use is also harming children socially. This claim helps to support her earlier claims about the dangers that technology can pose to children's physical health. The inclusion of these mental effects makes it clear that technology use has potentially negative consequences for all parts of a child's life.
- In paragraph 6 of "Education 2.0: Never Memorize Again?" Perez introduces additional evidence from a book entitled *iBrain: Surviving the Technological Alteration of the Modern Mind*. This book provides additional information on how technology is affecting people's brains in positive ways. This information supports the previous claim that technology use is not ruining education but actually helping students and schools.
- In section 3, paragraphs 12–13 of "Attached to Technology and Paying a Price," Richtel introduces the counterclaim that "computer use has neurological advantages" (sec. 3, par. 12). He then gives evidence from two different research studies that both support the idea that screen time can be beneficial, which develops the counterclaim fairly.

Describe how the author uses reasoning to connect the evidence to the supporting claim or counterclaim, and then connects the supporting claim or counterclaim to the central claim.

- Student responses may include:
  - In paragraph 3 of "Social Media as Community," Hampton uses reasoning to connect the evidence from the Pew Research Center study to one of his supporting claims. He shows that since users of social networking had "more close ties" than those who didn't use it, they are actually more connected to community than those who do not use social media, which is his supporting claim. Because people who use social media are more connected, this paragraph also supports Hampton's central claim that "neither living alone nor using social media is socially isolating" (par. 2).
  - In paragraph 14 of "Kids Still Getting Too Much 'Screen Time': CDC," Norton provides reasoning that the social aspect of too much screen time is also harmful for teens' health, which supports the central claim that too much technology use can have negative consequences for children. Although she doesn't provide evidence in this paragraph, she quotes Dr. Diaz in the following paragraphs to support the claim.
  - In paragraph 6 of "Education 2.0: Never Memorize Again?" Perez provides the reasoning that because "the net" is rewiring our brains in ways that make us better at "filtering information" and "making snap decisions," it may have a positive use in education. However, she also acknowledges that other skills are "fading away." Both instances of reasoning support the central claim that technology is affecting education.
  - In section 3, paragraphs 12–13 of "Attached to Technology and Paying a Price," Richtel reasons that since studies show that computer use can have positive effects, one can

reasonably claim that technology use is beneficial to the brain. In acknowledging this counterclaim, Richtel can make his central claim stronger by demonstrating that he is fair to those who disagree with him.

Circulate and support as necessary.

When expert groups complete their analysis of their section of text, instruct students to return to their home group in which each member has explored the body paragraph(s) of a different article. Each student should present the analysis from the expert group to his or her home group members for discussion of what makes the body paragraph(s) effective. If time remains, encourage students to pose questions to their peers about the paragraphs.

- Students form their home groups and share their analyses from their expert groups.

Lead a brief whole-class discussion of student responses, calling on each group to share their analysis of their specific article. Then, explain to students that like the body paragraphs they have examined in class, their own body paragraphs will serve as the primary method for advancing the central claims of their arguments. Effective body paragraphs introduce supporting claims that reinforce the central claim and then develop these smaller claims with relevant and sufficient evidence. Effective body paragraphs also include valid reasoning that clarifies the connections among claims, across evidence, and between evidence and claims.

Instruct students to take out their copies of the Argument Writing Checklist.

ⓘ Consider posting or projecting the Argument Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Argument Writing Checklist? In which categories do these items belong and why?

- Student responses will vary but should include points that address the following:
  - Arrange claims, counterclaims, evidence, and reasoning to create clear relationships among all the components of the argument? This item belongs in Coherence, Organization, and Style, because coherence and organization are about creating clarity within the argument.

ⓘ Students likely added the items "Use valid reasoning to demonstrate clear relationships between claims and evidence?" and "Develop counterclaims fairly?" to the Command of Evidence category of the Argument Writing Checklist in Lesson 2.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Argument Writing Checklist and in which category each item belongs. Instruct

students to add the new items in the appropriate categories to their copies of the Argument Writing Checklist.

- Students add new items in the appropriate categories to their copies of the Argument Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Argument Writing Checklist.

Activity 4: Drafting a Body Paragraph 45%

Explain that in this activity, students draft a body paragraph for their arguments, paying specific attention to stating a clear supporting claim and providing relevant, sufficient evidence and valid reasoning to support the claim. Students should reference their annotated articles, notes, prewrites, Pros and Cons Charts, and outlines while drafting the body paragraphs.

Explain that students self-assess their drafts using annotations that correspond to the applicable items on the Argument Writing Checklist. After they draft a body paragraph, students review their body paragraphs alongside the Argument Writing Checklist and label their drafts with each applicable item from the checklist. Students should note those items that are missing from their drafts so that they have a reference for revision.

Explain that students will use this annotation process for the next two drafting lessons as well, assessing each part of their argument drafts with annotations according to the relevant Argument Writing Checklist items.

- Students follow along.

Instruct students to take out and read their copies of the Argument Writing Checklist. Instruct students to Think, Pair, Share about the following question:

Which checklist items are applicable to drafting a body paragraph?

- Student responses should include:
  - Develop supporting claims that reinforce or advance the central claim?
  - Use relevant and sufficient evidence to support my claims?
  - Use valid reasoning to demonstrate clear relationships between claims and evidence?
  - Develop counterclaims fairly?
  - Arrange claims, counterclaims, evidence, and reasoning to create clear relationships among all the components of the argument?
  - Adapt content and language to my specific audience?
  - Adapt style of writing to convince my audience of my central claim?

Lead a brief whole-class discussion of student responses.

ⓘ Consider reminding students that they do not need to include a counterclaim in every body paragraph; rather, one of their body paragraphs should develop a counterclaim.

Explain to students that this is a first draft, and while they should focus on the conventions established for an effective body paragraph, they will edit and refine their writing in later lessons.

Transition to individual drafting.

- Students independently draft a body paragraph of their argument.
- See the High Performance Response at the beginning of this lesson.

ⓘ **Differentiation Consideration:** If students need additional support, consider allowing them to draft with each other or as a class to ensure that they understand how to effectively write a body paragraph.

After students finish drafting, instruct students to annotate their drafts for elements of the Argument Writing Checklist that appear in their body paragraphs. Remind students that their annotations serve as the self-assessment of their draft's alignment to the Argument Writing Checklist.

- Students annotate their drafts for elements of the Argument Writing Checklist that are applicable to their body paragraphs.

ⓘ Student learning is self-assessed via annotations to their drafts. In order to ensure that students can continue to work effectively on their arguments, the draft paragraphs should not be collected unless teachers need to assess students' abilities to write a body paragraph and students are unable to use the online writing community.

Activity 5: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to continue drafting their body paragraphs, focusing on clearly stating their claims and effectively supporting them with evidence and reasoning.

- Students follow along.

ⓘ If an online writing community has been established for the class, instruct students to post their revised paragraphs for sharing with peers and/or assessment. Remind peer reviewers to consider how effectively their peers have provided relevant and sufficient evidence to develop supporting

claims or counterclaim related to their topic and claim. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

Homework

Continue drafting your body paragraphs, focusing on clearly stating your claims and effectively supporting them with evidence and reasoning.

Model Argument Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective argument established as a class.

Command of Evidence and Reasoning **Does my response…**	**Drafting** ✔	**Finalization** ✔
Use relevant and sufficient evidence to support my claims?	☐	☐
Use valid reasoning to demonstrate clear relationships between claims and evidence?	☐	☐
Develop counterclaims fairly?	☐	☐

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Introduce a precise central claim?	☐	☐
Develop supporting claims that reinforce or advance the central claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Adapt style of writing to convince my audience of my central claim?	☐	☐
Arrange claims, counterclaims, evidence, and reasoning to create clear relationships among all the components of the argument?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
	☐	☐

*Asterisks indicate new items added in this lesson.

WR.1 ARGUMENT

Lesson 9 Drafting: Introduction

Introduction

In this lesson, students learn to craft an introduction that establishes the topic and central claim of their argument. Students participate in a jigsaw activity to examine introductions from the articles they read in Lessons 3–5 and discuss the components that make these introductions effective. Then, students work individually to draft their argument introductions. Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Argument Writing Checklist.

For homework, students review and revise their introductions, focusing on how effectively they engage the reader's attention and establish the topic and central claim. Students attempt 2–3 different ways of opening their arguments and prepare to share their attempts with peers.

Standards

Assessed Standard(s)	
W.9-10.1.a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
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)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Assessment

Assessment(s)
Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Argument Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Engage the reader's attention and interest (e.g., Wandering the halls like zombies glued to their smart phones, these young minds are scattered and distracted. The number of people unable to focus on any one thing for an extended period of time is growing due to technology.). • Establish the topic and the central claim of the argument (e.g., Distracted by the constant need to check their e-mail or texts, chained to Facebook, Instagram, and Twitter, and neglecting homework in order to play the latest and greatest version of Grand Theft Auto, it is painfully obvious that today's teenagers cannot live without their screens. In order to promote a healthier lifestyle and more face-to-face interactions in the face of these challenges, [name of school here] should participate in "Shut Down Your Screen Week."). ⓘ The above responses are taken from the introduction of the model argument in Lesson 10. This model is a complete response to the WR.1 argument prompt. Consult the model argument for context for this introduction.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Texts: • Standards: W.9-10.1.a, W.9-10.5, W.9-10.6 • Texts: "Social Media as Community" by Keith Hampton, "Kids Still Getting Too Much 'Screen Time': CDC" by Amy Norton, "Education 2.0: Never Memorize Again?" by Sarah Perez, and "Attached to Technology and Paying a Price" by Matt Richtel	

Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Writing Instruction: Effective Introductions	3. 30%
4. Drafting an Introduction	4. 45%
5. Closing	5. 5%

Materials

- Student copies of "Social Media as Community" by Keith Hampton, "Kids Still Getting Too Much 'Screen Time': CDC" by Amy Norton, "Education 2.0: Never Memorize Again?" by Sarah Perez, and "Attached to Technology and Paying a Price" by Matt Richtel (refer to WR.1 Lessons 3–5)
- Student copies of the up-to-date Argument Writing Checklist (refer to WR.1 Lesson 8 Model Argument Writing Checklist)

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students participate in a jigsaw activity to identify elements of effective introductions in the articles they read in Lessons 3–5. Students then draft their own introductions, focusing on engaging the reader's interest and introducing the topic and central claim of the argument.

▸ Students look at the agenda.

Activity 2: Homework Accountability 15%

Instruct students to take out their responses to the previous lesson's homework assignment. (Continue drafting your body paragraphs, focusing on clearly stating your claims and effectively supporting them with evidence and reasoning.)

Instruct students to form pairs or small groups to briefly look over the paragraphs they drafted for homework. Instruct students to share an example of how their body paragraphs work together to support their central claim.

- Student responses may include:
  - The supporting claim in this paragraph is well supported by evidence and follows from the central claim.
  - The topic is explored in this first body paragraph, and the second body paragraph continues to explore the connected ideas of the claim by expanding on it with new evidence.

Ask for a student volunteer to share a paragraph with the class. Lead a brief whole-class discussion about what makes the paragraph effective and how it might be improved.

Activity 3: Writing Instruction: Effective Introductions 30%

Transition to a jigsaw discussion by creating "home" groups of 4 students each. Instruct students to take out their copies of the articles they read in Lessons 3–5. Instruct student groups to decide among themselves which group member is responsible for which of the following sections from previously examined articles:

- "Social Media as Community" paragraphs 1 and 2
- "Kids Still Getting Too Much 'Screen Time': CDC" paragraphs 1 and 2
- "Education 2.0: Never Memorize Again?" paragraphs 1 and 2
- "Attached to Technology and Paying a Price" section 1, paragraphs 1 and 2

Instruct students to leave their home groups to form "expert" groups based on the text for which each student is responsible (e.g., all students responsible for paragraph 1 and 2 of "Social Media as Community" now form one group). Explain that "expert" groups are those that read, analyze, and become class experts on their article's introduction so that they can share with their "home" groups their understanding of what makes the introduction effective.

Instruct students to read the introduction and note any previous annotations they made. Post or project the following questions for each expert group to discuss.

How does the introduction effectively engage the reader's attention?

- Student responses may include:
  - In the introduction of "Social Media as Community," the author references two authors, "Dominique Browning and Eric Klinenberg" (par. 1), who have both written positively about living alone, but goes on to say that their work has not stopped others from claiming that living alone and increased social media use have led to "social isolation." By introducing a controversy at the beginning of his argument, Hampton is able to engage the reader.
  - By immediately citing the experts who wrote a "government study" in the introduction to "Kids Still Getting Too Much 'Screen Time': CDC" Norton engages the reader's attention by establishing that the problem is serious and being researched by experts. Norton uses words like "still" and "despite" to show that children's technology habits are not what they should be.
  - In the introduction to "Education 2.0: Never Memorize Again?" the author leads with a compelling and controversial first sentence: "Memorization is a waste of time when Google is only a few clicks away" (par. 1). This sentence helps capture the reader's attention by stating that memorization is not as important as people think it is.
  - In the introduction to "Attached to Technology and Paying a Price," the author begins by telling a compelling human story about the dangers of technology. The author relates the story of businessman Kord Campbell, who overlooked a huge business deal because of his attachment to technology. This story illustrates the dangers of the overuse of technology and helps the reader to connect with the potential real-life dangers of technology addiction.

How does the author introduce the topic and central claim and begin to develop his or her claim in the introduction?

- Student responses may include:
  - In the introduction of "Social Media as Community," the author discusses authors who make positive claims about living alone but states that despite these arguments, others still claim that social media is "responsible" for "social isolation," which is how he introduces the topic of the argument (par. 1). The author then connects these ideas by stating his central claim: "Neither living alone nor using social media is socially isolating" (par. 2). The author supports this claim with evidence in the form of a survey. In this introduction, the author provides the reader with a large amount of important information, and presents the reader with his topic and purpose.
  - In the introduction of "Kids Still Getting Too Much 'Screen Time': CDC," the author introduces the topic and establishes a precise central claim: "U.S. teenagers are still spending hours in front of the TV and computer every day—despite years of expert advice that kids' 'screen time' should be limited, a new government study finds" (par. 1). The author then immediately supports this claim by citing the evidence of two CDC surveys that

demonstrate the large amount of potentially dangerous time that children spend in front of screens. The author presents a significant amount of evidence to support the claim early in the text.

- In the introduction to "Education 2.0: Never Memorize Again?" the author introduces the topic and a central claim of her article by summarizing the views of Don Tapscott, whose opinion is that "memorization is a waste of time when Google is only a few clicks away" (par. 1). Tapscott's claim that "rote memorization is no longer a necessary part of education" is one of Norton's central claims (par. 2). She describes Tapscott as a "leading commentator on our Internet Age," and explains how he thinks students should be taught differently to develop her central claim (par. 1).
- In the introduction to "Attached to Technology and Paying a Price," the author does not introduce a precise central claim, but instead begins with a story about how Kord Campbell missed "one of the most important emails" (sec.1, par. 1) of his life. Opening this way engages the reader and suggests that the article will be about the dangers of attachment to technology without saying so explicitly.

Circulate and support as necessary.

When expert groups complete their analysis of their section of text, instruct students to return to their home group in which each member has explored the introduction of a different article. Each student should present the analysis from the expert group to his or her home group members for discussion of what makes the introductions effective. If time remains, encourage students to pose questions to their peers about the introductions.

- Students form their home groups and share their analyses from their expert groups.

Lead a brief whole-class discussion of student responses, calling on each group to share their analysis of their specific article. Then, explain to students that there are different methods for creating an interesting introduction, but regardless of approach, an effective introduction not only grabs a reader's attention but also makes clear the writer's topic, claim, and purpose. An introduction should also provide context for the content of the argument, which can involve distinguishing the central claim from opposing claims. Writers can frame an introduction by describing a problem, posing a question, or piquing readers' curiosity with interesting facts associated with the topic. Writers may also use an interesting story found while collecting evidence for their arguments to grab readers' attention.

ⓘ **Differentiation Consideration:** Consider transitioning into pairs or small groups and have them brainstorm interesting opening sentences to introduce their arguments. Instruct each student to write a sample first sentence, and then instruct students to engage in a round-robin style discussion wherein each student passes his or her sample to a member of the group. The group then discusses each sample, how interesting or engaging it is, and why. Consider leading a whole-class discussion of student responses.

ⓘ For homework, students will experiment with different ways of opening their arguments.

Instruct students to take out their copies of the Argument Writing Checklist.

ⓘ Consider posting or projecting the Argument Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Argument Writing Checklist? In which categories do these items belong and why?

- Student responses will vary but should include points that address the following:
  - Have an introduction that captures the reader's attention and interest? This item belongs in the Coherence, Organization, and Style category, because an interesting introduction is an aspect of a writer's style.
  - Have an introduction that establishes the topic and central claim of my argument? This item belongs in the Coherence, Organization, and Style category, because establishing the topic and central claim is an aspect of organization and will contribute to coherence.

ⓘ Students likely added the item "Introduce a precise central claim?" to the Coherence, Organization, and Style category of the Argument Writing Checklist in Lesson 2.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Argument Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Argument Writing Checklist.

- Students add new items in the appropriate categories to their copies of the Argument Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Argument Writing Checklist.

Activity 4: Drafting an Introduction 45%

Explain that in this activity, students draft an introduction for their arguments, paying specific attention to engaging the reader's attention, establishing the topic, and stating a clear central claim. The central claim may be the last sentence of the introduction. Explain to students that although they should mention their strongest supporting claims in the introduction, all of the evidence and reasoning that supports the claims belong in the body of the argument. Students should reference their annotated articles, notes, prewrites, Pros and Cons charts, and outlines while drafting the introduction.

Inform students that they will self-assess the drafts of their introductions via annotations to their drafts corresponding to the applicable items on the Argument Writing Checklist.

Instruct students to take out and read their copies of the Argument Writing Checklist. Instruct students to Think, Pair, Share about the following question:

Which checklist items are applicable to drafting an introduction?

- Student responses should include:
  - Have an introduction that captures the reader's attention and interest?
  - Have an introduction that establishes the topic and central claim of my argument?
  - Introduce a precise central claim?
  - Adapt content and language to my specific audience?

Lead a brief whole-class discussion of student responses.

Explain to students that this is a first draft, and while they should focus on the conventions established for an effective introduction, they will edit and refine their writing in later lessons.

Transition to individual drafting.

- Students independently draft the introduction for their argument.
- See the High Performance Response at the beginning of this lesson.

ⓘ **Differentiation Consideration:** If students need additional support, consider allowing them to draft with each other or as a class to ensure that they understand how to effectively write an introduction.

After students finish drafting, instruct students to annotate their drafts for elements of the Argument Writing Checklist that appear in their introductions. Inform students that their annotations serve as the self-assessment of their draft's alignment to the Argument Writing Checklist.

- Students annotate their drafts for elements of the Argument Writing Checklist that are applicable to their introductions.

ⓘ Student learning is self-assessed via annotations to their drafts. In order to ensure that students can continue to work effectively on their arguments, the draft introduction should not be collected unless teachers need to assess students' abilities to write an introduction and students are unable to use the online writing community.

Activity 5: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to review and revise their introductions, paying close attention to how effectively they engage the reader's attention and establish their topic and central claim. Instruct students to attempt 2–3 different ways of opening their arguments and prepare to share their attempts with peers.

- Students follow along.

ⓘ If an online writing community has been established for the class, instruct students to post their revised introductions for sharing with peers and/or assessment. Remind peer reviewers to consider how effectively their peers have engaged the reader's attention and established the topic and central claim. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

Homework

Review and revise your introduction, paying close attention to how effectively you engage the reader's attention and establish your topic and central claim. Attempt 2–3 different ways of opening your argument and prepare to share your attempts with peers.

Model Argument Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective argument established as a class.

Command of Evidence and Reasoning **Does my response…**	**Drafting** ✔	**Finalization** ✔
Use relevant and sufficient evidence to support my claims?	☐	☐
Use valid reasoning to demonstrate clear relationships between claims and evidence?	☐	☐
Develop counterclaims fairly?	☐	☐

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Introduce a precise central claim?	☐	☐
Develop supporting claims that reinforce or advance the central claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Adapt style of writing to convince my audience of my central claim?	☐	☐
Arrange claims, counterclaims, evidence, and reasoning to create clear relationships among all the components of the argument?	☐	☐
Have an introduction that captures the readers' attention and interest?*	☐	☐
Have an introduction that establishes the topic and central claim of my argument?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
	☐	☐

*Asterisks indicate new items added in this lesson.

WR.1 ARGUMENT

Lesson 10 Drafting: Conclusion

Introduction

In this lesson, students learn to craft a concluding paragraph that follows from and further supports their argument. Students participate in a jigsaw activity to examine conclusions from the articles they read in Lessons 3–5, and discuss the components that make these conclusions effective. Then, students work individually to draft their argument conclusions. Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Argument Writing Checklist.

For homework, students review and revise their conclusions to ensure that they support their arguments by emphasizing reasoning and evidence. Students attempt 2–3 different ways of ending their arguments and prepare to share their attempts with peers.

Standards

Assessed Standard(s)	
W.9-10.1.e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. e. Provide a concluding statement or section that follows from and supports the argument presented.
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)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Assessment

Assessment(s)
Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Argument Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Provide a concluding statement that supports the argument presented (e.g., A single week without screens is a small price to pay for better connections with other people and a better-functioning brain. In order to preserve the health of students' young minds and social lives, [name of school here] should participate in "Shut Down Your Screen Week."). • Include valid reasoning that follows from previous claims (e.g., In a world full of distractions, it is clear that people's constant use of technology is doing actual damage to brains and communities. It is bad enough that the use of various screens distracts people and causes stress, but evidence shows that the constant use of these devices is also eroding people's interactions with others.). ⓘ The above responses are taken from the conclusion of the model argument at the end of this lesson. This model is a complete response to the WR.1 argument prompt. Consult the model argument for context for this conclusion.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Texts: • Standards: W.9-10.1.e, W.9-10.5, W.9-10.6 • Texts: "Social Media as Community" by Keith Hampton, "Kids Still Getting Too Much 'Screen Time': CDC" by Amy Norton, "Education 2.0: Never Memorize Again?" by Sarah Perez, and "Attached to Technology and Paying a Price" by Matt Richtel	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Writing Instruction: Effective Conclusions	3. 30%
4. Drafting a Conclusion	4. 45%
5. Closing	5. 5%

Materials

- Student copies of "Social Media as Community" by Keith Hampton, "Kids Still Getting Too Much 'Screen Time': CDC" by Amy Norton, "Education 2.0: Never Memorize Again?" by Sarah Perez, and "Attached to Technology and Paying a Price" by Matt Richtel (refer to WR.1 Lessons 3–5)
- Student copies of the up-to-date Argument Writing Checklist (refer to WR.1 Lesson 9 Model Argument Writing Checklist)

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students participate in a jigsaw activity to identify elements of effective conclusions in the articles they read in Lessons 3–5. Students then draft their own conclusions, focusing on following from and further supporting the argument presented.

- ▸ Students look at the agenda.

Activity 2: Homework Accountability 15%

Instruct students to take out their responses to the previous lesson's homework assignment. (Review and revise your introduction, paying close attention to how effectively you engage the reader's attention and establish your topic and central claim. Attempt 2–3 different ways of opening your argument and prepare to share your attempts with peers.)

Instruct students to form pairs or small groups. Instruct students to take turns sharing the different ways they attempted to open their arguments. Instruct peers to comment on which way of opening the argument engages the reader most effectively and why.

- Students share their different openings and peers offer constructive criticism on which openings are most effective and why.

Ask for student volunteers to share their revised introductions as well as peer feedback on their different openings.

Activity 3: Writing Instruction: Effective Conclusions 30%

Transition to a jigsaw discussion by creating "home" groups of 4 students each. Instruct students to take out their copies of the articles they read in Lessons 3–5. Instruct student groups to decide among themselves which group member is responsible for which of the final paragraphs from the previously examined articles:

- "Social Media as Community"
- "Kids Still Getting Too Much 'Screen Time': CDC"
- "Education 2.0: Never Memorize Again?"
- "Attached to Technology and Paying a Price"

Instruct students to leave their home groups to form "expert" groups based on the text for which each student is responsible (e.g., all students responsible for the conclusion paragraph of "Social Media as Community" now form one group). Explain that "expert" groups are those that read, analyze, and become class experts on their article's conclusion so that they can share with their "home" groups their understanding of what makes the conclusion effective.

Instruct students to read the conclusion and note any previous annotations they made. Post or project the following question for each expert group to discuss.

How does the author construct these paragraphs to effectively provide a conclusion that follows from and supports the information in the body paragraphs?

- Student responses may include:
  - Hampton ends his article "Social Media as Community" with a short paragraph that emphasizes the power of his evidence. Hampton's final statement uses a short, powerful sentence to grab the readers' attention: "The data backs it up. There is little evidence that social media is responsible for a trend of isolation, or a loss of intimacy and social support" (par. 6).
  - After explaining the dangers that excessive screen time may have for teens, Norton appeals to the readers' potential responsibility as parents and reminds her readers that "that advice goes for adults, too," encouraging readers to "sit down together for meals and have

conversations" (par. 18). This emotional appeal for readers to take responsibility as role models for their teens makes the argument more personally compelling for parent readers.
- Perez concludes the article "Education 2.0: Never Memorize Again?" with a question to the readers. She asks whether or not the readers agree with a counterclaim that she introduces in this conclusion. Because of the significant evidence provided throughout the article, most readers would disagree with the counterclaim. This makes the argument more compelling by allowing the readers to consider the evidence and make up their own minds.
- Richtel ends his article with an appeal to human empathy. He states that the use of technology is negatively impacting people's lives, and connecting on a personal level, face to face, might be the only thing to do in order to act against the negative effects. This follows from the information in the article, which demonstrated how people were losing connection because of technology's impact.

Circulate and support as necessary.

When expert groups complete their analysis of their section of text, instruct students to return to their home group in which each member has explored the conclusion of a different article. Each student should present the analysis from the expert group to his or her home group members for discussion of what makes the conclusions effective. If time remains, encourage students to pose questions to their peers about the conclusions.

- Students form their home groups and share their analyses from their expert groups.

Lead a brief whole-class discussion of student responses, calling on each group to share their analysis of their specific article. Then, explain to students that the careful crafting of a conclusion is an essential part of writing an argument. Building an effective conclusion allows students to deliver a strong, persuasive closing point that serves to reinforce their central claim. The concluding paragraph is a powerful synthesis of all of the claims in the argument, combined with the final link of an effective chain of reasoning. It serves not only to remind the reader of all of the claims presented in the argument but also to support the reasoning and overall claims of the writer. It is the writer's last opportunity to present the central claim to the reader.

ⓘ **Differentiation Consideration:** Some students may benefit from a visual representation of the connections between the conclusion and the rest of the article. Instruct students to consult their copies of the articles and draw arrows from phrases and sentences in each conclusion to similar phrases and sentences from the body paragraphs or introduction of each model.

- Student responses may include:
  - Richtel: "The way we become more human is by paying attention to each other" (sec. 6, par. 15) connects to "fail to pay attention to family" (sec. 4, par. 10).
  - Perez: "It's important that children learn facts" (par. 7) connects to and contradicts, "Kids should learn about history to understand the world and why things are the way they are. But they don't

need to know all the dates" (par. 2). This shows that Perez is leaving technology's effect on education as an open question.

- Norton: "Hogan said parents should also ban TVs and computers from their kids' bedrooms" (par. 19) connects to information throughout the article that calls on parents to monitor their children's use of technology, such as, "Try to create an environment where kids have choices other than TV and computers" (par. 12).
- Hampton: "There is little evidence that social media is responsible for a trend of isolation, or a loss of intimacy and social support" (par 6) connects to "Neither living alone nor using social media is socially isolating" (par. 2).

ⓘ For homework, students will experiment with different ways of ending their arguments.

Instruct students to take out their copies of the Argument Writing Checklist.

ⓘ Consider posting or projecting the Argument Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Argument Writing Checklist? In which categories do these items belong and why?

- Student responses will vary but should include points that address the following:
  - Provide a conclusion that follows from and supports the argument? This item belongs in the Coherence, Organization, and Style category, because the conclusion is an aspect of the organizational structure of an argument and also contributes to coherence of the argument.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Argument Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Argument Writing Checklist.

- Students add new items in the appropriate categories to their copies of the Argument Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Argument Writing Checklist.

Activity 4: Drafting a Conclusion 45%

Explain that in this activity, students draft a conclusion for their arguments, paying specific attention to providing a conclusion that follows from and supports the central claim made in the introduction and the supporting claims made in the body paragraphs. Students should reference their annotated articles, notes, prewrites, Pros and Cons charts, and outlines while drafting the conclusion.

Inform students that they will self-assess the drafts of their conclusions via annotations to their drafts corresponding to the applicable items on the Argument Writing Checklist.

Instruct students to take out and read their copies of the Argument Writing Checklist. Instruct students to Think, Pair, Share about the following question:

Which checklist items are applicable to drafting a conclusion?

- Student responses should include:
  - Provide a conclusion that follows from and supports the argument?
  - Adapt content and language to my specific audience?

Lead a brief whole-class discussion of student responses.

Explain to students that this is a first draft, and while they should focus on the conventions established for an effective conclusion paragraph, they will edit and refine their writing in later lessons.

Transition to individual drafting.

- Students independently draft the conclusions for their argument.
- See the High Performance Response at the beginning of this lesson.

ⓘ **Differentiation Consideration:** If students need additional support, consider allowing them to draft with each other or as a class to ensure that they understand how to effectively write a conclusion.

After students finish drafting, instruct students to annotate their drafts for elements of the Argument Writing Checklist that appear in their conclusions. Inform students that their annotations serve as the self-assessment of their draft's alignment to the Argument Writing Checklist.

- Students annotate their drafts for elements of the Argument Writing Checklist that are applicable to their conclusions.

ⓘ Student learning is self-assessed via annotations to their drafts. In order to ensure that students can continue to work effectively on their arguments, the draft conclusion should not be collected unless teachers need to assess students' abilities to write a conclusion and students are unable to use the online writing community.

ⓘ WR.1 Lessons A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

ⓘ Consider collecting completed drafts or viewing them in the class's online writing community to determine which of the skills from Lessons A–G students need most to learn.

Activity 5: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to review and revise their conclusions to ensure that they support their arguments by emphasizing reasoning and evidence. Instruct students to attempt 2–3 different ways of ending their arguments and prepare to share their attempts with peers.

- Students follow along.

ⓘ If an online writing community has been established for the class, instruct students to post their revised conclusions for sharing with peers and/or assessment. Remind peer reviewers to consider how effectively their peers have crafted a conclusion that follows from the topic and claim of the argument and connects clearly to the supporting claims, counterclaims, evidence, and reasoning presented in the body paragraphs. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

Homework

Review and revise your conclusion to ensure that it supports your argument by emphasizing reasoning and evidence. Attempt 2–3 different ways of ending your argumentpaper and prepare to share your attempts with peers.

Model Argument Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective argument established as a class.

Command of Evidence and Reasoning **Does my response…**	**Drafting** ✔	**Finalization** ✔
Use relevant and sufficient evidence to support my claims?	☐	☐
Use valid reasoning to demonstrate clear relationships between claims and evidence?	☐	☐
Develop counterclaims fairly?	☐	☐

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Introduce a precise central claim?	☐	☐
Develop supporting claims that reinforce or advance the central claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Adapt style of writing to convince my audience of my central claim?	☐	☐
Arrange claims, counterclaims, evidence, and reasoning to create clear relationships among all the components of the argument?	☐	☐
Have an introduction that captures the readers' attention and interest?	☐	☐
Have an introduction that establishes the topic and central claim of my argument?	☐	☐
Provide a conclusion that follows from and supports the argument?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
	☐	☐

*Asterisks indicate new items added in this lesson.

Model Argument

Distracted by the constant need to check their e-mail or texts, chained to Facebook, Instagram, and Twitter, and neglecting homework in order to play the latest and greatest version of Grand Theft Auto, it is painfully obvious that today's teenagers cannot live without their screens. Wandering the halls like zombies glued to their smartphones, these young minds are scattered and distracted. The number of people unable to focus on any one thing for an extended period of time is growing due to technology. In order to promote a healthier lifestyle and more face-to-face interactions in the face of these challenges, [name of school here] should participate in "Shut Down Your Screen Week."

Events like "Shut Down Your Screen Week" are essential for preventing addiction to digital media. The act of checking e-mail or refreshing the mini-feed on Facebook gives people's brains a jolt of dopamine; this is a reaction "researchers say can be addictive" (Richtel). As a result, teens find it hard to look up from their phones because they need the feeling of getting a new e-mail or text: these teens become bored without the stimulation of digital media and that surge of dopamine (Richtel). Studies show that this addiction is a problem for most teens. In fact, as Amy Norton reports in the article "Kids Still Getting Too Much 'Screen Time': CDC," the researchers at the U.S. Centers for Disease Control and Prevention found that "nearly three quarters [of teens] spent at least two hours a day watching TV and using a computer."

However, it is not simply the addictive quality of digital media that is concerning; this kind of extensive use is actually harmful to the brain. Using technology frequently throughout the day often requires people to multitask, and excessive multitasking is dangerous for the brain. Research has shown that "[h]eavy multitaskers actually have more trouble focusing and shutting out irrelevant information … and they experience more stress" (Richtel). These effects continue even when people stop multitasking, effectively changing the way the brain works, according to brain scientist Nora Volkow (Richtel). In the article "Education 2.0: Never Memorize Again?" writer Sarah Perez states that because of the overuse of technology, "sustained concentration" is a skill that is "fading away." Ultimately, the long-term effect of excessive multitasking is the inability to give full concentration to whatever information is at hand, which inhibits intellectual development.

On the other hand, some research indicates that using technology can benefit a person's brain. Perez reports that "our exposure to the net is impacting the way our brains form neural pathways … [which] makes us adept at filtering information, making snap decisions, and fielding the incoming digital debris." In other words, people's brains are growing in new ways from using screens. One study showed that playing fast-paced video games can improve a person's reaction time and ability to see details, which are skills that can be applied in the real world, like when driving (Richtel).

Nevertheless, constant use of technology has its disadvantages. Screens limit face-to-face communication. Overusing digital media can inhibit social development by preventing people from making and developing meaningful connections with each other. Attachment to a screen or e-mail inbox

becomes a replacement for engaging with other human beings. This social separation is especially damaging for children. According to Dr. Angela Diaz, the Internet is not a valid substitute for social interaction. She argues, “It’s important for kids to be connected to people" and “not just isolated in their own rooms" (Norton). Likewise, according to a communications professor at Stanford, “the ultimate risk of heavy technology use is that it diminishes empathy by limiting how much people engage with one another, even in the same room” (Richtel). In other words, people lose the ability to positively and effectively interact with one another and form relationships.

In a world full of distractions, it is clear that people’s constant use of technology is doing actual damage to people’s brains and their communities. It is bad enough that the use of various screens distracts people and causes stress, but evidence shows that the constant use of these devices is also eroding people’s interactions with others. A study by sociologist Matthew Brashears found that “Americans have fewer intimate relationships today than 20 years ago” (Hampton), a trend that can be attributed to technology overuse. A single week without screens is a small price to pay for better connections with other people and a better-functioning brain. In order to preserve the health of students’ young minds and social lives, [name of school here] should participate in “Shut Down Your Screen Week.”

SUPPLEMENTAL SKILLS INSTRUCTION

WR.1.A ARGUMENT

Integrating Evidence from Sources

Lessons WR.1.A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

This lesson is composed of four distinct but related activities that center on skills for integrating evidence from sources while using in-text citations. Each activity may last an entire class period.

Writing Instruction Options:

- Paraphrasing
- Integrating Quotations
- Punctuating Quotations
- In-Text Citations

In this lesson, the teacher provides direct instruction to students on how to integrate evidence and citations into arguments in order to maintain the flow of ideas, avoid plagiarism, and follow a standard format for in-text citation. Students learn how to paraphrase text from a source, effectively integrate quotations, punctuate integrated quotations, or include proper in-text citations to avoid plagiarism. Students focus on revising their own argument drafts for well-integrated evidence or proper citations before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.1 Revision Exit Slip: Integrating Evidence, on which each student records one example of a successful revision.

For homework, students choose three different passages from their arguments and revise each passage focusing on paraphrasing, integrating quotations, punctuating quotations, or in-text citations. Students also write a few sentences explaining whether they will keep the revisions they drafted and the impact this decision has on their arguments.

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.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
L.9-10.3.a	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. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.
Addressed Standard(s)	
W.9-10.1.b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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 *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.1 Revision Exit Slip: Integrating Evidence. Students record the original passage from their arguments as well as the revised passage. Students

then explain why the revision is effective.

ⓘ Consider assessing these revisions using the Argument Writing Checklist.

High Performance Response(s)

A High Performance Response should:

- Record the original passage (e.g., In fact, in the article "Kids Still Getting Too Much 'Screen Time': CDC," Amy Norton reports the findings of researchers at the U.S. Centers for Disease Control and Prevention. "[N]early three quarters [of teens] spent at least two hours a day watching TV and using a computer.").
- Revise the original passage, focusing on paraphrasing, integrating quotations, punctuating quotations, or in-text citations (e.g., In fact, as Amy Norton reports in the article "Kids Still Getting Too Much 'Screen Time': CDC," the researchers at the U.S. Centers for Disease Control and Prevention found that "nearly three quarters [of teens] spent at least two hours a day watching TV and using a computer.").
- Explain why the revision is effective (e.g., I integrated the quotation into the sentence to improve the flow of my writing.).

ⓘ See the Model WR.1 Revision Exit Slip: Integrating Evidence for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
• Standards: W.9-10.5, W.9-10.8, L.9-10.3.a, W.9-10.1.b, W.9-10.6, SL.9-10.1	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Writing Instruction Options:	3. 30%
• Paraphrasing	
• Integrating Quotations	
• Punctuating Quotations	
• In-Text Citations	
4. Argument Writing Checklist	4. 5%

5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR.1 Revision Exit Slip: Integrating Evidence	7. 5%
8. Closing	8. 5%

Materials

- Student copies of the up-to-date Argument Writing Checklist (refer to WR.1 Lesson 10 Model Argument Writing Checklist)
- Copies of the WR.1 Revision Exit Slip: _____ for each student
- Copies of the Tips for Integrating Quotations Handout for each student
- Copies of the Tips for Punctuating Quotations Handout for each student
- Copies of the MLA In-Text Citation 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.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students learn how to paraphrase, integrate quotations, punctuate quotations, or cite the sources in their arguments. Students revise their own drafts before participating in a peer discussion about their individual revisions.

▸ Students look at the agenda.

Activity 2: Homework Accountability 0%

ⓘ Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction Options 30%

ⓘ Based on student need, select from the four options below:

- Paraphrasing (See Appendix 1)
- Integrating Quotations (See Appendix 2)
- Punctuating Quotations (See Appendix 3)
- In-Text Citations (See Appendix 4)

Activity 4: Argument Writing Checklist 5%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to take out their copies of the Argument Writing Checklist.

ⓘ Consider posting or projecting the Argument Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Argument Writing Checklist? In which categories do these items belong and why?

- Student responses will vary but should include points that address the following:
  - Integrate evidence (quotations and paraphrasing) to support claims and counterclaims? This item belongs in the Command of Evidence and Reasoning category, because it is about using evidence.
  - Cite sources using proper MLA style and formatting? This item belongs in the Control of Conventions category, because it is about following the conventions of MLA style.
  - Use proper punctuation for quotations and citations? This item belongs in the Control of Conventions category, because it is about using proper punctuation.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Argument Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Argument Writing Checklist.

- Students add new items in the appropriate categories to their copies of the Argument Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Argument Writing Checklist.

Activity 5: Individual Revision 30%

ⓘ The following activity addresses the expectations of W.9-10.1.b

Instruct students to independently revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Paraphrasing
- Integrating Quotations
- Punctuating Quotations
- In-Text Citations

ⓘ For example, if students completed the writing instruction activity on Paraphrasing, their revisions should focus on paraphrasing rather than integrating quotations, punctuating quotations, or in-text citations.

Instruct students to revise at least three passages for the smooth integration of evidence, proper punctuation of quotations, or proper inclusion of in-text citations. Remind students to refer to the Argument Writing Checklist as they revise their drafts.

Transition to individual revision.

- Students independently revise their drafts to ensure the smooth integration of evidence, proper punctuation of quotations, or proper inclusion of in-text citations.

For sample revisions, see the Model WR.1 Revision Exit Slip: Integrating Evidence.

Activity 6: Revision Discussion 20%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind

students that constructive criticism helps them share advice with their peers in a positive and academic manner.

ⓘ Refer to Lesson 8 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
2. Explain to your peers how the revision improves your draft.
3. Ask your peers to provide brief constructive criticism on your revisions.
   - Students share and discuss with peers at least two effective revisions they made to their drafts.

ⓘ In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.1 Revision Exit Slip: Integrating Evidence 5%

Explain that for this lesson's assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.1 Revision Exit Slip: _____ to each student. Instruct students to fill in the title "Integrating Evidence" on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Argument Writing Checklist.

- See the High Performance Response and Model WR.1 Revision Exit Slip: Integrating Evidence for sample student responses.

Activity 8: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Paraphrasing
- Integrating Quotations
- Punctuating Quotations
- In-Text Citations

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your argument.

ⓘ If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

- Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on whichever of the following writing skills you learned in this lesson:

- Paraphrasing
- Integrating Quotations
- Punctuating Quotations
- In-Text Citations

Respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your argument.

Model Argument Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective argument established as a class.

Command of Evidence and Reasoning **Does my response…**	**Drafting** ✔	**Finalization** ✔
Use relevant and sufficient evidence to support my claims?	☐	☐
Use valid reasoning to demonstrate clear relationships between claims and evidence?	☐	☐
Develop counterclaims fairly?	☐	☐
Integrate evidence (quotations and paraphrasing) to support claims and counterclaims?*	☐	☐

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Introduce a precise central claim?	☐	☐
Develop supporting claims that reinforce or advance the central claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Adapt style of writing to convince my audience of my central claim?	☐	☐
Arrange claims, counterclaims, evidence, and reasoning to create clear relationships among all the components of the argument?	☐	☐
Have an introduction that captures the readers' attention and interest?	☐	☐
Have an introduction that establishes the topic and central claim of my argument?	☐	☐
Provide a conclusion that follows from and supports the argument?	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
Cite sources using proper MLA style and formatting?*	☐	☐
Use proper punctuation for quotations and citations?*	☐	☐

*Asterisks indicate new items added in this lesson.

WR.1 Revision Exit Slip: _____

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your argument. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation

Model WR.1 Revision Exit Slip: Integrating Evidence

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your argument. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
As a result, teens find it hard to look up from their phones because they need the feeling of getting a new e-mail or text: "The stimulation provokes excitement—a dopamine squirt—that researcher say can be addictive. In its absence, people feel bored" (Richtel).	As a result, teens find it hard to look up from their phones because they need the feeling of getting a new e-mail or text: these teens become bored without the stimulation of digital media and that surge of dopamine (Richtel).	To avoid using too many quotations in a row, I paraphrased the second quotation.
In fact, in the article "Kids Still Getting Too Much 'Screen Time': CDC," Amy Norton reports the findings of researchers at the U.S. Centers for Disease Control and Prevention. "[N]early three quarters [of teens] spent at least two hours a day watching TV and using a computer."	In fact, as Amy Norton reports in the article "Kids Still Getting Too Much 'Screen Time': CDC," the researchers at the U.S. Centers for Disease Control and Prevention found that "nearly three quarters [of teens] spent at least two hours a day watching TV and using a computer."	I integrated the quotation into the sentence to improve the flow of my writing.
Research has shown that "While many people say multitasking makes them more productive, research shows otherwise. Heavy multitaskers actually have more trouble focusing and shutting out irrelevant information, scientists say, and they experience more stress" (Richtel).	Research has shown that "[h]eavy multitaskers actually have more trouble focusing and shutting out irrelevant information … and they experience more stress" (Richtel).	I did not use the beginning of the quotation and I used ellipses to shorten the quotation to make it easier for the reader to get the most important information.

She argues, "It's important for kids to be connected to people" and "not just isolated in their own rooms."	She argues, "It's important for kids to be connected to people" and "not just isolated in their own rooms" (Norton).	I added a parenthetical citation in proper MLA format.
A study by sociologist Matthew Brashears found that, "Americans have fewer intimate relationships today than 20 years ago," (Hampton) a trend that can be attributed to technology overuse.	A study by sociologist Matthew Brashears found that "Americans have fewer intimate relationships today than 20 years ago" (Hampton), a trend that can be attributed to technology overuse.	I revised to ensure proper punctuation.

Appendix 1: Paraphrasing

Explain to students that effective argument writing requires using evidence from sources to fully develop their claims and counterclaims fairly. Explain that students must integrate evidence from other authors into their own arguments by paraphrasing or quoting directly from a source. Explain to students that whether they choose to incorporate evidence by paraphrasing or quoting, they must always give credit to their sources by including a proper citation of the source.

ⓘ Students will see and discuss in-text citations as they learn to integrate evidence. See Appendix 4 for instruction on proper in-text citation methods, style, and formatting.

ⓘ **Differentiation Consideration:** If necessary, explain to students that the information about the source inside the parentheses in each of the examples on the handout is called a *parenthetical citation*.

- Students write the definition of *parenthetical citation* in the appropriate section of their vocabulary journals.

Explain to students that when they integrate evidence into their arguments, they may paraphrase text from the original source instead of using direct quotations. To *paraphrase* means "to rephrase or restate the text in one's own words without changing the meaning of the text."

- Students write the definition of *paraphrase* in the appropriate section of their vocabulary journals.

Instruct students to take out their copies of the article "Attached to Technology and Paying a Price" by Matt Richtel and reread section 3, paragraphs 15–16" (from "At the University of Rochester, researchers found" to "changes into real-world benefits like safer driving").

- Students silently read section 3, paragraphs 15–16 from "Attached to Technology and Paying a Price."

Post or project the following examples.

ⓘ Example 1 is taken from paragraph 4 of the Model Argument (refer to Lesson 10).

- **Example 1:** One study showed that playing fast-paced video games can improve a person's reaction time and ability to see details, which are skills that can be applied in the real-world, like when driving (Richtel).
- **Example 2:** One study showed that "players of some fast-paced video games can track the movement of a third more objects on a screen than nonplayers. They say the games can improve reaction and the ability to pick out details amid clutter," which researchers are trying "to channel these changes into real-world benefits like safer driving" (Richtel).

Instruct students to Think, Pair, Share about the following questions:

What is similar about the two examples? What is different?

- Student responses may include:
  - Both examples communicate the same idea from the source.
  - Both examples cite the source.
  - Example 1 is shorter than Example 2.
  - Example 1 paraphrases from the source while Example 2 includes lengthy quotes directly from the source.

Why might a writer choose to paraphrase the text from a source rather than quote it directly?

- Student response may include:
  - The direct quotation is long and provides information that is not relevant to the writer's argument.
  - The direct quotation requires too many modifications to be integrated into the argument.
  - The information in the direct quotation is not organized in the same order as the writer's logical sequencing, so paraphrasing improves the flow of the argument.
  - The writer wants to condense a detailed explanation or description.

Lead a brief whole-class discussion of student responses.

Instruct students to return to section 3, paragraphs 15–16 of "Attached to Technology and Paying a Price." Post or project the following paraphrasing example. Then lead a brief whole-class discussion about the question below.

- **Example 3:** One study showed that players of some quick-moving video games can follow the movement of a third more objects on the screen than those who do not play these games. They say the games can increase reaction time and ability to pick out details, which researchers are trying to channel into real-world benefits like better driving.

Example 3 is not properly paraphrased. Why?

- Student responses may include:
  - Example 3 uses a lot of words and phrases that are exactly the same as the words and phrases in the text (e.g., "players of some … the movement of a third more objects" (sec. 3, par. 15)).
  - In Example 3, there are several words that are only slightly different from the text and the overall phrasing remains the same. In Example 3, the writer says "players of some quick-

moving video games," and the original text says "players of some fast-paced video games" (sec. 3, par. 15).

- In Example 3, there is no parenthetical citation.

Explain to students that if they choose to paraphrase text, they cannot use the exact words or phrasing from the source or direct quotations without quotation marks. Inform students that replacing individual words in a quotation with synonyms is also not considered paraphrasing. To paraphrase properly, students should determine the overall meaning of the text they want to paraphrase and then rephrase the idea in their own words. Explain to students that one strategy for proper paraphrasing is to read the section of text that they want to paraphrase and then explain—either through writing or speaking—the idea to their audience without looking back at the section of text.

ⓘ **Differentiation Consideration:** If the skill of paraphrasing is new or challenging to students, consider posting or projecting several quotes from one of the unit's texts and instructing students to work in pairs or small groups to practice paraphrasing each quote. Lead a brief whole-class discussion of student responses, noting that there are many acceptable ways to paraphrase a quote.

Appendix 2: Integrating Quotations

Explain to students that as they develop claims and counterclaims in their arguments, they may integrate evidence by using direct quotations from a source text. Explain to students that the first step for integrating quotations is choosing an appropriate quotation that includes relevant and significant evidence for their argument.

Post or project the following quotation from section 1, paragraphs 11–12 of the article "Attached to Technology and Paying a Price" by Matt Richtel and lead a brief whole-class discussion about the question below.

- "While many people say multitasking makes them more productive, research shows otherwise. Heavy multitaskers actually have more trouble focusing and shutting out irrelevant information, scientists say, and they experience more stress.

  And scientists are discovering that even after the multitasking ends, fractured thinking and lack of focus persist."

If a writer wanted to use information from this quotation to support a central claim that the school should participate in "Shut Down Your Screen Week," what are the most relevant and significant phrases from this quotation and why?

- Student responses may include:
  - The phrases "research shows," "scientists say," (sec. 1 par 11) and "scientists are discovering" (sec. 1, par. 12) are important, because these phrases suggest that the information is credible.
  - The phrase "[h]eavy multitaskers actually have more trouble focusing and shutting out irrelevant information" (par. 11) is relevant and significant, because it shows that too much technology use can be harmful to students.
  - The phrase multitaskers "experience more stress" (par. 11) is relevant and important, because it demonstrates the negative effects of too much technology use.
  - The phrase "even after the multitasking ends, fractured thinking and lack of focus persist" (par. 12) is relevant and significant, because it shows that the negative effects of too much technology use can be long-lasting.

Explain to students that the second step for integrating quotations is examining the quotation and then selecting the word(s) or phrase(s) that are the most important for supporting their claims.

Post or project the following examples and instruct students to Think, Pair, Share about the questions below.

- **Example 1:** Although "many people say multitasking makes them more productive, research shows otherwise. Heavy multitaskers actually have more trouble focusing and shutting out irrelevant information, scientists say, and they experience more stress" (Richtel).
- **Example 2:** Contrary to popular belief, researchers have demonstrated that multitasking does not make people more productive. Instead, "[h]eavy multitaskers actually have more trouble focusing and shutting out irrelevant information" (Richtel), which means that students who are distracted by their phones, laptops, and TVs at home will not be able to concentrate on doing their homework well.

What is the same about the way these two examples integrate the same evidence? What is different?

- Student responses should include:
  - The first example is only one sentence that is composed almost entirely of the quotation from the article, while the second example is three sentences and uses a smaller portion of the quotation from the article.
  - Because it is mostly the quotation from the article, the first example does not include any of the writer's thoughts, while the second example includes the writer's thoughts.

Which example more effectively integrates the evidence to support a claim? Why?

- Student responses may include:
  - The second example more effectively integrates the evidence, because it first explains the counterclaim that this evidence is refuting, while the first example inserts the quotation without any context.
  - The second example is more effective, because it uses the most relevant and significant information from the quotation rather than including the entire quotation like the first example does. This allows the reader to focus on the most important parts of the evidence.
  - The second example more effectively integrates the evidence, because the sentence after the quotation clarifies why the evidence is important and how it supports a claim about the negative effects of technology use.

Lead a brief whole-class discussion of student responses. Explain to students that both examples use quotations from "Attached to Technology and Paying a Price," but the second example demonstrates how to effectively integrate a quotation into a section of an argument to support a central claim. Explain to students that there are several different ways to integrate quotations into their arguments, but they should always introduce a quotation, then include the important information from a quotation, and finally connect the evidence from the quotation either to other evidence or a claim. Smooth, appropriate integration of evidence is necessary for creating a cohesive argument. In an argument, integrating quotations allows the reader to easily follow the logic of the writer. It allows the reader to "see" the writer's thinking.

Distribute the Tips for Integrating Quotations Handout. Encourage students to use this handout as a step-by-step review of how to effectively integrate quotations into their arguments.

- Students follow along.

ⓘ See Appendix 3 for instruction on punctuating integrated quotations.

Tips for Integrating Quotations Handout

Step 1: Select a quotation you would like to integrate into your piece.

- Example: "Wiring up our brains like this makes us adept at filtering information, making snap decisions, and fielding the incoming digital debris, but sustained concentration, reading body language, and making offline friends are skills that are fading away." (Perez)

Step 2: Select a word, or several words, from that quotation that carry significant ideas.

- Example: "makes us adept at filtering information, making snap decisions, and fielding the incoming digital debris" and "sustained concentration, reading body language, and making offline friends are skills that are fading away" (Perez)

Step 3: Compose a sentence that includes those words and the point you want to make. Include your thoughts to give the quotation context and to connect the quotation back to your argument. There are several ways to do this, and the punctuation rules differ depending on the context.

Appendix 3: Punctuating Quotations

Inform students that using proper punctuation when integrating quotations is essential for creating clarity and establishing credibility. Improper punctuation can hinder the reader's understanding or make the writing seem unprofessional.

Distribute the Tips for Punctuating Quotations Handout. Instruct students to form pairs or small groups to read through the examples and notes on proper punctuation before and after quotes.

Post or project the examples below of integrated quotations that are improperly punctuated. Instruct student pairs or groups to discuss how to correct each example, referring to their handouts for guidance. Explain to students that each example has one or two errors.

- **Example 1:** Social media does not cause isolation "the average user of a social networking site had more close ties than and was half as likely to be socially isolated as the average American." (Hampton).
- **Example 2:** Hampton states "social media users knew people from a greater variety of backgrounds," (Hampton).
- **Example 3:** Research shows that, "the brains of internet [sic] users become more efficient at finding information," (Richtel) which is a skill that helps students complete their work.
- **Example 4:** It is important for students to participate in activities that do not involve using digital media, like television, because a recent study by the CDC, "found that teenagers' weight did, in fact, correlate with their screen time:" (Norton).
- **Example 5:** Of course, technology is extremely useful for students, "rote memorization is no longer a necessary part of education," (Perez) because students have access to facts and figures at their fingertips.

For each example, ask volunteers to share their corrections and explain their decisions.

- Student responses should include:
  - **Example 1:** Social media does not cause isolation: "the average user of a social networking site had more close ties than and was half as likely to be socially isolated as the average American" (Hampton).
    - A colon should introduce the quotation, because both the sentence preceding the quotation and the quotation itself are independent clauses. The period should be outside of the quotation marks and after the parenthetical citation.
  - **Example 2:** Hampton states, "social media users knew people from a greater variety of backgrounds" (Hampton).

        - A comma should introduce the quotation, since the quotation is something the author of the article wrote. There should not be a comma at the end of the quotation.
    - **Example 3:** Research shows that "the brains of internet [sic] users become more efficient at finding information" (Richtel), which is a skill that helps students complete their work.
        - No comma should introduce the quotation, since the word "that" precedes the quotation. The comma at the end of the quotation should come after the parenthetical citation.
    - **Example 4:** It is important for students to participate in activities that do not involve using digital media, like television, because a recent study by the CDC "found that teenagers' weight did, in fact, correlate with their screen time" (Norton).
        - No comma should introduce the quotation, because it is not grammatically necessary for the sentence. Even though there is a colon at the end of the quoted text in the original source, it is not grammatically correct to include it in the integrated sentence.
    - **Example 5:** Of course, technology is extremely useful for students: "rote memorization is no longer a necessary part of education" (Perez), because students have access to facts and figures at their fingertips.
        - The comma before the quotation should be replaced with a colon, because the clause before the quotation and the quotation itself are both complete sentences. The comma at the end of the quotation should come after the parenthetical citation.

Explain to students that when they integrate quotations into their writing, they may need to make small changes to the quotation so that the reader can easily follow and understand the writer's thoughts. Post or project the following examples and instruct students to Think, Pair, Share about the questions below.

ⓘ The following examples are taken from paragraphs 2, 3, and 4, respectively, of the Model Argument (refer to Lesson 10).

- **Example 1:** In fact, as Amy Norton reports in the article "Kids Still Getting Too Much 'Screen Time': CDC," the researchers at the U.S. Centers for Disease Control and Prevention found that "nearly three quarters [of teens] spent at least two hours a day watching TV and using a computer."
- **Example 2:** Research has shown that "[h]eavy multitaskers actually have more trouble focusing and shutting out irrelevant information . . . and they experience more stress" (Richtel).

- **Example 3:** Perez reports that "our exposure to the net is impacting the way our brains form neural pathways . . . [which] makes us adept at filtering information, making snap decisions, and fielding the incoming digital debris."

How does the writer modify the text included in the quotation? Why might the writer make these changes?

- Student responses should include:
  - In example 1, the quotation includes the phrase "of teens" in brackets. The original text does not have this phrase. The writer may have added "of teens," so that the reader understands to whom the rest of the quote refers.
  - In example 2, the word "[h]eavy" has the letter "h" lower case and in brackets. In the original text, this word was at the beginning of the sentence. Because the quote is integrated into a sentence, the writer may have made the letter "h" lower case, since a capital word in the middle of a sentence would have been incorrect.
  - In examples 2 and 3, there is a ". . ." in the middle of the quotation. It appears that the writer chose not to include some of the text that was in the original and used the ". . ." to show that some of the text is missing. The writer may have chosen to do this, because the text that was left out was not as important to the argument.
  - In example 3, the word "which" is added in brackets after a ". . ." shows that some of the original text is not included. The word "which" is not in the original text. The writer may have included the word "which," because it clarifies the meaning of the sentence.

ⓘ **Differentiation Consideration:** If necessary, explain to students that the three periods together is called an *ellipsis* (plural: *ellipses*) and is used to show where text has been removed from a quotation.

- Students write the definition of *ellipsis* in the appropriate section of their vocabulary journals.

Explain to students that writers may make small changes to a quotation so that the quotation's inclusion makes sense grammatically and contextually. Students may also need to replace a pronoun in a quotation if it is unclear to whom or what the pronoun refers. Explain to students that in some cases, the whole quotation is too long or only some parts of it are relevant for their argument, so they may want to exclude unnecessary phrases in the middle of the quotation. While small changes are acceptable, explain to students that in order to increase the readability of their writing they should try to integrate quotations in a way that avoids a lot of modifications. Too many modifications can be distracting and detract from the power of the writer's argument. Inform students that if they must replace or clarify a pronoun in a quotation, modify a verb, or shorten the quotation, they should use the following marks to show that they edited the quotation. Remind students that when making these edits, it is necessary to preserve the quotation's original meaning:

- Brackets to replace or clarify pronouns, align capitalization, replace indirect references with specific references, or to modify verbs.
- Ellipses to replace unnecessary text, such as phrases and clauses that do not impact meaning in the quotation.

Tips for Punctuating Quotations Handout

There are several ways to include quotations in a sentence, and the punctuation rules differ depending on the context:

Introduce the quote with a colon.

- Use a colon to introduce the quote when both the quote and the clause preceding it are independent clauses (i.e., complete sentences).
    - Example: Technology can have positive effects on people: "Wiring up our brains like this makes us adept at filtering information, making snap decisions, and fielding the incoming digital debris" (Perez).

Introduce the quote with a comma.

- Write a phrase followed by a comma to introduce the quote when the phrase would require a comma at the end even if no quote were integrated (e.g., the phrase begins with a preposition).
    - Example: With people using technology too often, "sustained concentration, reading body language, and making offline friends are skills that are fading away" (Perez).
- Write a phrase followed by a comma to introduce a quote when the phrase indicates that the quote is something an author wrote or a person said:
    - Example: Writer Sarah Perez argues, "Wiring up our brains like this makes us adept at filtering information, making snap decisions, and fielding the incoming digital debris."

Introduce the quote with a phrase ending in *that*.

- Use the word *that* to introduce a quote when the word *that* contributes to the clarity and accuracy of the entire sentence. Do not use a comma after the word *that*.
    - Example: Experts state that "[w]iring up our brains like this makes us adept at filtering information, making snap decisions, and fielding the incoming digital debris" (Perez).

Insert short quotations into your own sentence.

- Use quoted words or short phrases within your own complete sentence. Use the punctuation that would be required even if no quote were integrated.
    - Example: Because of the overuse of technology, "sustained concentration" is an ability that is "fading away" (Perez).

Notes on Punctuating After Quotes

- When the sentence includes a parenthetical citation, place the proper punctuation for the sentence—a period, question mark, exclamation point, comma, colon, or semicolon—after the citation, not inside the quotation marks. Even if the quote is a complete sentence or uses the end of a sentence, do not include the period from the original source inside of the quotation marks.
    - Example: Technology can have positive effects on people: "Wiring up our brains like this makes us adept at filtering information, making snap decisions, and fielding the incoming digital debris" (Perez).
- When the sentence includes a parenthetical citation, only include a question mark or exclamation point inside of the quotation mark when those punctuation marks are included in the original source.
    - Example: Weighing the positive and negative effects of technology use, she poses a question: "Are we driving distracted or have our brains adapted to the incoming stimuli?" (Perez).
- When the sentence does not include a parenthetical citation, periods and commas that are appropriate for the sentence go inside the quotation mark. However, if a quotation mark, exclamation point, colon, or semicolon is appropriate for the sentence but not in the original source, these punctuation marks go outside of the quotation mark.
    - Example: Writer Sarah Perez argues, "Wiring up our brains like this makes us adept at filtering information, making snap decisions, and fielding the incoming digital debris."
    - Example: Writer Sarah Perez argues, "Wiring up our brains like this makes us adept at filtering information"; however, the effects of technology use are not all positive.
- A punctuation mark after a quotation—whether or not a parenthetical citation is included—is not always necessary. Sometimes, no punctuation mark is the proper choice. One strategy for determining if punctuation is necessary is to consider whether the punctuation mark is correct had the phrase not been a quotation.
    - Example: "[S]ustained concentration" is an ability that is "fading away" (Perez).

Appendix 4: In-Text Citations

Remind students that, although they are the authors of their own papers, they are drawing on other authors' writing in order to develop their arguments. Inform students that failing to give other authors credit when referencing their work is called *plagiarism*. Explain that *plagiarism* is taking someone else's work or ideas and passing it off as one's own.

- Students write the definition of *plagiarism* in the appropriate section of their vocabulary journals.

ⓘ Consider asking students to share examples of *plagiarism*.

Explain to students that someone can plagiarize by copying the exact words from a source without citing the source, even if they use quotation marks. *Plagiarism* also occurs when a writer uses different words to express the same idea as another author (e.g., if someone takes the claim and evidence from another paper and writes it with different words, it is still *plagiarism* if the original source is not cited). Remind students that even though they might have similar opinions or views as the author of one of their sources, they must create an original argument based on all the evidence available to them and cite sources wherever possible.

ⓘ Consider reminding students that the goal of their writing in this unit is for students to construct their own argument and support it with the information from supplementary texts like "Social Media as Community," not for students to repeat the arguments of these texts verbatim.

Inform students that *plagiarism* is an ethical offense and often results in serious consequences. In addition to disciplinary consequences, *plagiarism* is counterproductive to the learning process, as stealing someone else's ideas will not build the deep understanding that results from learning on one's own.

Inform students they can avoid *plagiarism* by always *citing* works properly. Proper *citation* gives credit to the author one is quoting, paraphrasing, or referencing.

Provide students with the following definition: *citation* means "quoting or referencing a book, paper, or author."

- Students write the definition of *citation* in the appropriate section of their vocabulary journals.

Explain to students that they will use a specific format for citing sources, called MLA citation. Distribute the MLA In-Text Citation Handout. Instruct students to examine the handout and Think, Pair, Share about the following questions:

Describe how the writer cites each example, including any punctuation used. What rules for MLA in-text citation can be inferred from these examples?

- Student responses should include:

- In Example 1, the writer includes a parenthetical citation at the end of the sentence that includes the author's last name and the page number. There is no punctuation mark between the author's last name and the page number. This example shows that if the information is available, the writer should cite the author's last name and the page number.
- In Example 2, the writer includes a parenthetical citation at the end of the sentence with only the page number but no author's last name; however, the writer uses the author's last name earlier in the same sentence. This example shows that if the writer refers to the author by name in the same sentence, then the parenthetical citation only needs the page number.
- In Example 3, the writer includes a parenthetical citation at the end of the sentence that includes the author's last name and no page number. This example shows that if no page number is available, the writer should cite the author's last name.
- In Example 4, the writer does not include a parenthetical citation at the end of the sentence; however, the writer uses the author's last name earlier in the same sentence. This example indicates that if the writer refers to the author by name in the same sentence and no page number is available, then no parenthetical citation is needed.
- In Example 5, the writer includes the title of the article and the page number in the parentheses. This example shows that if there is no author, the writer must include the first few words of the title of the article and page number in the parentheses.

Lead a brief whole-class discussion of in-text citations, ensuring that students understand the rules for proper citations and punctuation.

MLA In-Text Citation Handout

Name:		Class:		Date:	

In-Text Citations
For in-text citations for an online source, use the following examples as a guide: • Example 1 (page numbers provided): Likewise, according to a communications professor at Stanford, "the ultimate risk of heavy technology use is that it diminishes empathy by limiting how much people engage with one another, even in the same room" (Richtel 9). • Example 2 (page numbers provided): Likewise, journalist Matt Richtel reports that "the ultimate risk of heavy technology use is that it diminishes empathy by limiting how much people engage with one another, even in the same room" (9). • Example 3 (no page numbers): Likewise, according to a communications professor at Stanford, "the ultimate risk of heavy technology use is that it diminishes empathy by limiting how much people engage with one another, even in the same room" (Richtel). • Example 4 (no page numbers): Likewise, journalist Matt Richtel reports that "the ultimate risk of heavy technology use is that it diminishes empathy by limiting how much people engage with one another, even in the same room." • Example 5 (no author): Likewise, the article explains that "the ultimate risk of heavy technology use is that it diminishes empathy by limiting how much people engage with one another, even in the same room" ("Attached to Technology" 9).

SUPPLEMENTAL SKILLS INSTRUCTION

WR.1.B ARGUMENT

Audience, Style, and Tone

Lessons WR.1.A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

This lesson is composed of two distinct but related activities that center on skills for producing writing that is appropriate for the particular audience. Each activity may last an entire class period.

Writing Instruction Options:

- Addressing an Audience's Knowledge Level and Concerns
- Formal Style and Objective Tone

In this lesson, the teacher provides direct instruction to students on how to address an audience's knowledge level and concerns in an argument. Students also learn how to identify and use formal style and objective tone. Students focus on revising their own argument drafts to ensure that they have appropriately addressed the audience's knowledge level and concerns or used formal style and objective tone before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.1 Revision Exit Slip: Audience, Style, and Tone, on which each student records one example of a successful revision.

For homework, students choose three different passages from their arguments and revise each passage focusing on addressing the audience's knowledge level and concerns or using formal style and objective tone. Students also write a few sentences explaining whether or not they will keep the revisions they drafted and the impact this decision has on their arguments.

Standards

Assessed Standard(s)	
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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)	
W.9-10.1.b, d	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. 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.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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 *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.1 Revision Exit Slip: Audience, Style, and Tone. Students record the original passage from their arguments as well as the revised passage. Students then explain why the revision is effective. ⓘ Consider assessing these revisions using the Argument Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Record the original passage (e.g., Likewise, according to a communications professor at Stanford, "the ultimate risk of heavy technology use is that it diminishes empathy by limiting how much people engage with one another, even in the same room" (Richtel).). • Revise the original passage, focusing on addressing the audience's knowledge level and concerns or using formal style and objective tone (e.g., Likewise, according to a communications professor at Stanford, "the ultimate risk of heavy technology use is that it diminishes empathy by limiting how much people engage with one another, even in the same room" (Richtel). In other words,

people lose the ability to positively and effectively interact with one another and form relationships.).

- Explain why the revision is effective (e.g., After the quotation, I included an explanatory sentence to ensure that the principal understands the evidence.).

ⓘ See the Model WR.1 Revision Exit Slip: Audience, Style, and Tone for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
• Standards: W.9-10.4, W.9-10.5, W.9-10.1.b, d, W.9-10.6, SL.9-10.1	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Writing Instruction Options:	3. 30%
• Addressing an Audience's Knowledge Level and Concerns	
• Formal Style and Objective Tone	
4. Argument Writing Checklist	4. 5%
5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR.1 Revision Exit Slip: Audience, Style, and Tone	7. 5%
8. Closing	8. 5%

Materials

- Student copies of the up-to-date Argument Writing Checklist (refer to WR.1 Lesson A Model Argument Writing Checklist)
- Copies of the WR.1 Revision Exit Slip: _____ for each student (refer to WR.1 Lesson A)—students will need additional blank copies

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students learn how to take their audience's knowledge level and concerns into account or how to identify and use formal style and objective tone when writing an academic argument. Students revise their own drafts before participating in a peer discussion of their individual revisions.

- Students look at the agenda.

Activity 2: Homework Accountability 0%

ⓘ Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction Options 30%

ⓘ Based on student need, select from the two options below:

- Addressing an Audience's Knowledge Level and Concerns (See Appendix 1)
- Formal Style and Objective Tone (See Appendix 2)

Activity 4: Argument Writing Checklist 5%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to take out their copies of the Argument Writing Checklist.

ⓘ Consider posting or projecting the Argument Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Argument Writing Checklist? In which categories do these items belong and why?

- Student responses will vary but should include points that address the following:
  - Anticipate and address the audience's knowledge level and concerns? This item belongs in the Command of Evidence and Reasoning category, because this item is about thinking about the audience's knowledge level and concerns to use the most meaningful and compelling evidence for the specific audience in order to support claims and develop reasoning.
  - Establish and maintain a formal style and objective tone? This item belongs in the Coherence, Organization, and Style category, because formal style and objective tone are about how the writer expresses the content of the argument.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Argument Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Argument Writing Checklist.

- Students add new items in the appropriate categories to their copies of the Argument Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Argument Writing Checklist.

Activity 5: Individual Revision 30%

ⓘ The following activity addresses the expectations of W.9-10.1.b, d.

Instruct students to independently revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Addressing an Audience's Knowledge Level and Concerns
- Formal Style and Objective Tone

ⓘ For example, if students completed the writing instruction activity on Addressing an Audience's Knowledge Level and Concerns, their revisions should focus on addressing an audience's knowledge level and concerns rather than formal style and objective tone.

Explain to students that they should revise at least three passages to ensure that they have appropriately addressed the audience's knowledge level and concerns or used formal style and objective tone. Remind students to refer to the Argument Writing Checklist as they revise their drafts.

Transition to individual revision.

- Students independently revise their drafts to ensure that they address their audience's knowledge level and concerns or that they use formal style and objective tone throughout their arguments.

- For sample revisions, see the Model WR.1 Revision Exit Slip: Audience, Style, and Tone.

Activity 6: Revision Discussion 20%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

ⓘ Refer to Lesson 8 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
2. Explain to your peers how the revision improves your draft.
3. Ask your peers to provide brief constructive criticism on your revisions.

- Students share and discuss with peers at least two effective revisions they made to their drafts.

ⓘ In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.1 Revision Exit Slip: Audience, Style, and Tone 5%

Explain that for this lesson's assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.1 Revision Exit Slip: _____ to each student. Instruct students to fill in the title "Audience, Style, and Tone" on their exit slips. Instruct students to complete

the exit slip independently. Inform students that their revisions will be assessed with the Argument Writing Checklist.

- See the High Performance Response and Model WR.1 Revision Exit Slip: Audience, Style, and Tone for sample student responses.

Activity 8: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Addressing an Audience's Knowledge Level and Concerns
- Formal Style and Objective Tone

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your argument.

ⓘ If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6).

- Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on whichever of the following writing skills you learned in this lesson:

- Addressing an Audience's Knowledge Level and Concerns
- Formal Style and Objective Tone

Write a few sentences responding to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your argument.

Model Argument Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective argument established as a class.

Command of Evidence and Reasoning **Does my response…**	**Drafting** ✔	**Finalization** ✔
Use relevant and sufficient evidence to support my claims?	☐	☐
Use valid reasoning to demonstrate clear relationships between claims and evidence?	☐	☐
Develop counterclaims fairly?	☐	☐
Integrate evidence (quotations and paraphrasing) to support claims and counterclaims?	☐	☐
Anticipate and address the audience's knowledge level and concerns?*	☐	☐

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Introduce a precise central claim?	☐	☐
Develop supporting claims that reinforce or advance the central claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Adapt style of writing to convince my audience of my central claim?	☐	☐
Arrange claims, counterclaims, evidence, and reasoning to create clear relationships among all the components of the argument?	☐	☐
Have an introduction that captures the readers' attention and interest?	☐	☐
Have an introduction that establishes the topic and central claim of my argument?	☐	☐
Provide a conclusion that follows from and supports the argument?	☐	☐

Establish and maintain a formal style and objective tone?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
Cite sources using proper MLA style and formatting?	☐	☐
Use proper punctuation for quotations and citations?	☐	☐

*Asterisks indicate new items added in this lesson.

Model WR.1 Revision Exit Slip: Audience, Style, and Tone

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your argument. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
Distracted by the constant need to check their e-mail or texts … it's painfully obvious that today's teenagers cannot live without their screens.	Distracted by the constant need to check their e-mail or texts … it is painfully obvious that today's teenagers cannot live without their screens.	I replaced the contraction to make my writing more formal.
Likewise, according to a communications professor at Stanford, "the ultimate risk of heavy technology use is that it diminishes empathy by limiting how much people engage with one another, even in the same room" (Richtel).	Likewise, according to a communications professor at Stanford, "the ultimate risk of heavy technology use is that it diminishes empathy by limiting how much people engage with one another, even in the same room" (Richtel). In other words, people lose the ability to positively and effectively interact with one another and form relationships.	After the quotation, I included an explanatory sentence to ensure that the principal understands the evidence.
In order to preserve the health of your students' young minds and social lives, [name of school here] should participate in "Shut Down Your Screen Week."	In order to preserve the health of students' young minds and social lives, [name of school here] should participate in "Shut Down Your Screen Week."	I removed the second person "your" to make my writing less personal and more objective.

Appendix 1: Addressing an Audience's Knowledge Level and Concerns

Remind students that in Lesson 2, they learned that effective writers always take their audience's knowledge levels and concerns into account when they construct arguments. Review the importance of this skill by instructing students to Think, Pair, Share about the following question:

Why is it important to consider the specific audience when writing an argument?

- Student responses may include:
  - Writers should consider the audience so that they provide the right information and the right level of detail about a topic based on what the audience may or may not already know.
  - Writers should consider their audience so that they can adapt their writing to acknowledge and address an audience's beliefs about a topic, include the information that is most important to an audience, and address what the audience cares about in the argument.

ⓘ **Differentiation Consideration:** If students struggle to provide reasons for why it is important to consider the specific audience when writing an argument, consider conducting a brief role-playing exercise. Instruct students to form pairs and present them with the following scenario:

A teenager wants to go to an event this weekend (e.g., a movie, concert, game, show, etc.). The teenager wants to convince a friend to attend the event with her or him. The teenager also needs to convince her or his parent to allow her or him to attend the event.

Instruct student pairs to take turns acting as the teenager and audience. Inform students that when they are acting as the teenager, they should think about what is important to their particular audience (i.e., either the friend or the parent). When students are acting as the friend or parent, encourage them to ask the teenager for information that they think the friend or parent might care to know. Consider asking volunteer student pairs to perform their role-play in front of the class.

- Student pairs role-play the scenario, taking turns acting as the teenager, friend, and parent.

Lead a brief whole-class discussion of student responses. Then remind students that different audiences have different knowledge levels about particular topics and different concerns about how topics are treated. Explain to students that anticipating their audience's knowledge level and concerns can help students develop their arguments appropriately and can also help them imagine and prepare for counterclaims. Inform students that they will apply these considerations in revising their arguments.

Instruct students to Turn-and-Talk in pairs to discuss the following questions:

What do you think the principal's knowledge level of your argument topic is? Are there any terms or concepts in your draft that you should explain?

- Student responses will vary depending on the principal but may include:
  - The principal seems well informed about digital media, so I do not need to explain different examples like Facebook, Twitter, and texting.
  - I quote the term "dopamine" in my draft, and the principal might not know what dopamine does, since it is a scientific term. I need to explain how dopamine relates to addiction to digital media.
  - I quote the term "neural pathways," and because it is a scientific term, the principal may not understand what I mean. I need to explain what it means for the brain to form neural pathways and why that can be beneficial.

Lead a brief whole-class discussion of student responses. Explain to students that anticipating an audience's *knowledge level* (background knowledge related to the argument topic) allows the writer to include the appropriate level of information to contextualize any claims, evidence, or reasoning. The writer can also address an audience's knowledge level by including definitions or explanations of any terms or concepts essential for understanding the argument.

- Students write the definition of *knowledge level* in the appropriate section of their vocabulary journals.

Instruct students to take out their drafts and identify a passage in which they anticipated and addressed the principal's concerns.

ⓘ **Differentiation Consideration:** If necessary, explain that *concerns* are matters that engage a person's interest or care, or that affect a person's welfare or happiness.

- Students write the definition of *concerns* in the appropriate section of their vocabulary journals.

Instruct students to Turn-and-Talk to share their passages and discuss how they anticipated and addressed the principal's concerns.

- Student responses may include:
  - Because the principal works around kids all day and talks to teachers about students' performance, I anticipated that the principal might be concerned with how digital media affects concentration. To address this concern, I included evidence from research and scientists that "[h]eavy multitaskers actually have more trouble focusing and shutting out irrelevant information … and they experience more stress" (Richtel) and that "sustained concentration" is a skill that is "fading away" (Perez).
  - Because the principal encourages the use of technology in the classroom, I anticipated that the principal might be concerned with whether or not there are any benefits to digital

media. To address that concern, I included evidence about how using the Internet helps "make[] us adept at filtering information, making snap decisions, and fielding the incoming digital debris" (Perez).

ⓘ If students cannot find a passage in which they anticipate and address the principal's concerns, encourage students to discuss how they might accomplish this during revision.

Lead a brief whole-class discussion of student responses. Explain to students that anticipating their audience's concerns can help students choose the most meaningful and compelling evidence to reinforce their claims.

Appendix 2: Formal Style and Objective Tone

Explain to students that it is important to maintain a formal style in academic writing. Inform students that a formal style is used for writing academic papers in college and is often expected or required in the workplace.

Post or project the following examples for students:

ⓘ Example 2 is taken from paragraph 3 of the Model Argument (refer to Lesson 10). Example 1 has been modified from the model.

- **Example 1:** However, it's not just how totally addictive things like Facebook and Instagram are; using these things so much can't be good for the brain.
- **Example 2:** However, it is not simply the addictive quality of digital media that is concerning; this kind of extensive use is actually harmful to the brain.

Instruct students to Turn-and-Talk to discuss the following questions:

Which example is formal and which is informal? Which example is more appropriate for an academic argument? Why?

- Student responses should include:
  - The first example is informal and the second is formal. The first example uses conversational words like "totally" and contractions like "it's" and "can't." The first example also uses imprecise words and phrases like "things," "these things," "so much," and "good." These words sound more casual, like someone is talking to a friend. Using informal words is appropriate for a conversation with a friend.
  - The second example uses more formal and academic words and phrases like "it is not simply" and "the addictive quality." The second example also uses more precise words and phrases: instead of "things," "so much," and "can't be good," the second example uses "digital media," "extensive," and "harmful." The second example does not use contractions. These differences give the second example a more authoritative and academically credible tone. Using academic words and phrases is appropriate for a formal argument.

ⓘ If necessary, remind students that they learned the definitions for *style*, *formal*, and *informal* in Lesson 1.

ⓘ Consider informing students that they will learn about choosing precise words to improve the strength of their arguments in Lesson C.

How might using a formal style help a writer make an effective argument?

- Student responses may include:
  - Using a formal style helps a writer make an effective argument, because a formal style makes the writer seem like a believable authority on the topic.
  - Using a formal style helps a writer make an effective argument, because a formal style makes the argument seem professional and encourages the reader to take the writer's claims seriously.

Lead a brief whole-class discussion of student responses. Explain to students that a formal style establishes credibility and makes the writing professional, appealing, and accessible to the audience. A formal style uses correct and specific language, correct grammar, and complete sentences. Remind students to avoid the use of contractions (e.g., don't), abbreviations (e.g., gov't), or slang (e.g., ain't), unless they are directly quoting from a text that uses such words.

Explain to students that along with using a formal style in their paper, it is equally important to use an objective tone. Explain that writing with an *objective tone* is "a style of writing that is based on fact and makes use of the third-person point of view."

- Students write the definition and attributes of *objective tone* in the appropriate section of their vocabulary journals.

ⓘ Consider reminding students that in some cases, powerful and persuasive arguments can be personal, using subjective, rather than objective, anecdotes and examples to support claims. Ensure that students understand that in the writing assignment for this unit, their arguments express their own opinions, but they are using facts to take an informed and objective position on the topic and develop their claims, evidence, and reasoning.

Post or project the following examples for students:

ⓘ Example 1 is taken from paragraph 3 of the Model Argument (refer to Lesson 10). Example 2 has been modified from the model.

- **Example 1:** However, it is not simply the addictive quality of digital media that is concerning; this kind of extensive use is actually harmful to the brain.
- **Example 2:** However, I don't think it's just the addictive quality of digital media that should concern you; I believe this kind of extensive use is really harming our brains.

Instruct students to Turn-and-Talk about the following questions:

Which example uses an objective tone and which does not?

- Student responses should include:

- The first example uses an objective tone because it does not have "I," "you," or "our" in the sentence. The first example reflects the writer's opinion by making a claim, but the claim is straightforward and in the third-person.
- The second example uses words and phrases like "I think," "should concern you," and "our brains," which makes it personal and less objective. The sentence sounds like someone is trying to convince a peer of his or her point of view in conversation. The second example's use of the second person "you" makes it sound even more conversational and less academic than the first sentence.

ⓘ Consider explaining to students that the use of first- and second-person point of view (i.e., *I*, *we*, *our*, *you*, and *your*) is not prohibited in all argument writing, but its usage is not appropriate in all contexts. In more formal, academic writing, writers typically use third person, though journalists, bloggers, politicians, and other writers may use first and second person as a rhetorical strategy. Students should carefully consider their task, purpose, and audience to determine whether the use of first- and second-person point of view is appropriate.

How might using an objective tone help a writer make an effective argument?

- Student responses may include:
  - Using an objective tone helps a writer make an effective argument, because an objective tone helps the writer seem neutral by focusing on presenting real evidence rather than making statements about what he or she believes without any evidence.
  - Using an objective tone helps a writer make an effective argument, because it makes the argument seem more professional and less conversational.

Lead a brief whole-class discussion of student responses. Explain to students that as with using a formal style, using an objective tone helps the writer establish credibility. Writing with an objective tone helps writers convey respect for their audience and avoid expressing their unverified personal opinions by focusing on presenting the evidence and reasoning they gathered to support their claims. Because students are using evidence from other sources to defend their claims, writing with an objective tone for this assignment 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.e., *I, we*) or the second person point of view (i.e., *you*). Using an objective tone with the third person point of view keeps the argument academic and helps writers avoid making the argument personal or conversational.

SUPPLEMENTAL SKILLS INSTRUCTION

WR.1.C ARGUMENT Working with Words

Lessons WR.1.A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

This lesson is composed of two distinct but related activities that center on skills for implementing effective word choice to improve argument writing. Each activity may last an entire class period.

Writing Instruction Options:

- Word Choice
- Using a Dictionary and Thesaurus

In this lesson, the teacher provides direct instruction to students on using precise and specific words to improve their arguments. Instruction also includes work with dictionaries and thesauruses to help contribute to more compelling arguments. Students focus on revising their own argument drafts for word choice before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.1 Revision Exit Slip: Working with Words, on which each student records one example of a successful revision.

For homework, students choose three different passages from their arguments and revise each passage focusing on effectively incorporating word choice. Students also write a few sentences explaining whether or not they will keep the revisions they drafted and the impact this decision has on their arguments.

Standards

Assessed Standard(s)	
W.9-10.1.c	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. c. Use words, phrases, and clauses to link the major sections of the text, create

	cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
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)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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 *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.1 Revision Exit Slip: Working with Words. Students record the original passage from their arguments as well as the revised passage. Students then explain why the revision is effective. ⓘ Consider assessing these revisions using the Argument Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Record the original passage (e.g., Distracted by the never-ending need to check their e-mail or texts, chained to Facebook, Instagram, and Twitter, and neglecting homework in order to play the latest and greatest version of Grand Theft Auto, it is painfully obvious that today's teenagers cannot live without their screens.). • Revise the original passage, focusing on precise and specific word choices (e.g., Distracted by the constant need to check their e-mail or texts, chained to Facebook, Instagram, and Twitter, and neglecting homework in order to play the latest and greatest version of Grand Theft Auto, it is painfully obvious that today's teenagers cannot live without their screens.). • Explain why the revision is effective (e.g., I opted to use the word "constant" instead of "never-ending" here, because it is a more specific word that means ongoing rather than never-ending, which more realistically supports my argument and does not clash with the other strong words throughout the first sentence.).

ⓘ See the Model WR.1 Revision Exit Slip: Working with Words for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
• Standards: W.9-10.1.c, W.9-10.5, W.9-10.6, SL.9-10.1	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Writing Instruction Options:	3. 30%
• Word Choice	
• Using a Dictionary and Thesaurus	
4. Argument Writing Checklist	4. 5%
5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR.1 Revision Exit Slip: Working with Words	7. 5%
8. Closing	8. 5%

Materials

- Student copies of the up-to-date Argument Writing Checklist (refer to WR.1 Lesson B Model Argument Writing Checklist)
- Copies of the WR.1 Revision Exit Slip: _____for each student (refer to WR.1 Lesson A)—students will need additional blank copies
- One dictionary or thesaurus for each pair or small group of students (online or print copies)

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	Plain text indicates teacher action.

symbol	**Bold text indicates questions for the teacher to ask students.**
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students learn how to incorporate precise and specific words into their writing or use dictionaries and thesauruses to strengthen word choice in their arguments. Students revise their own drafts before participating in a peer discussion of their individual revisions.

- ▸ Students look at the agenda.

Activity 2: Homework Accountability 0%

ⓘ Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction Options 30%

ⓘ Based on student need, select from the two options below:

- Word Choice (See Appendix 1)
- Using a Dictionary and Thesaurus (See Appendix 2)

Activity 4: Argument Writing Checklist 5%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to take out their copies of the Argument Writing Checklist.

ⓘ Consider posting or projecting the Argument Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Argument Writing Checklist? In which categories do these items belong and why?

- 🗨 Student responses will vary but should include points that address the following:

- Use precise language to clearly explain the topic and claims? This item belongs in the Coherence, Organization, and Style category, because precise language helps explain topics and claims more clearly, which contributes to coherence and style.
- Incorporate effective word choice to strengthen my writing? This item belongs in the Coherence, Organization, and Style category, because it is about word choice for cohesion and clarity in arguments.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Argument Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Argument Writing Checklist.

- Students add new items in the appropriate categories to their copies of the Argument Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Argument Writing Checklist.

Activity 5: Individual Revision 30%

Instruct students to independently revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Word Choice
- Using a Dictionary and Thesaurus

ⓘ For example, if students completed the writing instruction activity on Word Choice, then their revisions will focus on word choice rather than on using a dictionary or thesaurus.

Explain to students that they should revise at least three passages for precise and specific word choice. Remind students to refer to the Argument Writing Checklist as they revise their drafts.

Transition to individual revision.

- Students independently revise their drafts to include precise and specific words and phrases.

For sample revisions, see the Model WR.1 Revision Exit Slip: Working with Words.

Activity 6: Revision Discussion 20%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

ⓘ Refer to Lesson 8 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
2. Explain to your peers how the revision improves your draft.
3. Ask your peers to provide brief constructive criticism on your revisions.
   - Students share and discuss with peers at least two effective revisions they made to their drafts.

ⓘ In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.1 Revision Exit Slip: Working with Words 5%

Explain that for this lesson's assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.1 Revision Exit Slip: _____ to each student. Instruct students to fill in the title "Working with Words" on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Argument Writing Checklist.

- See the High Performance Response and Model WR.1 Revision Exit Slip: Working with Words for sample student responses.

Activity 8: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Word Choice
- Using a Dictionary and Thesaurus

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your argument.

ⓘ If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

- Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on whichever of the following writing skills you learned in this lesson:

- Word Choice
- Using a Dictionary and Thesaurus

Respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your argument.

Model Argument Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective argument established as a class.

Command of Evidence and Reasoning **Does my response…**	**Drafting** ✔	**Finalization** ✔
Use relevant and sufficient evidence to support my claims?	☐	☐
Use valid reasoning to demonstrate clear relationships between claims and evidence?	☐	☐
Develop counterclaims fairly?	☐	☐
Integrate evidence (quotations and paraphrasing) to support claims and counterclaims?	☐	☐
Anticipate and address the audience's knowledge level and concerns?	☐	☐

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Introduce a precise central claim?	☐	☐
Develop supporting claims that reinforce or advance the central claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Adapt style of writing to convince my audience of my central claim?	☐	☐
Arrange claims, counterclaims, evidence, and reasoning to create clear relationships among all the components of the argument?	☐	☐
Have an introduction that captures the readers' attention and interest?	☐	☐
Have an introduction that establishes the topic and central claim of my argument?	☐	☐
Provide a conclusion that follows from and supports the argument?	☐	☐

Establish and maintain a formal style and objective tone?	☐	☐
Use precise language to clearly explain the topic and claims?*	☐	☐
Incorporate effective word choice to strengthen writing?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
Cite sources using proper MLA style and formatting?	☐	☐
Use proper punctuation for quotations and citations?	☐	☐

*Asterisks indicate new items added in this lesson.

Model WR.1 Revision Exit Slip: Working with Words

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your argument. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
Distracted by the never-ending need to check their e-mail or texts, chained to Facebook, Instagram, and Twitter, and neglecting homework in order to play the latest and greatest version of Grand Theft Auto, it is painfully obvious that today's teenagers cannot live without their screens.	Distracted by the constant need to check their e-mail or texts, chained to Facebook, Instagram, and Twitter, and neglecting homework in order to play the latest and greatest version of Grand Theft Auto, it is painfully obvious that today's teenagers cannot live without their screens.	I opted to use the word "constant" instead of "never-ending" here, because it is a more specific word that means ongoing rather than never-ending, which more realistically supports my argument and does not clash with the other strong words throughout the first sentence.
It is bad enough that the use of screens distracts people and causes stress, but evidence shows that the constant use of these devices is also eroding people's interactions with others.	It is bad enough that the use of various screens distracts people and causes stress, but evidence shows that the constant use of these devices is also eroding people's interactions with others.	I chose to add the word "various" because I think the rest of the argument does a good job of describing the varieties of different screens referenced in the articles.
In an extremely distracted world, using technology can affect brains and towns in pretty bad ways.	In a world full of distractions, it is clear that people's constant use of technology is doing actual damage to brains and communities.	I changed this by removing the extra words that decrease emphasis. Now the sentence includes more precise language.

Appendix 1: Word Choice

Post or project the following examples of a sentence that includes specific words and phrases and one that does not.

ⓘ Example 1 is taken from paragraph 1 of the Model Argument (refer to Lesson 10). Example 2 has been modified from the model.

- **Example 1:** Distracted by the constant need to check their e-mail or texts, chained to Facebook, Instagram, and Twitter, and neglecting homework in order to play the latest and greatest version of Grand Theft Auto, it is painfully obvious that today's teenagers cannot live without their screens.
- **Example 2:** Distracted by the need to check their e-mail or texts, and not doing homework so they can play video games, it is obvious that today's teenagers cannot live without their screens.

Instruct students to Think, Pair, Share about the following question:

Which of these examples is clearer and why?

- Student responses may include:
  - The first example is clearer because it uses strong verbs like "chained" and "neglecting." These precise verbs have negative connotations and create images in the readers' minds to convey how much teens rely on their screens.
  - Proper nouns like "Facebook," "Instagram," "Twitter," and "Grand Theft Auto" help connect the audience to the argument, because they are precise examples of programs in the audience's day-to-day lives.
  - The first example includes specific adjectives and adverbs like "constant" and "painfully," which make it clearer, because it vividly shows how problematic screen use is.

Lead a brief whole-class discussion of student responses. Then, explain to students that using precise words and phrases can help explain the topic and clarify the claims, making the argument more compelling for the reader. Unclear writing with weak and unspecific words can make an argument difficult to follow, which can make it challenging for the writer to convince the reader and thus achieve his or her purpose in writing an argument.

Post or project the following example sentence.

- Using technology all day, every day often makes people multitask, and lots of multitasking is dangerous.

Instruct students to work in pairs or small groups to replace the imprecise or unspecific words and phrases with more precise and specific ones. Instruct students to also explain why replacing imprecise or unspecific words and phrases makes the sentence more effective.

- Student responses will vary but should demonstrate students' ability to replace the words and phrases "all day, every day," "makes," and "lots" with more specific words and phrases. A possible student response:
  - Using technology frequently throughout the day often requires people to multitask, and excessive multitasking is dangerous for the brain.
  - The revised sentence is more effective, because it specifies how people use technology: "frequently throughout the day" is more accurate than "all day, every day." Also, "requires" is a stronger verb than "makes," so the revised sentence suggests that people must multitask to manage their lives when they use technology so frequently. The sentence also clarifies that it is "excessive" rather than "lots of" multitasking that is dangerous.

ⓘ **Differentiation Consideration:** If students struggle, consider identifying the words and phrases "all day, every day," "makes," and "lots" for students to practice replacing.

Lead a brief whole-class discussion of student responses.

Explain to students that "precise" and "specific" do not necessarily mean more words or longer sentences. Explain that sometimes writers can inadvertently weaken their writing by adding imprecise or nonspecific descriptive words.

Post or project the following paragraph and instruct students to Think, Pair, Share about the questions below.

ⓘ This example has been modified from paragraph 2 of the Model Argument (refer to Lesson 10).

- Events like "Shut Down Your Screen Week" are really important for preventing addiction to a lot of digital media. The act of checking e-mail or refreshing the mini-feed on Facebook sort of gives people's brains a jolt of dopamine; this is a reaction "researchers say can be addictive" (Richtel). As a result, teens sometimes find it kind of hard to look up from their phones because they just need the feeling of getting a new e-mail or text: these teens become bored without the stimulation of digital media and that surge of dopamine (Richtel). Studies show that this addiction is a pretty big problem for most teens. In fact, as Amy Norton reports in the article "Kids Still Getting Too Much Screen Time," the researchers at the U.S. Centers for Disease Control and Prevention found that "nearly three quarters [of teens] spent at least two hours a day watching TV and using a computer" (Norton).

What words or phrases seem weak or vague in this passage?

- Student responses should include:

- "really"
- "a lot of"
- "sort of"
- "kind of"
- "just"
- "pretty"

How do these words and phrases weaken the claim?

- These words and phrases are not specific or precise. The words suggest that the claims are not fully supported by evidence.

Lead a brief whole-class discussion of student responses. Explain to students that words that increase emphasis (e.g., "really," "very") or decrease emphasis (e.g., "sort of," "just") can be avoided by using more specific nouns, verbs, and adjectives.

Explain to students that in order to make appropriate word choices in their writing, they must have an understanding of connotation, as well as the explicit or primary meaning of the word. Explain to students that *connotation* refers to the feelings associated with a word. Provide students with the following example: The words "cheap" and "inexpensive" both describe something that does not cost a lot of money. The connotation of "inexpensive" suggests this same meaning, but the connotation of "cheap" implies that the object is also of low quality.

- Students write the definition of *connotation* in the appropriate section of their vocabulary journals.

Post or project the following examples and ask students to Think, Pair, Share about the questions below.

ⓘ Example 1 is taken from paragraph 1 of the Model Argument (refer to Lesson 10). Example 2 has been modified from the model.

- **Example 1:** Wandering the halls like zombies glued to their smart phones, these young minds are scattered and distracted.
- **Example 2:** Walking around the halls like robots looking at their smart phones, these teens' minds are confused and troubled.

How are the examples similar and different?

- Student responses may include:
  - Both sentences are about the negative impact of students always being on their phones and how this action makes them seem not like humans.

- The sentences use different words to describe the same situation. The first sentence includes the words and phrases "zombies," "glued to," "young," "scattered and distracted," and "distracted," but the second example includes the words "robots," "looking at," "teens'," "confused and troubled."

Which example is more effective? How does connotation contribute to the effectiveness of this example?

- Student responses may include:
  - While both "zombies" and "robots" have similar meanings, "zombies" implies a creature who does not talk or think and is being controlled by something unexplainable, and "robots" conveys a creature that is intelligent and responds to commands.
  - While both "glued to" and "looking at" have similar meanings, "glued to" works better in this context because it implies a connection between "zombies" and "smart phones" that is difficult to break. "Looking at" is a weaker version of the same idea; "glued to" is a stronger, figurative way to describe just how much teens look at their smart phones.
  - While both "young" and "teens'" have similar meanings, "young" is a better reminder than "teens'" that the people who are so reliant on smartphones are not adults. They are impressionable, and still growing, youth.
  - While both "scattered and distracted" and "confused and troubled" are phrases with similar meanings, "scattered and distracted" more closely aligns to the claim of how smartphones impact "young minds." The "young minds" are not necessarily "confused and troubled," which implies an emotional reaction caused by using smartphones. Rather, "these young minds" are unable to clearly focus and seemingly cannot remove themselves from their smartphones.
  - The first example includes words with stronger, more precise connotations, so it better conveys the argument that the writer is trying to make about the impact of smartphones on "young minds."

Lead a brief whole-class discussion of student responses.

Appendix 2: Using a Dictionary and Thesaurus

Instruct students to form pairs or small groups. Explain to students that as they try to remove imprecise and nonspecific words from their writing, they may want to consult a dictionary or thesaurus to find powerful, specific words to incorporate in a way that makes their argument more sophisticated and compelling. Explain to students that they can use dictionary definitions to rework sentences and phrases in their writing, and they can use thesauruses to replace words with synonyms. Remind students that just because a word appears as a synonym in a thesaurus or dictionary, it may not necessarily be the right fit for the context of the writing, and they should consider the connotation of the words in context.

ⓘ **Differentiation Consideration:** If necessary, explain to students that *connotation* refers to the feelings associated with a word. Provide students with the following example: The words "cheap" and "inexpensive" both describe something that does not cost a lot of money. The connotation of "inexpensive" suggests this same meaning, but the connotation of "cheap" implies that the object is also of low quality.

- Students write the definition of *connotation* in the appropriate section of their vocabulary journals.

Explain to students that with the correct use of dictionaries and thesauruses, they have the opportunity to expand not just their written vocabulary but also their active vocabulary, which they use on an everyday basis.

ⓘ **Differentiation Consideration:** If necessary, explain to students that dictionaries generally provide definitions and synonyms of words whereas thesauruses generally only provide synonyms. Students who need both definition and synonym suggestions should consult a dictionary. Consider explaining that the dictionary and thesauruses each classify words by parts of speech, so students should ensure that they are looking up the correct part of speech for their word, based on the context in which it appears.

Encourage students to use credible online dictionaries like http://dictionary.com and http://learnersdictionary.com as well as an online thesaurus like http://www.thesaurus.com as they adapt their vocabulary.

ⓘ Consider explaining the benefits of online dictionaries and thesauruses as they allow students to quickly and easily access definitions and synonyms.

Post or project the following example sentence:

- Overdoing digital media can discourage social development by prohibiting people from developing meaningful links with each other.

Instruct student pairs or small groups to consult a dictionary and/or a thesaurus to determine which words or phrases in the sentence can be replaced to strengthen the accuracy and effectiveness of the sentence.

- Student responses will vary but should demonstrate students' ability to use a dictionary or thesaurus to make writing more precise or specific. Possible student responses include:
  - "Overdoing" includes the verb "do," which does not make sense for digital media, so replace "overdoing" with "overusing."
  - "Discourage" is not an appropriate word to use when talking about stunted development. "Inhibit" is more precise and context-specific, so replace "discourage" with "inhibit" to contribute to a stronger, more compelling sentence.
  - "Prohibiting" is too strong of a word to use in this sentence. Digital media cannot forbid people from being friends, but it can contribute to struggles people have as they try to establish and maintain relationships. Change "prohibiting" to "preventing" in order to use a more context-specific verb.
  - "Links" represents an incorrect understanding of the sentence, as well as the wrong synonym of a word like contact or network, which is what this sentence calls for. Change "links" to "connections" in order to more effectively emphasize the difficulty of establishing and maintaining a new relationship.

Instruct students to record different ways to revise the example sentence with the words or phrases they identified in the dictionary and/or thesaurus.

- Student responses may vary but should demonstrate students' ability to use a dictionary or thesaurus to make writing more precise or specific. Possible student response:
  - Overusing digital media can inhibit social development by preventing people from making and developing meaningful connections with each other.

ⓘ The possible student response above is taken from paragraph 5 of the Model Argument (refer to Lesson 10).

ⓘ **Differentiation Consideration:** If students have little experience using a thesaurus or dictionary, explain the steps of replacing words: first students identify words in the sentence that seem nonspecific or imprecise (*overdoing*, *discouraging*, *prohibiting*, *links*). Then students look up each word in the dictionary or thesaurus and choose more precise or powerful words. Explain to students that they must choose words that they understand, so they can be sure they have the correct meaning and connotation. Students can check the meaning of words in a dictionary. Consider modeling this process with the word *without* in the sentence above.

Lead a brief whole-class discussion of student responses. Then post or project the students' suggested versions of the same sentence and lead a discussion comparing the original sentence with their suggested revisions.

Instruct students to discuss how each of the more specific words impacts the meaning or emphasis of the sentence. For example, ask:

How does the word "inhibit" impact the meaning or emphasis of the sentence?

- The word "inhibit" adds strength to the sentence because the word more clearly conveys how "social development" can be impacted by "overus[e] [of] digital media." This contributes to the serious tone of the sentence and is more in line with the entire argument.

Lead a brief whole-class discussion of student responses.

SUPPLEMENTAL SKILLS INSTRUCTION

WR.1.D ARGUMENT Cohesion and Flow

Lessons WR.1.A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

This lesson is composed of two distinct but related activities that center on skills for creating cohesion and flow to improve argument writing. Each activity may last an entire class period.

Writing Instruction Options:

- Varied Syntax
- Transitional Words and Phrases

In this lesson, the teacher provides direct instruction to students on identifying and using varied syntax and transitional words and phrases. Students focus on revising their own arguments for varied syntax or transitional words and phrases before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.1 Revision Exit Slip: Cohesion and Flow, on which each student records one example of successful revision.

For homework, students choose three different passages from their arguments and revise each passage focusing on effectively using varied syntax or transitional words and phrases. Students also write a few sentences explaining whether or not they will keep the revisions they drafted and the impact this decision has on their arguments.

Standards

Assessed Standard(s)	
W.9-10.1.c	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between

	reasons and evidence, and between claim(s) and counterclaims.
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)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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 *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.1 Revision Exit Slip: Cohesion and Flow. Students record the original passage from their arguments as well as the revised passage. Students then explain why the revision is effective. ⓘ Consider assessing these revisions using the Argument Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Record the original passage (e.g., It is not simply the addictive quality of digital media that is concerning; this kind of extensive use is actually harmful to the brain.). • Revise the original passage, focusing on appropriate and effective use of varied syntax or transitional words and phrases (e.g., However, it is not simply the addictive quality of digital media that is concerning; this kind of extensive use is actually harmful to the brain.). • Explain why the revision is effective (e.g., I added the word "However" to the beginning of paragraph 3 in order to convey that not only is screen time addictive, but it can also cause brain damage.). ⓘ See the Model WR.1 Revision Exit Slip: Cohesion and Flow for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
• Standards: W.9-10.1.c, W.9-10.5, W.9-10.6, SL.9-10.1	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Writing Instruction Options:	3. 30%
• Varied Syntax	
• Transitional Words and Phrases	
4. Argument Writing Checklist	4. 5%
5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR.1 Revision Exit Slip: Cohesion and Flow	7. 5%
8. Closing	8. 5%

Materials

- Student copies of the up-to-date Argument Writing Checklist (refer to WR.1 Lesson C Model Argument Writing Checklist)
- Copies of the WR.1 Revision Exit Slip: _____for each student (refer to WR.1 Lesson A)—students will need additional blank copies
- Copies of the Transitions 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.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.

▸	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. In this lesson, students learn how to incorporate varied syntax or transitional words and phrases to strengthen the cohesion and flow of their arguments. Students revise their own drafts before participating in a peer discussion of their individual revisions.

- ▸ Students look at the agenda.

Activity 2: Homework Accountability 0%

ⓘ Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction Options 30%

ⓘ Based on student need, select from the two options below:

- Varied Syntax (See Appendix 1)
- Transitional Words and Phrases (See Appendix 2)

Activity 4: Argument Writing Checklist 5%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to take out their copies of the Argument Writing Checklist.

ⓘ Consider posting or projecting the Argument Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Argument Writing Checklist? In which categories do these items belong and why?

- 💬 Student responses will vary but should include points that address the following:
  - Include varied syntax to contribute to a cohesive and compelling argument? This item belongs in the Coherence, Organization, and Style category, because it is about making clear connections among ideas in arguments.

- Include transitional words and phrases that clearly show the relationship between sentences and paragraphs? This item belongs in the Coherence, Organization, and Style category, because it is about cohesion and clarity in arguments.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Argument Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Argument Writing Checklist.

- Students add new items in the appropriate categories to their copies of the Argument Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Argument Writing Checklist.

Activity 5: Individual Revision 30%

Instruct students to independently revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Varied Syntax
- Transitional Words and Phrases

ⓘ For example, if students completed the writing instruction activity on Varied Syntax, then their revisions will focus on varied syntax rather than on transitional words and phrases.

Explain to students that they should revise at least three passages for varied syntax or transitional words and phrases. Remind students to refer to the Argument Writing Checklist as they revise their drafts.

Transition to individual revision.

- Students independently revise their drafts to include varied syntax or transitional words and phrases.

For sample revisions, see the Model WR.1 Revision Exit Slip: Cohesion and Flow.

Activity 6: Revision Discussion 20%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an

opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

ⓘ Refer to Lesson 8 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
2. Explain to your peers how the revision improves your draft.
3. Ask your peers to provide brief constructive criticism on your revisions.
   - Students share and discuss with peers at least two effective revisions they made to their drafts.

ⓘ In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.1 Revision Exit Slip: Cohesion and Flow 5%

Explain that for this lesson's assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.1 Revision Exit Slip: _____ to each student. Instruct students to fill in the title "Cohesion and Flow" on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Argument Writing Checklist.

- See the High Performance Response and Model WR.1 Revision Exit Slip: Cohesion and Flow for sample student responses.

Activity 8: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Varied Syntax
- Transitional Words and Phrases

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your argument.

ⓘ If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

- Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on whichever of the following writing skills you learned in this lesson:

- Varied Syntax
- Transitional Words and Phrases

Respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your argument.

Model Argument Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective argument established as a class.

Command of Evidence and Reasoning **Does my response…**	**Drafting** ✔	**Finalization** ✔
Use relevant and sufficient evidence to support my claims?	☐	☐
Use valid reasoning to demonstrate clear relationships between claims and evidence?	☐	☐
Develop counterclaims fairly?	☐	☐
Integrate evidence (quotations and paraphrasing) to support claims and counterclaims?	☐	☐
Anticipate and address the audience's knowledge level and concerns?	☐	☐

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Introduce a precise central claim?	☐	☐
Develop supporting claims that reinforce or advance the central claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Adapt style of writing to convince my audience of my central claim?	☐	☐
Arrange claims, counterclaims, evidence, and reasoning to create clear relationships among all the components of the argument?	☐	☐
Have an introduction that captures the readers' attention and interest?	☐	☐
Have an introduction that establishes the topic and central claim of my argument?	☐	☐
Provide a conclusion that follows from and supports the argument?	☐	☐

Establish and maintain a formal style and objective tone?	☐	☐
Use precise language to clearly explain the topic and claims?	☐	☐
Incorporate effective word choice to strengthen writing?	☐	☐
Include varied syntax to contribute to a cohesive and compelling argument?*	☐	☐
Include transitional words and phrases that clearly show the relationship between sentences and paragraphs?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
Cite sources using proper MLA style and formatting?	☐	☐
Use proper punctuation for quotations and citations?	☐	☐

*Asterisks indicate new items added in this lesson.

Model WR.1 Revision Exit Slip: Cohesion and Flow

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your argument. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
Amy Norton reports in the article "Kids Still Getting Too Much 'Screen Time': CDC," the researchers at the U.S. Centers for Disease Control and Prevention found that "nearly three quarters [of teens] spent at least two hours a day watching TV and using a computer."	In fact, as Amy Norton reports in the article "Kids Still Getting Too Much 'Screen Time': CDC," the researchers at the U.S. Centers for Disease Control and Prevention found that "nearly three quarters [of teens] spent at least two hours a day watching TV and using a computer."	I added the transitional phrase "In fact" at the beginning of this sentence to provide a cue that this quote is related to information in the previous sentence.
Screens limit face-to-face communication, and overusing digital media can inhibit social development by preventing people from making and developing meaningful connections with each other.	Screens limit face-to-face communication. Overusing digital media can inhibit social development by preventing people from making and developing meaningful connections with each other.	I broke this into two sentences to vary the syntax and create rhythm with the sentence that follows.
It is not simply the addictive quality of digital media that is concerning; this kind of extensive use is actually harmful to the brain.	However, it is not simply the addictive quality of digital media that is concerning; this kind of extensive use is actually harmful to the brain.	I added the word "However" to the beginning of paragraph 3 in order to convey that not only is screen time addictive, but it can also cause brain damage.

Appendix 1: Varied Syntax

Explain to students that *syntax* refers to the arrangement of words and phrases to create well formed sentences. *Syntax* also relates to the impact that this arrangement has on a reader's understanding of an author's purpose or point of view.

ⓘ Consider asking students to volunteer the definition of *syntax* before providing it to the class.

- Students write the definition of *syntax* in the appropriate section of their vocabulary journals.

Post or project the following examples.

ⓘ Example 1 is taken from paragraph 3 of the Model Argument (refer to Lesson 10). Example 2 has been modified from the model.

- **Example 1:** Using technology frequently throughout the day often requires people to multitask, and excessive multitasking is dangerous for the brain.
- **Example 2:** Excessive multitasking is dangerous for the brain, and using technology frequently throughout the day often requires people to multitask.

Instruct students to Turn-and-Talk about the following questions:

Compare how the words and phrases are arranged in each example.

- In the first example, the sentence begins with technology use and then how often and when people use it. Then, the sentence brings up multitasking and its effects on the brain. However, in the second example, the sentence begins with multitasking's danger for the brain and then brings up technology use and its link to multitasking.

What is the effect of word order on the emphasis and meaning in each sentence?

- Student responses may include:
  - By beginning the first example sentence with the phrases about technology use and its frequency before bringing up multitasking, the writer clarifies that it is the frequency of technology use that leads to multitasking. By ending the sentence with the effects of "excessive multitasking" on the brain, the writer emphasizes the claim that frequent technology use "dangerous for the brain."
  - By beginning the second example sentence with the phrases about too much multitasking being harmful to the brain, the writer first emphasizes the danger of multitasking before bringing up the claim that frequent technology use leads to multitasking.

Lead a brief whole-class discussion of student responses. Then explain to students that sentences with simple syntax are short (with few phrases). Sentences with complex syntax may be longer (with many

phrases). Changes in word order or sentence length and complexity are called *variations in syntax*. Explain to students that writers vary syntax to emphasize certain ideas and/or create a stylistic effect. For example, a writer can vary syntax to quicken the pace with short sentences or lengthen the pace with longer sentences.

- Students write the definition of *variations in syntax* in the appropriate section of their vocabulary journals.

Post or project the following examples.

ⓘ Example 1 is taken from paragraph 5 of the Model Argument (refer to Lesson 10). Example 2 has been modified from the model.

- **Example 1:** Nevertheless, constant use of technology has its disadvantages. Screens limit face-to-face communication. Overusing digital media can inhibit social development by preventing people from making and developing meaningful connections with each other. Attachment to a screen or e-mail inbox becomes a replacement for engaging with other human beings. This social separation is especially damaging for children. According to Dr. Angela Diaz, the Internet is not a valid substitute for social interaction. She argues, "It's important for kids to be connected to people" and "not just isolated in their own rooms" (Norton). Likewise, according to a communications professor at Stanford, "the ultimate risk of heavy technology use is that it diminishes empathy by limiting how much people engage with one another, even in the same room" (Richtel). In other words, people lose the ability to positively and effectively interact with one another and form relationships.
- **Example 2:** Technology can have disadvantages. Screens limit face-to-face communication. Digital media can inhibit social development. Digital media can prevent people from making and developing relationships. People replace each other with screens and e-mail inboxes. Social separation is bad for children. Dr. Angela Diaz says that the Internet cannot substitute social interaction. She says, "It's important for kids to be connected to people" and "not just isolated in their own rooms" (Norton). According to a Stanford professor, "the ultimate risk of heavy technology use is that it diminishes empathy by limiting how much people engage with one another, even in the same room" (Richtel). People are unable to interact and form relationships.

Instruct students to read the examples and Turn-and-Talk about the following questions.

How does the writer vary syntax in these paragraphs?

- Student responses may include:
  - In the first example, the writer varies syntax by combining sentences with transitional words like "nevertheless," "by," "this," and "likewise."
  - In the first example, the writer also varies syntax by using both long, complex sentences and short, simple sentences in which the order of words in each sentence is different.

- The second example uses mostly short, simple sentences. Also, the writer repeats the same syntax in each sentence as the words and phrases are ordered in the same way, so the syntax is not varied.

ⓘ **Differentiation Consideration:** If students struggle, consider using a masterful reading of this example set. This practice supports students' understanding of varied syntax by allowing them to hear the effect of structure on the rhythm of the sentence.

What is the effect of the varied syntax on meaning, style, and emphasis in these examples?

- Student responses may include:
  - In the first example, the varied syntax makes the connections between ideas clear, which contributes to the overall cohesiveness of the paragraph. The variations in syntax make the paragraph easier to read, because the sentences are not choppy, which adds to the power of the argument.
  - The repetitive syntax in the second example makes the paragraph sound choppy with incomplete and vague ideas. The lack of varied syntax in the second example makes the paragraph more difficult to read, and the connections between ideas are less clear. The lack of variation also makes the paragraph less engaging to read, which takes away from the power of an argument.

ⓘ **Differentiation Consideration**: If students struggle to answer these questions, consider providing more examples from the model argument (complete model in Lesson 10) or other student essays to assist in their understanding of how variations in syntax can affect the meaning, emphasis, and style of a piece of writing.

Lead a brief whole-class discussion of student responses. Explain to students that varied syntax can give significant strength to their arguments. Varying the length and structure of sentences can help readers engage with the text and strengthen the power, pacing, and flow of the argument.

Appendix 2: Transitional Words and Phrases

Introduce students to the ideas of *cohesion* and *transitions*. Explain to students that *cohesion* in writing refers to how well the paragraphs and sentences link the claims and evidence of a text together into a coherent whole. Explain to students that *transitions* are words and phrases that are used to create cohesion.

- Students write the definitions of *cohesion* and *transitions* in the appropriate section of their vocabulary journals.

Explain to students that achieving cohesion and successfully using transitions are important aspects of careful revision. Explain to students that cohesion should exist between paragraphs as well as between sentences. In both cases, transitional words and phrases can help link ideas and support the logic of the paper.

Distribute the Transitions Handout. Explain that the handout provides a variety of transitional words to use in specific cases. Explain to students that the words are grouped together by the way they are used. For example, words like *furthermore* and *besides* are used for addition, which means they can be used to continue a line of reasoning or sustain a thought between sentences or paragraphs. Phrases like *in the same way* or the word *likewise* can be used to show that ideas are similar.

- Students listen and examine the handout.

Instruct students to form pairs or small groups. Post or project the following two paragraphs and instruct student pairs or groups to identify and record words and phrases that support transition and cohesion between sentences and paragraphs.

ⓘ Example 1 is taken from paragraph 3 of the Model Argument (refer to Lesson 10). Example 2 is modified from paragraph 4 of the Model Argument (refer to Lesson 10).

- **Example 1:** However, it is not simply the addictive quality of digital media that is concerning; this kind of extensive use is actually harmful to the brain. Using technology frequently throughout the day often requires people to multitask, and excessive multitasking is dangerous for the brain. Research has shown that "[h]eavy multitaskers actually have more trouble focusing and shutting out irrelevant information … and they experience more stress" (Richtel). These effects continue even when people stop multitasking, effectively changing the way the brain works, according to brain scientist Nora Volkow (Richtel). In the article "Education 2.0 Never Memorize Again?" writer Sarah Perez states that because of the overuse of technology, "sustained concentration" is a skill that is "fading away." Ultimately, the long-term effect of excessive multitasking is the inability to give full concentration to whatever information is at hand, which inhibits intellectual development.
- **Example 2:** Some research indicates that using technology can benefit a person's brain. Perez reports that "our exposure to the net is impacting the way our brains form neural pathways … [which] makes us adept at filtering information, making snap decisions, and fielding the incoming

digital debris." People's brains are growing in new ways from using screens. One study showed that playing fast-paced video games can improve a person's reaction time and ability to see details, which are skills that can be applied in the real-world, like when driving (Richtel).

Instruct students to answer the following questions in their pairs or groups before sharing out with the class. Instruct students to use the Transitions Handout as a reference.

Which of these paragraphs is more cohesive and why?

- The first paragraph is more cohesive. The paragraph relies on transitional words and phrases, like "however," "ultimately," and "these effects" to connect and relate the evidence and reasoning to the claim and move from one idea to another.

Which of these paragraphs is less cohesive and why?

- The second paragraph contains valuable information, but it lacks transitional words and phrases to help link ideas or qualify relationships. There is no connection in the first sentence or last sentence of this paragraph to indicate how it is linked to the paragraph before it or after it. There are also no transitions between sentences.

ⓘ **Differentiation Consideration:** If students struggle to identify differences between the paragraphs, consider preparing a highlighted version of the paragraphs, annotating the transitional words and phrases in the first example and the lack of transitional words and phrases in the second example.

ⓘ **Differentiation Consideration:** If students need additional practice using transitional words and phrases, instruct students to work in pairs or small groups to add transitions to the second example paragraph above.

- Students add transitional words and phrases.

Lead a brief whole-class discussion of student responses.

What specific words and phrases in the more cohesive paragraph create effective transitions and contribute to cohesion?

- Student responses should include:
  - "However"
  - "actually"
  - "and"
  - "These effects"
  - "Ultimately"
  - "which"

How does each transitional word or phrase contribute to the paragraph?

- Student responses may include:
  - The word "However" shows that ideas in this paragraph may be somewhat different from ideas in the previous paragraph.
  - The word "actually" indicates that there is real support or evidence for the assertion that "extensive use [of technology] is harmful to the brain."
  - The word "and" shows that multitaskers suffer in more ways than one.
  - The phrase "These effects" connect prior information to a new idea.
  - The word "Ultimately" suggests that the paragraph or idea is coming to a conclusion.
  - The word "which" indicates a cause and effect relationship between "excessive multitasking" and "inhibit[ed] intellectual development."

Lead a brief whole-class discussion of student responses. Explain to students that creating effective transitions is crucial to crafting a compelling argument. Effective use of transitional words and phrases improves the logical presentation of information and is important for making clear connections among the claims, evidence, and reasoning in an argument.

Transitions Handout

Name:		Class:		Date:	

Addition (to add an idea)	Illustration (to give an example)	Comparison (to show how ideas are similar)	Contrast (to show how ideas are different)	Explanation (to explain an idea)
again also besides finally first furthermore in addition lastly secondly	e.g., for example for instance specifically such as to demonstrate to illustrate	equally in the same way likewise similarly	although at the same time however in contrast nevertheless nonetheless on the contrary otherwise yet	i.e., in other words that is to clarify to explain
Emphasis (to highlight an idea)	**Conclusion (to end a passage)**	**Cause and Effect (to show why)**	**Time (to show when and where)**	**Concession (to introduce counterclaims)**
especially importantly indeed in fact of course significantly surely	finally in conclusion in the end lastly to conclude	as a result because consequently for this reason hence so that therefore	after during meanwhile next simultaneously then when while	admittedly even so granted it is true of course on the other hand regardless

SUPPLEMENTAL SKILLS INSTRUCTION

WR.1.E ARGUMENT Varying Sentence Length

Lessons WR.1.A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

This lesson is composed of two distinct but related activities that center on skills for effectively varying sentence length to improve argument writing. Each activity may last an entire class period.

Writing Instruction Options:

- Combining Sentences Using Semicolons and Colons
- Splitting Sentences

In this lesson, the teacher provides direct instruction to students on combining sentences using semicolons and colons. Students also practice splitting sentences to improve the clarity of their writing. Students focus on revising their own arguments for effectively combining sentences using semicolons and colons or for splitting sentences before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.1 Revision Exit Slip: Varying Sentence Length, on which each student records one example of a successful revision.

For homework, students choose three different passages from their arguments and revise each passage focusing on effectively combining sentences using semicolons and colons or splitting sentences as necessary to strengthen their writing. Students also write a few sentences explaining whether or not they will keep the revisions they drafted and the impact this decision has on their arguments.

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	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2.a, b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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.
Addressed Standard(s)	
W.9-10.1.c	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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 *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.1 Revision Exit Slip: Varying Sentence Length. Students record the original passage from their arguments as well as the revised passage. Students then explain why the revision is effective. ⓘ Consider assessing these revisions using the Argument Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Record the original passage (e.g., As a result, teens find it hard to look up from their phones because they need the feeling of getting a new e-mail or text. These teens become bored without the stimulation of digital media and that surge of dopamine (Richtel).). • Revise the original passage, focusing on combining sentences using semicolons and/or colons or

splitting sentences (e.g., As a result, teens find it hard to look up from their phones because they need the feeling of getting a new e-mail or text: these teens become bored without the stimulation of digital media and that surge of dopamine (Richtel).).

- Explain why the revision is effective (e.g., I added a colon to join these sentences because the second clause emphasizes the first one.).

ⓘ See the Model WR.1 Revision Exit Slip: Varying Sentence Length for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
• Standards: W.9-10.5, L.9-10.1, L.9-10.2.a, b, W.9-10.1.c, W.9-10.6, SL.9-10.1	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Writing Instruction Options: • Combining Sentences Using Semicolons and Colons • Splitting Sentences	3. 30%
4. Argument Writing Checklist	4. 5%
5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR.1 Revision Exit Slip: Varying Sentence Length	7. 5%
8. Closing	8. 5%

Materials

- Student copies of the up-to-date Argument Writing Checklist (refer to WR.1 Lesson D Model Argument Writing Checklist)
- Copies of the WR.1 Revision Exit Slip: _____ for each student (refer to WR.1 Lesson A)—students will need additional blank copies
- Copies of the Semicolon and Colon 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.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students learn how to combine sentences using semicolons and colons or how to split sentences to strengthen their writing. Students revise their own drafts before participating in a peer discussion of their individual revisions.

- ▸ Students look at the agenda.

Activity 2: Homework Accountability 0%

ⓘ Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction Options 30%

ⓘ Based on student need, select from the two options below:

- Combining Sentences Using Semicolons and Colons (See Appendix 1)
- Splitting Sentences (See Appendix 2)

Activity 4: Argument Writing Checklist 5%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to take out their copies of the Argument Writing Checklist.

ⓘ Consider posting or projecting the Argument Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Argument Writing Checklist? In which categories do these items belong and why?

- Student responses will vary but should include points that address the following:
  - Correctly incorporate semicolons and colons to make my writing clearer? This item belongs in the Control of Conventions category, because it is about proper use of punctuation.
  - Include sentences of varied length that contribute to the cohesion and clarity of my argument? This item belongs in the Coherence, Organization, and Style category, because varying sentence length affects both the coherence and style of an argument.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Argument Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Argument Writing Checklist.

- Students add new items in the appropriate categories to their copies of the Argument Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Argument Writing Checklist.

Activity 5: Individual Revision 30%

ⓘ The following activity addresses the expectations of W.9-10.1.c.

Instruct students to independently revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Combining Sentences Using Semicolons and Colons
- Splitting Sentences

ⓘ For example, if students completed the writing instruction activity on Combining Sentences Using Semicolons and Colons, then their revisions will focus on using semicolons and colons to combine sentences rather than on splitting sentences.

Explain to students that they should revise at least three passages for effectively combining sentences using semicolons and colons or for splitting sentences. Remind students to refer to the Argument Writing Checklist as they revise their drafts.

Transition to individual revision.

- Students independently revise their drafts for effectively combining sentences using semicolons and colons or for splitting sentences.

- For sample revisions, see the Model WR.1 Revision Exit Slip: Varying Sentence Length.

Activity 6: Revision Discussion 20%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

ⓘ Refer to Lesson 8 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
2. Explain to your peers how the revision improves your draft.
3. Ask your peers to provide brief constructive criticism on your revisions.
   - Students share and discuss with peers at least two effective revisions they made to their drafts.

ⓘ In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.1 Revision Exit Slip: Varying Sentence Length 5%

Explain that for this lesson's assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.1 Revision Exit Slip: _____ to each student. Instruct students to fill in the title "Varying Sentence Length" on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Argument Writing Checklist.

- See the High Performance Response and Model WR.1 Revision Exit Slip: Varying Sentence Length for sample student responses.

Activity 8: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Combining Sentences Using Semicolons and Colons
- Splitting Sentences

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your argument.

ⓘ If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

- Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on whichever of the following writing skills you learned in this lesson:

- Combining Sentences Using Semicolons and Colons
- Splitting Sentences

Respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your argument.

Model Argument Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective argument established as a class.

Command of Evidence and Reasoning **Does my response…**	**Drafting** ✔	**Finalization** ✔
Use relevant and sufficient evidence to support my claims?	☐	☐
Use valid reasoning to demonstrate clear relationships between claims and evidence?	☐	☐
Develop counterclaims fairly?	☐	☐
Integrate evidence (quotations and paraphrasing) to support claims and counterclaims?	☐	☐
Anticipate and address the audience's knowledge level and concerns?	☐	☐

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Introduce a precise central claim?	☐	☐
Develop supporting claims that reinforce or advance the central claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Adapt style of writing to convince my audience of my central claim?	☐	☐
Arrange claims, counterclaims, evidence, and reasoning to create clear relationships among all the components of the argument?	☐	☐
Have an introduction that captures the readers' attention and interest?	☐	☐
Have an introduction that establishes the topic and central claim of my argument?	☐	☐
Provide a conclusion that follows from and supports the argument?	☐	☐

Establish and maintain a formal style and objective tone?	☐	☐
Use precise language to clearly explain the topic and claims?	☐	☐
Incorporate effective word choice to strengthen writing?	☐	☐
Include varied syntax to contribute to a cohesive and compelling argument?	☐	☐
Include transitional words and phrases that clearly show the relationship between sentences and paragraphs?	☐	☐
Include sentences of varied length that contribute to the cohesion and clarity of my argument?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
Cite sources using proper MLA style and formatting?	☐	☐
Use proper punctuation for quotations and citations?	☐	☐
Correctly incorporate semicolons and colons to make my writing clearer?*	☐	☐

*Asterisks indicate new items added in this lesson.

Model WR.1 Revision Exit Slip: Varying Sentence Length

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your argument. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
The act of checking e-mail or refreshing the mini-feed on Facebook gives people's brains a jolt of dopamine. This is a reaction "researchers say can be addictive" (Richtel).	The act of checking e-mail or refreshing the mini-feed on Facebook gives people's brains a jolt of dopamine; this is a reaction "researchers say can be addictive" (Richtel).	These independent clauses are connected ideas, so I combined them into one sentence using a semicolon.
As a result, teens find it hard to look up from their phones because they need the feeling of getting a new e-mail or text. These teens become bored without the stimulation of digital media and that surge of dopamine (Richtel).	As a result, teens find it hard to look up from their phones because they need the feeling of getting a new e-mail or text: these teens become bored without the stimulation of digital media and that surge of dopamine (Richtel).	I added a colon to join these sentences because the second clause emphasizes the first one.
Nevertheless, constant use of technology has its disadvantages, because screens limit face-to-face communication.	Nevertheless, constant use of technology has its disadvantages. Screens limit face-to-face communication.	I split these sentences, because the rest of the paragraph discusses more disadvantages than just in-person communication. I split the sentences to clarify that limited in-person communication is not the only disadvantage.

Appendix 1: Combining Sentences Using Semicolons and Colons

Explain to students that they can strengthen the clarity with which they communicate the claims, evidence, and reasoning in their arguments by using semicolons and colons properly and effectively. Varying sentence length by combining sentences with semicolons or colons contributes to an engaging, cohesive argument.

ⓘ **Differentiation Consideration:** If necessary, explain that *cohesion* in writing refers to how well the paragraphs and sentences link the claims and evidence of a text together into a coherent whole.

- Students write the definition of *cohesion* in the appropriate section of their vocabulary journals.

Explain to students that they must understand what an *independent clause* is in order to use semicolons and colons properly.

ⓘ Students may be familiar with the components of an *independent clause*. Consider asking students to volunteer an explanation of what an *independent clause* is and provide an example before providing the definition of an *independent clause* to the class.

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." An *independent clause* communicates a complete thought.

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

Post or project the following example of an independent clause.

ⓘ The following example is taken from section 1, paragraph 2 of the article "Attached to Technology and Paying a Price" by Matt Richtel (refer to Lesson 4).

- "He forgets things like dinner plans"

Ask a student volunteer to identify the elements of the independent clause given above.

- Student responses should include:
  - The subject is "he."
  - The predicate is everything following "he," with "forgets" as the verb of the sentence.

ⓘ **Differentiation Consideration:** Students may need more support in understanding the components of a complete sentence in order to understand independent clauses. Consider reviewing and posting the definitions and examples of the parts of speech such as *subject, predicate,* and *verb*.

- Students write the definitions of *subject, predicate,* and *verb* in the appropriate section of their vocabulary journals.

Explain to students that semicolons are a type of punctuation that can be used to connect two independent clauses and show they are related. Post or project the following example for students:

ⓘ Example 1 is modified from paragraph 3 Model Argument. Example 2 is taken from paragraph 3 of the Model Argument (refer to Lesson 10).

- **Example 1**: However, it is not simply the addictive quality of digital media that is concerning. This kind of extensive use is actually harmful to the brain.

Then, post or project the following example of the two sentences linked with a semicolon:

- **Example 2**: However, it is not simply the addictive quality of digital media that is concerning; this kind of extensive use is actually harmful to the brain.

Explain to students that it is possible to keep two distinct sentences instead of joining the independent clauses with a semicolon, but when the ideas are closely linked, combining the sentences can contribute to the cohesion and flow of the passage.

Inform students that semicolons are just one way of combining sentences. Writers can use commas and conjunctions or transitional words or phrases to combine independent clauses (e.g., However, it is not simply the addictive quality of digital media that is concerning, because this kind of extensive use is actually harmful to the brain.).

- Students follow along.

ⓘ Lesson D and Lesson F provide instruction on transitional words and phrases and comma usage, respectively.

Post or project the following paragraph and instruct students to work in pairs or small groups to practice combining sentences using semicolons, conjunctions, or transitional words or phrases. Encourage students to vary their methods of combining sentences. Explain to students that they may want to leave some short sentences to vary the length of sentences throughout the paragraph and to emphasize certain ideas with short sentences.

ⓘ The following example is modified from paragraph 6 of the Model Argument Paper (refer to Lesson 10).

- The world is full of distractions. It is clear that our constant use of technology is doing actual damage to brains and communities. The use of various screens distracts people and causes stress. Evidence shows that the constant use of these devices is also eroding our interactions with others. A study by sociologist Matthew Brashears found that "Americans have fewer intimate relationships today than 20 years ago" (Hampton). This trend can be attributed to technology overuse. A single week without

screens is a small price to pay for better connections with other people and a better functioning brain. It is important to preserve the health of students' young minds and social lives. [name of school here] should participate in "Shut Down Your Screen Week."

Lead a brief whole-class discussion in which volunteers share how and why they combined sentences.

- Student responses may include:
  - The world is full of distractions; it is clear that our constant use of technology is doing actual damage to brains and communities. It is bad enough that the use of various screens distracts people and causes stress, but evidence shows that the constant use of these devices is also eroding our interactions with others. A study by sociologist Matthew Brashears found that "Americans have fewer intimate relationships today than 20 years ago" (Hampton), a trend that can be attributed to technology overuse. A single week without screens is a small price to pay for better connections with other people and a better functioning brain. In order to preserve the health of students' young minds and social lives, [name of school here] should participate in "Shut Down Your Screen Week."

ⓘ **Differentiation Consideration:** Some students may struggle to immediately grasp the proper use of semicolons. If students struggle, work with them individually to write out 5–10 examples of the proper use of semicolons.

Explain to students that a colon is another type of punctuation that is useful for combining related independent clauses. Post or project the following examples:

ⓘ The following examples can also be found on the Semicolon and Colon Handout.

- **Example 1:** Sociologist Matthew Brashears made a startling discovery: "Americans have fewer intimate relationships today than 20 years ago" (Hampton).
- **Example 2:** Teens today are more distracted than ever by online programs such as the following: e-mail, texts, Facebook, Instagram, Twitter, and Grand Theft Auto.
- **Example 3:** As a result, teens find it hard to look up from their phones because they need the feeling of getting a new e-mail or text: these teens become bored without the stimulation of digital media and that surge of dopamine (Richtel).

Instruct students to work in pairs or small groups to describe the three different uses for colons.

- Student responses should include:

- In example 1, the colon links together one independent clause and a quotation that is a complete sentence. This suggests that a colon can be used to introduce a quotation after an independent clause when the quotation itself is also an independent clause.
- In example 2, the colon comes after an independent clause and before a list. This shows that a colon can be used to introduce a list.
- In example 3, the colon is between two independent clauses. The second independent clause seems to explain the idea in the first clause that teens "need the feeling of getting a new e-mail or text." This suggests that a colon can be used to link two independent clauses when the second clause provides more detail about or emphasizes the first clause.

Lead a brief whole-class discussion of student responses.

Distribute the Semicolon and Colon Handout to each student. Encourage students to use this handout as a reference for proper and common uses of semicolons and colons.

- Students examine the handout.

ⓘ **Differentiation Consideration:** Some students may struggle to immediately grasp the proper use of colons. If students struggle, work with them individually to write out 5–10 examples of the proper use of colons.

Semicolon and Colon Handout

Remember that an *independent clause* "a clause that can stand alone as a sentence, containing a subject and a predicate with a finite verb." An *independent clause* communicates a complete thought.

Common and Proper Uses of the Semicolon

- Use a semicolon to connect two independent clauses that are related to one another.
    - Example: The act of checking e-mail or refreshing the mini-feed on Facebook gives people's brains a jolt of dopamine; this is a reaction "researchers say can be addictive" (Richtel).

Common and Proper Uses of the Colon

- Use a colon when introducing a quotation after an independent clause. The quotation must also be an independent clause.
    - Example: Sociologist Matthew Brashears made a startling discovery: "Americans have fewer intimate relationships today than 20 years ago" (Hampton).
- Use a colon when introducing a list.
    - Example: Teens today are more distracted than ever by digital programs such as the following: e-mail, texts, Facebook, Instagram, Twitter, and Grand Theft Auto.
- Use a colon between two independent clauses when the second clause provides more detail about or emphasizes the first clause.
    - Example: As a result, teens find it hard to look up from their phones because they need the feeling of getting a new e-mail or text: these teens become bored without the stimulation of digital media and that surge of dopamine (Richtel).

Further reference: The Purdue University Online Writing Lab (OWL): http://owl.english.purdue.edu (search terms: semicolons and colons).

Appendix 2: Splitting Sentences

Explain that often writers combine sentences to show connections between ideas and to make writing flow smoothly; however, sometimes writers split long sentences into shorter sentences in order to vary sentence length or make ideas stand out. Splitting long sentences can also help writers express complex ideas in a clearer way that may be easier to read and understand.

Post or project the following paragraph and instruct students to work in pairs or small groups to practice splitting sentences by replacing commas and conjunctions or transitional words and phrases with periods. Explain to students that they may not want to split all of the sentences in order to vary the length of sentences throughout the paragraph.

ⓘ The following example is taken from paragraph 3 of the Model Argument (refer to Lesson 10).

- However, it is not simply the addictive quality of digital media that is concerning; this kind of extensive use is actually harmful to the brain. Using technology frequently throughout the day often requires people to multitask, and excessive multitasking is dangerous for the brain, furthermore research has shown that "[h]eavy multitaskers actually have more trouble focusing and shutting out irrelevant information … and they experience more stress" (Richtel). These effects continue even when people stop multitasking, effectively changing the way the brain works, according to brain scientist Nora Volkow (Richtel), as well as writer Sarah Perez who states in the article "Education 2.0," that because of the overuse of technology, "sustained concentration" is a skill that is "fading away." Ultimately, the long-term effect of excessive multitasking is the inability to give full concentration to whatever information is at hand, which inhibits intellectual development.

Lead a brief whole-class discussion in which volunteers share how and why they split sentences.

- Student responses may include:
  - However, it is not simply the addictive quality of digital media that is concerning; this kind of extensive use is actually harmful to the brain. Using technology frequently throughout the day often requires people to multitask, and excessive multitasking is dangerous for the brain. Research has shown that "[h]eavy multitaskers actually have more trouble focusing and shutting out irrelevant information … and they experience more stress" (Richtel). These effects continue even when people stop multitasking, effectively changing the way the brain works, according to brain scientist Nora Volkow (Richtel). In the article "Education 2.0," writer Sarah Perez states that because of the overuse of technology, "sustained concentration" is a skill that is "fading away." Ultimately, the long-term effect of excessive multitasking is the inability to give full concentration to whatever information is at hand, which inhibits intellectual development.

SUPPLEMENTAL SKILLS INSTRUCTION

WR.1.F ARGUMENT Ensuring Sentence Accuracy

Lessons WR.1.A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

In this lesson, the teacher provides direct instruction to students on using commas and repairing sentence fragments and run-on sentences. Students focus on revising their own arguments for using commas effectively and repairing fragments and run-on sentences before transitioning a peer discussion of revisions. Student learning is assessed via the completion of the WR.1 Revision Exit Slip: Ensuring Sentence Accuracy, on which each student records one example of a successful revision.

For homework, students choose three different passages from their arguments and revise each passage focusing on effectively using commas and repairing sentence fragments and run-on sentences. Students also write a few sentences explaining whether or not they will keep the revisions they drafted and the impact this decision has on their arguments.

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.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Addressed Standard(s)	
W.9-10.1.c	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between

	reasons and evidence, and between claim(s) and counterclaims.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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 *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.1 Revision Exit Slip: Ensuring Sentence Accuracy. Students record the original passage from their arguments as well as the revised passage. Students then explain why the revision is effective. ⓘ Consider assessing these revisions using the Argument Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Record the original passage (e.g., Using technology frequently throughout the day often requires people to multitask. Excessive multitasking is dangerous for the brain.). • Revise the original passage, focusing on using commas and repairing fragments and run-ons (e.g., Using technology frequently throughout the day often requires people to multitask, and excessive multitasking is dangerous for the brain.). • Explain why the revision is effective (e.g., I added a comma and a conjunction to link these two sentences, since they are related.). ⓘ See the Model WR.1 Revision Exit Slip: Ensuring Sentence Accuracy for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: • Standards: W.9-10.5, L.9-10.2, W.9-10.1.c, W.9-10.6, SL.9-10.1	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Writing Instruction: Commas, Fragments, and Run-ons	3. 30%
4. Argument Writing Checklist	4. 5%
5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR.1 Revision Exit Slip: Ensuring Sentence Accuracy	7. 5%
8. Closing	8. 5%

Materials

- Copies of the Comma Handout for each student
- Student copies of the up-to-date Argument Writing Checklist (refer to WR.1 Lesson E Model Argument Writing Checklist)
- Copies of the WR.1 Revision Exit Slip: _____ for each student (refer to WR.1 Lesson A)—students will need additional blank copies

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students learn how to effectively incorporate commas into their writing, as well as how to repair sentence fragments and run-on sentences. Students revise their own drafts before participating in a peer discussion of their individual revisions.

- Students look at the agenda.

Activity 2: Homework Accountability 0%

ⓘ Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction: Commas, Fragments, and Run-ons 30%

Explain to students that they can strengthen the clarity with which they communicate the claims, evidence, and reasoning in their arguments by using commas properly and effectively. Explain that commas are a type of punctuation that can be used to connect related clauses and ideas. Explain to students that they can use commas to help them combine clauses, especially when they encounter errors with sentence fragments and run-on sentences.

Post or project the following examples:

ⓘ The following examples can also be found on the Comma Handout.

- **Example 1:** Using technology frequently throughout the day often requires people to multitask, and excessive multitasking is dangerous for the brain.
- **Example 2:** On the other hand, some research indicates that using technology can benefit a person's brain.
- **Example 3:** Students are distracted by the constant need to check their e-mail, social media feeds, or texts.

Instruct students to work in pairs or small groups to describe the different uses for commas.

- Student responses should include:
  - In example 1, the comma comes before a conjunction and links two independent clauses. This suggests that a comma and a conjunction can be used to connect two independent clauses.

- In example 2, the comma is between two clauses in the sentence. This indicates that a comma can be used to set off introductory elements like clauses, phrases, or words that come before the main independent clause.
- In example 3, the commas separate items in a list. This shows that commas can be used to separate three or more words, phrases, or clauses written in a series.

ⓘ **Differentiation Consideration:** Consider providing 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. Post or project the following example of an independent clause: "This social separation is especially damaging for children."

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

Lead a brief whole-class discussion of student responses.

Distribute the Comma Handout to each student. Encourage students to use this handout as a reference for proper and common uses of commas.

- Students examine the handout.

ⓘ **Differentiation Consideration:** Some students may struggle to immediately grasp the proper use of commas. If students struggle, work with them individually to write out 5–10 examples of the proper use of commas.

Explain to students that while effective writing includes varied sentence length, it is important that the sentences are correct and complete. Explain to students that a *sentence fragment* is an incomplete sentence and is usually a part of a sentence that has become disconnected from the main clause. Because fragments are incomplete thoughts, they can leave readers confused.

- Students write the definition of *sentence fragment* in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration:** Students may need more support in understanding the components of a complete sentence in order to understand sentence fragments and run-ons. Consider reviewing and posting the definitions and examples of the parts of speech such as *subject*, *verb*, and *object*.

- Students write the definitions of *subject*, *verb*, and *object* in the appropriate section of their vocabulary journals.

Explain to students that often, repairing a sentence fragment is as simple as combining the fragment with the main clause by using a comma.

Post or project the following example:

- One study showed that playing fast-paced video games can improve a person's reaction time and ability to see details. Which are skills that can be applied in the real world, like when driving (Richtel).

Instruct students to Turn-and-Talk about the following question:

How can the sentence fragments in this example be repaired?

- Student responses will vary but may include:
  - Replacing the first period with a comma links the fragment to the main clause, which repairs this example. The corrected sentence can be: "One study showed that playing fast-paced video games can improve a person's reaction time and ability to see details, which are skills that can be applied in the real world, like when driving (Richtel)."
  - Leaving the two sentences separate but replacing "which" in the second sentence with "these" can repair this example. The corrected sentences can be: "One study showed that playing fast-paced video games can improve a person's reaction time and ability to see details. These are skills that can be applied in the real world, like when driving (Richtel)."

Lead a brief whole-class discussion in which volunteers share how they repaired the fragment.

Explain to students that sometimes they will need to add or subtract words or phrases in order to effectively combine clauses and avoid a fragment. Post or project the following example:

- Wandering the halls like zombies glued to their smart phones.

Instruct students to Turn-and-Talk about the following question:

How can the sentence fragment in this example be repaired?

- Student responses will vary, but may include:
  - Adding a comma and an independent clause can repair the example. The corrected sentence can be: "Wandering the halls like zombies glued to their smart phones, these young minds are scattered and distracted."

Lead a brief whole-class discussion in which volunteers share how they repaired the fragment.

Explain to students that sometimes fragments are not necessarily pieces of sentences separated from the main clause. Often these fragments are written as main clauses but do not have a subject or main verb. Post or project the following example:

- Attachment to a screen or e-mail inbox.

Instruct students to Turn-and-Talk about the following questions:

Why is this example a fragment and not a complete sentence?

- There is no verb in this fragment.

How can the sentence fragment in this example be repaired?

- Student responses will vary, but may include:
  - The fragment in this example can be repaired with the addition of a main verb or main verb phrase. The corrected sentence can be: "Attachment to a screen or e-mail inbox becomes a replacement for engaging with other human beings."

Lead a brief whole-class discussion of student responses.

Explain to students that while they need to be mindful of sentence fragments in their writing, they also need to avoid run-on sentences. Explain that *run-on sentences* are compound sentences that are punctuated incorrectly, or they are two or more sentences incorrectly written as one. Run-on sentences can leave readers confused and make them struggle to make connections in the text.

- Students write the definition of *run-on sentence* in the appropriate section of their vocabulary journals.

Explain to students that incorporating the proper punctuation can repair run-on sentences that are punctuated incorrectly. When two or more sentences are incorrectly written as one, using a period or using a comma, semicolon, or colon (perhaps with a conjunctive adverb) to separate the clauses can repair a run-on sentence.

ⓘ Lesson E provides instruction on the proper and common uses of semicolons and colons.

ⓘ **Differentiation Consideration:** Provide students with the following definition and examples for *conjunctive adverb*: an adverb (word that modifies a verb, adjective, or another adverb) that connects ideas in a sentence (e.g., *also, besides, consequently, finally, however, instead, meanwhile, next, otherwise, similarly, still, then*).

- Students record the definition for *conjunctive adverb* in the appropriate section of their vocabulary journals.

Post or project the following example:

- However it is not simply the addictive quality of digital media that is concerning this kind of extensive use is actually harmful to the brain.

Instruct students to Turn-and-Talk about the following question:

Considering the techniques to avoid run-on sentences, how can this run-on sentence be repaired?

- Student responses may include:
  - This run-on can be repaired by adding a comma after the transitional word "However" and by adding a semicolon between the two independent clauses. The corrected sentence can be: "However, it is not simply the addictive quality of digital media that is concerning; this kind of extensive use is actually harmful to the brain."
  - This run-on can be repaired by adding a comma after the transitional word "However" and the word "concerning." Then add the conjunction "and" after the second comma. The corrected sentence can be: "However, it is not simply the addictive quality of digital media that is concerning, and this kind of extensive use is actually harmful to the brain."

Lead a brief whole-class discussion of student responses.

Activity 4: Argument Writing Checklist 5%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to take out their copies of the Argument Writing Checklist.

ⓘ Consider posting or projecting the Argument Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Argument Writing Checklist? In which categories do these items belong and why?

- Student responses will vary but should include points that address the following:
  - Correctly incorporate commas? This item belongs in the Control of Conventions category, because it is about proper use of punctuation.
  - Avoid sentence fragments and run-on sentences? This item belongs in the Control of Conventions category, because it is about correcting sentences.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Argument Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Argument Writing Checklist.

- Students add new items in the appropriate categories to their copies of the Argument Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Argument Writing Checklist.

Activity 5: Individual Revision 30%

ⓘ The following activity addresses the expectations of W.9-10.1.c.

Instruct students to independently revise their drafts, focusing on using commas effectively and repairing fragments and run-ons. Explain to students that they should revise at least three passages for using commas effectively and repairing fragments and run-ons. Remind students to refer to the Argument Writing Checklist as they revise their drafts.

ⓘ If students cannot identify three passages that need to be revised to repair fragments and run-ons, consider instructing students to experiment with the use of commas and combining sentences.

Transition to individual revision.

- Students independently revise their drafts for using commas effectively and repairing fragments and run-ons.

- For sample revisions, see the Model WR.1 Revision Exit Slip: Ensuring Sentence Accuracy.

Activity 6: Revision Discussion 20%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

ⓘ Refer to Lesson 8 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
2. Explain to your peers how the revision improves your draft.
3. Ask your peers to provide brief constructive criticism on your revisions.
   - Students share and discuss with peers at least two effective revisions they made to their drafts.

ⓘ In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.1 Revision Exit Slip: Ensuring Sentence Accuracy 5%

Explain that for this lesson's assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.1 Revision Exit Slip: _____ to each student. Instruct students to fill in the title "Ensuring Sentence Accuracy" on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Argument Writing Checklist.

- See the High Performance Response and Model WR.1 Revision Exit Slip: Ensuring Sentence Accuracy for sample student responses.

Activity 8: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on using commas effectively and repairing sentence fragments and run-on sentences.

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your argument.

ⓘ If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

- Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on using commas effectively and repairing sentence fragments and run-on sentences.

Write a few sentences responding to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your argument.

Comma Handout

Remember that an *independent clause* is "a clause that can stand alone as a sentence, containing a subject and a predicate with a finite verb." An *independent clause* communicates a complete thought.

Common and Proper Uses of the Comma

- Use a comma and a conjunction to connect two independent clauses.
    - Example: Using technology frequently throughout the day often requires people to multitask, and excessive multitasking is dangerous for the brain.
- Use a comma to set off introductory elements like clauses, phrases, or words that come before the main clause.
    - Example: On the other hand, some research indicates that using technology can benefit a person's brain.
- Use commas to separate three or more words, phrases, or clauses written in a series.
    - Example: Students are distracted by the constant need to check their e-mail, social media feeds, or texts.

Further reference: The Purdue University Online Writing Lab (OWL): http://owl.english.purdue.edu (search terms: commas).

Model Argument Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective argument established as a class.

Command of Evidence and Reasoning **Does my response…**	**Drafting** ✔	**Finalization** ✔
Use relevant and sufficient evidence to support my claims?	☐	☐
Use valid reasoning to demonstrate clear relationships between claims and evidence?	☐	☐
Develop counterclaims fairly?	☐	☐
Integrate evidence (quotations and paraphrasing) to support claims and counterclaims?	☐	☐
Anticipate and address the audience's knowledge level and concerns?	☐	☐

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Introduce a precise central claim?	☐	☐
Develop supporting claims that reinforce or advance the central claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Adapt style of writing to convince my audience of my central claim?	☐	☐
Arrange claims, counterclaims, evidence, and reasoning to create clear relationships among all the components of the argument?	☐	☐
Have an introduction that captures the readers' attention and interest?	☐	☐
Have an introduction that establishes the topic and central claim of my argument?	☐	☐

Provide a conclusion that follows from and supports the argument?	☐	☐
Establish and maintain a formal style and objective tone?	☐	☐
Use precise language to clearly explain the topic and claims?	☐	☐
Incorporate effective word choice to strengthen writing?	☐	☐
Include varied syntax to contribute to a cohesive and compelling argument?	☐	☐
Include transitional words and phrases that clearly show the relationship between sentences and paragraphs?	☐	☐
Include sentences of varied length that contribute to the cohesion and clarity of my argument?	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
Cite sources using proper MLA style and formatting?	☐	☐
Use proper punctuation for quotations and citations?	☐	☐
Correctly incorporate semicolons and colons to make my writing clearer?	☐	☐
Correctly incorporate commas?*	☐	☐
Avoid sentence fragments and run-on sentences?*	☐	☐

*Asterisks indicate new items added in this lesson.

Model WR.1 Revision Exit Slip: Ensuring Sentence Accuracy

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your argument. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
Wandering the halls like zombies glued to their smart phones.	Wandering the halls like zombies glued to their smart phones, these young minds are scattered and distracted.	I used a comma to link this fragment to the independent clause that follows it to repair the sentence fragment.
However it is not simply the addictive quality of digital media that is concerning this kind of extensive use is actually harmful to the brain.	However, it is not simply the addictive quality of digital media that is concerning; this kind of extensive use is actually harmful to the brain.	I repaired this run-on sentence by adding a comma after the transitional word "However" and by adding a semicolon between the two independent clauses.
Using technology frequently throughout the day often requires people to multitask. Excessive multitasking is dangerous for the brain.	Using technology frequently throughout the day often requires people to multitask, and excessive multitasking is dangerous for the brain.	I added a comma and a conjunction to link these two sentences, since they are related.

SUPPLEMENTAL SKILLS INSTRUCTION

WR.1.G ARGUMENT Adding Variety and Interest

Lessons WR.1.A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

This lesson is composed of two distinct but related activities that center on using parallel structure and varied phrases to improve argument writing. Each activity may last an entire class period.

Writing Instruction Options:

- Parallel Structure
- Varied Phrases

In this lesson, the teacher provides direct instruction to students on how to incorporate parallel structure and varied phrases into their writing. Students focus on revising their own arguments for parallel structure or varied phrases before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.1 Revision Exit Slip: Adding Variety and Interest, on which each student records one example of a successful revision.

For homework, students choose three different passages from their arguments and revise each passage focusing on incorporating parallel structure or varied phrases. Students also write a few sentences explaining whether or not they will keep the revisions they drafted and the impact this decision has on their arguments.

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. 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)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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 *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.1 Revision Exit Slip: Adding Variety and Interest. Students record the original passage from their arguments as well as the revised passage. Students then explain why the revision is effective. ⓘ Consider assessing these revisions using the Argument Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Record the original passage (e.g., One study showed that playing fast-paced video games can improve a person's reaction time and ability to see details, which are skills that can be applied in the real world (Richtel).). • Revise the original passage, focusing on incorporating parallel structure or varied phrases (e.g., One study showed that playing fast-paced video games can improve a person's reaction time and ability to see details, which are skills that can be applied in the real world, like when driving (Richtel).). • Explain why the revision is effective (e.g., I added an adverbial phrase at the end of the sentence to describe the verb phrase "can be applied."). ⓘ See the Model WR.1 Revision Exit Slip: Adding Variety and Interest for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
• Standards: W.9-10.5, L.9-10.1.a, b, W.9-10.6, SL.9-10.1	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Writing Instruction Options:	3. 30%
• Parallel Structure	
• Varied Phrases	
4. Argument Writing Checklist	4. 5%
5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR. 1 Revision Exit Slip: Adding Variety and Interest	7. 5%
8. Closing	8. 5%

Materials

- Student copies of the up-to-date Argument Writing Checklist (refer to WR.1 Lesson F Model Argument Writing Checklist)
- Copies of the WR.1 Revision Exit Slip: _____ for each student (refer to WR.1 Lesson A)—students will need additional blank copies

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students learn how to effectively incorporate parallel structure or varied phrases into their writing. Students revise their own drafts before participating in a peer discussion of their individual revisions.

- Students look at the agenda.

Activity 2: Homework Accountability 0%

ⓘ Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction Options 30%

ⓘ Based on student need, select from the two options below:

- Parallel Structure (See Appendix 1)
- Varied Phrases (See Appendix 2)

Activity 4: Argument Writing Checklist 5%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to take out their copies of the Argument Writing Checklist.

ⓘ Consider posting or projecting the Argument Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Argument Writing Checklist? In which categories do these items belong and why?

- Student responses will vary but should include points that address the following:
  - Correctly incorporate the use of parallel structure? This item belongs in the Control of Conventions category, because it is about language conventions.
  - Include varied phrases, where appropriate? This item belongs in the Coherence, Organization, and Style category, because it is about conveying meaning, as well as creating variety and building interest.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Argument Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Argument Writing Checklist.

- Students add new items in the appropriate categories to their copies of the Argument Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Argument Writing Checklist.

Activity 5: Individual Revision 30%

Instruct students to independently revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Parallel Structure
- Varied Phrases

ⓘ For example, if students completed the writing instruction activity on Parallel Structure, then their revisions should focus on using parallel structure rather than varied phrases.

Explain to students that they should revise at least three passages for parallel structure or varied phrases. Remind students to refer to the Argument Writing Checklist as they revise their arguments.

Transition to individual revision.

- Students independently revise their drafts for parallel structure or varied phrases.

For sample revisions, see the Model WR.1 Revision Exit Slip: Adding Variety and Interest.

Activity 6: Revision Discussion 20%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

ⓘ Refer to Lesson 8 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
2. Explain to your peers how the revision improves your draft.
3. Ask your peers to provide brief constructive criticism on your revisions.
   - Students share and discuss with peers at least two effective revisions they made to their drafts.

ⓘ In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.1 Revision Exit Slip: Adding Variety and Interest 5%

Explain that for this lesson's assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.1 Revision Exit Slip: _____ to each student. Instruct students to fill in the title "Adding Variety and Interest" on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Argument Writing Checklist.

- See the High Performance Response and Model WR.1 Revision Exit Slip: Adding Variety and Interest for sample student responses.

Activity 8: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Parallel Structure
- Varied Phrases

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your argument.

ⓘ If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

- Students follow along.

Homework

Choose three different passages from your argument. For each passage, revise your draft focusing on whichever of the following writing skills you learned in this lesson:

- Parallel Structure
- Varied Phrases

Respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your argument.

Model Argument Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective argument established as a class.

Command of Evidence and Reasoning **Does my response…**	**Drafting** ✔	**Finalization** ✔
Use relevant and sufficient evidence to support my claims?	☐	☐
Use valid reasoning to demonstrate clear relationships between claims and evidence?	☐	☐
Develop counterclaims fairly?	☐	☐
Integrate evidence (quotations and paraphrasing) to support claims and counterclaims?	☐	☐
Anticipate and address the audience's knowledge level and concerns?	☐	☐

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Introduce a precise central claim?	☐	☐
Develop supporting claims that reinforce or advance the central claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Adapt style of writing to convince my audience of my central claim?	☐	☐
Arrange claims, counterclaims, evidence, and reasoning to create clear relationships among all the components of the argument?	☐	☐
Have an introduction that captures the readers' attention and interest?	☐	☐
Have an introduction that establishes the topic and central claim of my argument?	☐	☐
Provide a conclusion that follows from and supports the argument?	☐	☐

Establish and maintain a formal style and objective tone?	☐	☐
Use precise language to clearly explain the topic and claims?	☐	☐
Incorporate effective word choice to strengthen writing?	☐	☐
Include varied syntax to contribute to a cohesive and compelling argument?	☐	☐
Include transitional words and phrases that clearly show the relationship between sentences and paragraphs?	☐	☐
Include sentences of varied length that contribute to the cohesion and clarity of my argument?	☐	☐
Include varied phrases, where appropriate?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
Cite sources using proper MLA style and formatting?	☐	☐
Use proper punctuation for quotations and citations?	☐	☐
Correctly incorporate semicolons and colons to make my writing clearer?	☐	☐
Correctly incorporate commas?	☐	☐
Avoid sentence fragments and run-on sentences?	☐	☐
Correctly incorporate the use of parallel structure?*	☐	☐

*Asterisks indicate new items added in this lesson.

Model WR.1 Revision Exit Slip: Adding Variety and Interest

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your argument. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
Overusing digital media can inhibit social developments by preventing people from making and the development of meaningful connections with each other.	Overusing digital media can inhibit social development by preventing people from making and developing meaningful connections with each other.	I changed this sentence to have parallel structure in the verbs.
One study showed that playing fast-paced video games can improve a person's reaction time and ability to see details, which are skills that can be applied in the real world (Richtel).	One study showed that playing fast-paced video games can improve a person's reaction time and ability to see details, which are skills that can be applied in the real world, like when driving (Richtel).	I added an adverbial phrase at the end of the sentence to describe the verb phrase "can be applied."
Using technology frequently throughout the day often requires people to multitask, and multitasking is dangerous for the brain.	Using technology frequently throughout the day often requires people to multitask, and excessive multitasking is dangerous for the brain.	Originally the argument claimed that multitasking is bad for your brain, but this does not seem accurate. I turned multitasking into an adjective phrase by adding "excessive" so there is more information about how much multitasking is dangerous.

Appendix 1: Parallel Structure

Explain to students that *parallel structure* is using the same pattern of words to show that two or more ideas are equally important. This pattern can happen at the word, phrase, or clause level. Parallel structures are usually joined by coordinating conjunctions like "and" or "but." Three or more parallel structures in a row require using commas with a coordinating conjunction.

- Students write the definition of *parallel structure* in the appropriate section of their vocabulary journals.

Post or project the following examples:

- **Example 1:** As they watch TV, text friends, and surf the Web, modern teens are bombarded with information at all times.
- **Example 2:** As they watch TV, text friends, and are surfing the Web, modern teens are bombarded with information at all times.

Instruct students to Turn-and-Talk about the following questions:

Which example includes parallel structure? What is parallel in this sentence?

- The first example includes parallel structure, because it uses the same verb form in a list. The words "watch," "text," and "surf" are all the same verb form.

What is the effect of parallel structure on the clarity and meaning of the first sentence?

- The parallel structure connects the ideas and makes them all seem equally important. The parallel structure also makes the sentence clear and easy to read.

ⓘ **Differentiation Consideration:** If students struggle, consider posing the following scaffolding questions:

How are the verbs "watch," "text," and "surf" in the first example similar?

- They are all the same verb form.

How does this repeating pattern of verbs affect the ideas in the sentence?

- Student responses should include:
  - The verbs with the same ending make all the ideas seem connected.
  - The repetition of verbs with the subject "he" reminds readers of how humans are affected by technology.

ⓘ **Differentiation Consideration:** Review examples of parts of speech and verb tenses so that students can confidently discuss parallel structure.

Post or project the following sentences.

ⓘ The following sentences are taken from paragraph 5 of the Model Argument (refer to Lesson 10).

ⓘ Consider numbering the sentences of the paragraph before it is posted or projected.

- 1. Attachment to a screen or e-mail inbox becomes a replacement for engaging with other human beings. 2. This social separation is especially damaging for children. 3. According to Dr. Angela Diaz, the Internet is not a valid substitute for social interaction. 4. She argues, "It's important for kids to be connected to people" and "not just isolated in their own rooms" (Norton). 5. Likewise, according to a communications professor at Stanford, "the ultimate risk of heavy technology use is that it diminishes empathy by limiting how much people engage with one another, even in the same room" (Richtel). 6. In other words, people lose the ability to positively and effectively interact with one another and form relationships.

Instruct student pairs or small groups to read the paragraph and identify examples of parallel structure and explain which structure in each sentence is parallel.

- Student responses may include:
  - Sentence 1 includes parallel structure in the two singular nouns that are joined by the coordinating conjunction "or": "screen" and "e-mail inbox."
  - Sentence 6 includes parallel structure with adverbs "positively" and "effectively."
  - Sentence 6 includes parallel structure with verbs "interact" and "form."

ⓘ **Differentiation Consideration:** Explain to students how each example includes parallel structure. For example, the first sentence includes parallel structure because both of the nouns are singular. This would not be parallel if the sentence read "Attachments to a screen or e-mail inboxes becomes a replacement for engaging with other human beings."

Lead a brief whole-class discussion in which volunteers describe the effect of parallel structure on clarity and meaning of ideas in these examples.

- In these sentences, parallel structure makes the ideas easier to read, because the parts of speech patterns do not change mid-sentence. Also because the parts of speech patterns are the same, the ideas seem more similar and connected.

Explain to students that although parallelism can be used for emphasis or as a rhetorical strategy, it should not be overused or it can lead to writing that is boring and repetitive.

ⓘ **Differentiation Consideration:** If students struggle with parallel structure because they do not understand subject-verb agreement, explain that subject-verb agreement means that the subject of a sentence matches in number (plural or singular) the verb of the sentence. The form of the verb has to correspond to the subject; a singular subject goes with a singular verb, and a plural subject goes with a plural verb. In its most basic form, a sentence like "She is happy" includes the singular verb "is" in agreement with singular subject "she." In the sentence "They are happy," the subject "they" is plural, so the verb "are" is also plural.

Post or project the following examples and instruct students to work in pairs or small groups to identify 5 different rules of subject-verb agreement. If necessary, consider underlining the subject(s) and verb(s) in each sentence to help students identify the rules.

- **Example 1:** The United States is not the only country whose teens suffer from technology overuse.
- **Example 2:** The use of different technologies is doing actual damage to brains and communities.
- **Example 3:** People's brains and communities are suffering.
- **Example 4:** An e-mail or a text is just as distracting as a loud noise like a fire siren.
- **Example 5:** There is a debate among scientists about technology.

Student responses should include:

- In example 1, "United States" is a collective noun that implies more than one person, but collective nouns are singular and take singular verbs.
- In example 2, the sentence includes a phrase that comes between the subject and the verb, but the verb agrees with the subject, not the noun or pronoun in the phrase.
- In example 3, two subjects joined by a conjunction like "and" make a plural subject, so they take a plural verb.
- In example 4, two subjects joined by a conjunction like "or" do not make a plural subject, so the verb agrees with the second subject.
- In example 5, the sentence begins with "there is" or "there are," the subject follows the verb. "There" is not a subject, so the verb agrees with the noun that follows.

Lead a brief whole-class discussion of student responses.

Appendix 2: Varied Phrases

Inform students that effective writers use a variety of different types of phrases (e.g., noun, verb, adjectival, adverbial, etc.) to vary their sentences to emphasize ideas and keep readers engaged. Remind students that phrases are parts of a sentence composed of more than one word.

Post or project the following paragraph. Then provide students with the definitions and examples below.

ⓘ The following example is paragraph 4 of the Model Argument (refer to Lesson 10).

ⓘ Consider numbering the sentences of the paragraph before it is posted or projected.

- 1. On the other hand, some research indicates that using technology can benefit a person's brain. 2. Perez reports that "our exposure to the net is impacting the way our brains form neural pathways … [which] makes us adept at filtering information, making snap decisions, and fielding the incoming digital debris." 3. In other words, people's brains are growing in new ways from using screens. 4. One study showed that playing fast-paced video games can improve a person's reaction time and ability to see details, which are skills that can be applied in the real world, like when driving (Richtel).

A **noun phrase** is a phrase that acts as a noun within a sentence. For example, "some research" (sentence 1). Because "research" is the noun in the sentence, the phrase "some research" is a noun phrase.

Similarly, an **adjectival phrase** is a phrase that describes the noun. For example, "incoming digital" (sentence 2). Because "incoming" and "digital" describe the noun "debris," "incoming digital" acts as an adjectival phrase.

A **verb phrase** is a phrase that assigns a verb to the subject of the sentence. For example, "are growing" (sentence 3). Because "are" and "growing" are both verbs, together, they make up a verb phrase.

An **adverbial phrase** is a phrase that modifies the verb in the sentence. For example, "like when driving" (sentence 4). The phrase "like when driving" is an adverbial phrase because it describes the verb phrase "can be applied."

- Students write the definitions and examples of *noun phrase, adjectival phrase, verb phrase,* and *adverbial phrase* in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration:** Students may need additional support with simple parts of speech (nouns, adjective, verbs, adverbs, etc.). Consider teaching them these one-word parts of speech before moving onto more complex, multi-word phrases.

Explain to students that using a variety of phrases makes their writing more interesting to read. Using the same type of sentence structure too often makes the writing dull and hard to follow.

Post or project the following paragraph.

ⓘ The following example is paragraph 2 of the Model Argument (Refer to Lesson 10).

ⓘ Consider numbering the sentences of the paragraph before it is posted or projected.

- 1. Events like "Shut Down Your Screen Week" are essential for preventing addiction to digital media. 2. The act of checking e-mail or refreshing the mini-feed on Facebook gives people's brains a jolt of dopamine; this is a reaction "researchers say can be addictive" (Richtel). 3. As a result, teens find it hard to look up from their phones because they need the feeling of getting a new e-mail or text: these teens become bored without the stimulation of digital media and that surge of dopamine (Richtel). 4. Studies show that this addiction is a problem for most teens. 5. In fact, as Amy Norton reports in the article "Kids Still Getting Too Much Screen Time," the researchers at the U.S. Centers for Disease Control and Prevention found that "nearly three quarters [of teens] spent at least two hours a day watching TV and using a computer."

Instruct students to read the paragraph and then Turn-and-Talk to identify the type of phrase that begins each sentence.

- Student responses should include:
  - Sentence 1 begins with a noun phrase.
  - Sentence 2 begins with a noun phrase.
  - Sentence 3 begins with an adverbial phrase.
  - Sentence 4 begins with a simple noun and a verb.
  - Sentence 5 begins with a prepositional phrase.

Lead a brief whole-class discussion of student responses. Then ask volunteers to describe the effect of varied phrases on the rhythm and flow of ideas in this paragraph.

- In this paragraph, varied phrases make the ideas more engaging because each sentence is unique and interesting.

Lead a brief whole-class discussion of student responses.

WR.1 ARGUMENT Lesson 11 Peer Review

Introduction

In this lesson, students participate in a peer review activity during which they offer constructive criticism to their classmates about their argument drafts, using the Argument Writing Checklist to guide feedback and revisions. Students use the Peer Review Tool to record the feedback they receive during the process as well their final decisions about how to address the feedback. While students are participating in peer review, they also take turns meeting individually in teacher conferences. Student learning is assessed via completion of the WR.1 Lesson 11 Peer Review Exit Slip, on which they record one suggested revision that they plan to implement from the Peer Review Tool, as well as a sentence or two explaining why and how they will implement this peer suggestion.

For homework, students integrate the revisions into their draft and read their draft aloud to prepare for the next lesson's discussion.

ⓘ WR.1 Lessons A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

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)	
W.9-10.1.a-e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. 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. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 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. e. Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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 *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via the completion of the WR.1 Lesson 11 Peer Review Exit Slip. Students record one example of a peer's suggestion for revision from their Peer Review Tool that they plan on implementing as well as a sentence or two explaining why and how they will implement this peer suggestion. ⓘ Revisions will be assessed using the Argument Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Include one example of a peer suggestion for revision from the Peer Review Tool. • Explain how and why the revision will be implemented. ⓘ See the Model Peer Review Tool and the Model WR.1 Lesson 11 Peer Review Exit Slip for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
• Standards: W.9-10.5, W.9-10.1.a-e, W.9-10.6, SL.9-10.1	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Instruction for Multiple-Peer Review	3. 20%
4. Multiple-Peer Review and Student-Teacher Conferences	4. 60%
5. WR.1 Lesson 11 Peer Review Exit Slip	5. 10%
6. Closing	6. 5%

Materials

- Student copies of the up-to-date Argument Writing Checklist (refer to WR.1 Lesson G Model Argument Writing Checklist)
- Copies of the Peer Review Tool for each student
- Copies of the WR.1 Lesson 11 Peer Review Exit Slip 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.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students participate in a peer review of each other's argument drafts. Students read drafts from three classmates and use the Argument Writing Checklist to guide feedback. Students provide feedback to their classmates in the form of constructive criticism. Students also have an opportunity to meet with their teacher in a conference about their writing.

- Students look at the agenda.

Activity 2: Homework Accountability 0%

ⓘ Students will be held accountable for homework during Activity 3: Instruction for Multiple-Peer Review.

Activity 3: Instruction for Multiple-Peer Review 20%

Inform students that in this lesson they peer review each other's drafts in small groups. Student reviewers suggest revisions based on items in the Argument Writing Checklist. Ask students to take out the Argument Writing Checklist and review the items.

- Students take out and review the Argument Writing Checklist.

Provide students with an example of an appropriate way to give constructive criticism based on a checklist item. For instance, if a reviewer notices that a writer left out important information in a counterclaim, the reviewer would suggest ways to correct this issue by proposing important information that could be added to develop the counterclaim more fairly.

Inform students that they will practice this kind of review as a class with a student volunteer. Instruct students to individually review their revisions of their argument from the previous lesson's homework assignment, looking for an issue still unresolved. Then ask for a student volunteer to share with the class an unresolved issue in their draft related to an item on the Argument Writing Checklist.

- A student volunteer shares an unresolved problem with the class.

Lead a whole-class discussion of suggestions for addressing this problem. Instruct students to provide concrete feedback in a positive and polite way.

- Students provide suggestions for addressing the problem that the volunteer has presented.

ⓘ Consider noting these suggestions on the board.

Ask which suggestions the writer plans to use to address the problem, and why.

- The student volunteer discusses which suggestion to implement and why.

Instruct students to gather necessary review materials (their copies of the Argument Writing Checklist, sticky notes, and/or colored pens or pencils) and form small groups. Students remain in these groups throughout the peer review process in this lesson. Instruct students to take out their argument drafts.

- Students form small groups and take out their review materials and argument drafts.

Instruct students to number the paragraphs on their drafts in the left margin. Explain that this helps their peers review one another's work.

- Students number the paragraphs of their argument drafts.

Remind students that they should provide constructive criticism to their peers during this peer review process.

ⓘ Refer to Lesson 8 for a discussion of constructive criticism.

Inform students that the following peer review activity involves reading three papers in three rounds of peer review. For each round of review, student reviewers suggest the most significant revisions to the original writer's draft based on the items on the Argument Writing Checklist. Each student reviewer in the group is assigned a category for which to review (e.g., Command of Evidence and Reasoning; Coherence, Organization, and Style; or Control of Conventions).

Distribute a blank copy of the Peer Review Tool to each student. Explain the peer review process:

- Peer reviewers use the Peer Review Tool to track the most significant revisions they suggest for each writer's paper.
- The same Peer Review Tool travels with the draft from reviewer to reviewer so that peer reviewers are noting their suggestions on the same tool for the writer to review.
- The writer addresses these suggestions on the same tool, and uses the suggestions to improve their drafts for homework.

- Students examine the Peer Review Tool.

ⓘ Consider allowing students to also make suggestions directly on their peers' papers. If they do so, they may want to use different colored pens or colored pencils to distinguish different reviewers' feedback. Students can also use color-coded sticky notes.

ⓘ If resources are available, consider allowing students to peer review by tracking their changes and commenting in a word processing program. (Students' use of online and word processing resources addresses the expectations of W.9-10.6.}

Inform students that while they peer review in groups they also begin to meet individually in teacher conferences to review their argument drafts. Assign each student an individual time for a teacher conference.

Activity 4: Multiple-Peer Review and Student-Teacher Conferences 60%

ⓘ The following activity addresses the expectations of W.9-10.1.a-e and SL.9-10.1.

Instruct students to remain in the small groups they formed in the previous activity and begin the three rounds of peer review. Throughout this activity, students also individually meet with the teacher to discuss their writing.

- Students pass their drafts and Peer Review Tools to the peer on the right and begin reviewing a peer's draft.

Activity 5: WR.1 Lesson 11 Peer Review Exit Slip 10%

Instruct students to collect their draft and Peer Review Tool. Explain to students that when they receive feedback from their peers, they do not have to accept all the suggestions, but they should consider each suggestion carefully before revising their papers.

Remind students that they now have three or more revisions on the Peer Review Tool that their peers have identified as the most significant. Explain that in this activity, students begin to decide whether to implement the feedback and explain why they made that decision. Inform students that their revisions will be assessed using the Argument Writing Checklist.

Instruct students to read through all the constructive criticism carefully and complete one column of the Peer Review Tool (Final Decision and Explanation) for a revision they plan to implement.

- Students examine their Peer Review Tools.

Distribute copies of the WR.1 Lesson 11 Peer Review Exit Slip to each student. Instruct students to independently copy one peer suggestion for revision from their Peer Review Tool onto the Exit Slip. Then, instruct students to write a sentence or two explaining why and how they will implement this peer suggestion.

- See the Model Peer Review Tool and Model WR.1 Lesson 11 Peer Review Exit Slip for sample student responses.

Activity 6: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to continue to implement revisions based on peer and/or teacher feedback. Additionally, instruct students to read their draft aloud (to themselves or someone else) to identify problems in syntax, grammar, or logic. Instruct students to prepare to discuss examples of how reading their paper aloud helped them to identify problems in the writing.

- Students follow along.

Homework

Continue to implement revisions based on peer and/or teacher feedback. Additionally, read your draft aloud (to yourself or someone else) to identify problems in syntax, grammar, or logic. Prepare to discuss examples of how reading your paper aloud helped you to identify problems in your writing.

Peer Review Tool

Name:		Class:		Date:	

Directions: Use this tool to record the most significant suggested revisions for your peer's argument draft. Peers provide the number of the suggested revision in the first column and the suggested revision in the second column. Peers include the checklist category for which they were reviewing in parentheses at the end of their suggested revision. Original writers provide an explanation of their decision about the final revision in the third column.

Comment Number	Peer Suggestion for Revision	Final Decision and Explanation

Model Peer Review Tool

Name:		Class:		Date:	

Directions: Use this tool to record the most significant suggested revisions for your peer's argument draft. Peers provide the number of the suggested revision in the first column and the suggested revision in the second column. Peers include the checklist category for which they were reviewing in parentheses at the end of their suggested revision. Original writers provide an explanation of their decision about the final revision in the third column.

Comment Number	Peer Suggestion for Revision	Final Decision and Explanation
1	In paragraph 4, add more evidence to support the claim that "social separation is especially damaging for children." Perhaps move the quote from Dr. Diaz to the next sentence after this claim to make it clear that this is the evidence supporting that claim. (Command of Evidence and Reasoning)	I will look for more evidence to show that social separation is especially damaging for children or modify my claim to say that researchers are concerned about the effects on children.
2	In the conclusion, the writer states that "it is clear that people's constant use of technology is doing actual damage to brains and communities." The evidence the writer provides is related to technology's effect on relationships. Is "communities" the best word choice to use in this claim? (Coherence, Organization, and Style)	I will keep the word "communities" because I use "relationships" in other areas of the essay, and I think it is clear that communities and relationships are being used to talk about the same thing.
3	In paragraph 2, the second sentence explains how technology use can create "a jolt of dopamine." The third sentence is about the same idea and begins with the word "This." Consider using a semicolon to connect these two sentences. (Control of Conventions)	I will connect the two sentences using a semicolon, because the ideas in both sentences are closely linked. Using a semicolon will contribute to the clarity and flow of this paragraph

WR.1 Lesson 11 Peer Review Exit Slip

Name:		Class:		Date:	

Directions: In the first column, record the peer suggestion for revision to your argument draft. In the second column, record why and how you will implement this peer suggestion.

Peer Suggestion for Revision	Final Decision and Explanation

Model WR.1 Lesson 11 Peer Review Exit Slip

Name:		Class:		Date:	

Directions: In the first column, record the peer suggestion for revision to your argument draft. In the second column, record why and how you will implement this peer suggestion.

Peer Suggestion for Revision	Final Decision and Explanation
In paragraph 4, add more evidence to support the claim that "social separation is especially damaging for children." Perhaps move the quote from Dr. Diaz to the next sentence after this claim to make it clear that this is the evidence supporting that claim. (Command of Evidence and Reasoning)	I will look for more evidence to show that social separation is especially damaging for children or modify my claim to say that researchers are concerned about the effects on children.

WR.1 ARGUMENT

Lesson 12 Editing

Introduction

In this lesson, students finalize their argument drafts. After a review of common editing symbols, students edit their drafts individually. Students then review the proper formatting for a Works Cited page in a class discussion. Student learning is assessed via changes made during the editing process.

For homework, students complete their editing and write or type clean copies of their final drafts, including a Works Cited page. Students also write two or three reflections on their experience of the writing process for discussion in the following lesson.

Standards

Assessed Standard(s)	
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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. 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.
L.9-10.2.a-c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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.
L.9-10.3.a	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. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.
Addressed Standard(s)	
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Assessment

Assessment(s)
Student learning is assessed via changes made during the editing process. ⓘ Edits will be assessed using the Control of Conventions portion of the Argument Writing Checklist at the end of the following lesson when students turn in their finalized drafts.
High Performance Response(s)
A High Performance Response should: • Demonstrate that students understand and utilize the conventions of the editing process (e.g., Unedited sentence: As stated in Article VII "One of its (the leagues) jobs will be to come up with a plan for reducing the number of weapons around the world (arms reduction)". Compared to edited sentence: As stated in Article VII, "One of its [the League's] jobs will be to come up with a plan for reducing the number of weapons around the world [arms reduction]."

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: • Standards: W.9-10.1, W.9-10.5, L.9-10.1.a, b, L.9-10.2.a-c, L.9-10.3.a, W.9-10.4,	

W.9-10.6	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Writing Instruction: Editing Symbols	3. 45%
4. Writing Instruction: Works Cited Page	4. 35%
5. Closing	5. 5%

Materials

- Copies of the Common Editing Symbols Handout for each student
- Student copies of the up-to-date Argument Writing Checklist (refer to WR.1 Lesson G Model Argument Writing Checklist)
- Copies of the MLA Works Cited 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.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	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 lesson agenda. In this lesson, students review common editing symbols before individually editing and finalizing their drafts. Students also learn the proper formatting for a Works Cited page to include with their final paper.

▸ Students look at the agenda.

Activity 2: Homework Accountability 10%

Instruct students to take out their responses to the previous lesson's homework assignment. (Continue to implement revisions based on peer and/or teacher feedback. Additionally, read your draft aloud (to yourself or someone else) to identify problems in syntax, grammar, or logic. Prepare to discuss examples of how reading your paper aloud helped you to identify problems in your writing.)

Instruct students to form pairs or small groups to discuss the revisions they made and how reading aloud helped to identify problems in their writing.

- Student responses may include:
  - Reading aloud made it easier to find repetition of words.
  - Reading aloud made it easier to hear sentences that did not make sense.
  - Reading aloud helped identify if a sentence was too long.
  - Reading aloud helped identify if the order of the sentences was clear and logical.

Activity 3: Writing Instruction: Editing Symbols 45%

Inform students that in this lesson they independently edit and finalize their drafts. Explain that now that students have spent significant time *revising* the content and wording of their drafts, they will now spend time *editing*.

Provide students with the following definitions: *revising* means "altering something already written or printed, in order to make corrections, improve, or update" and *editing* means "preparing something written to be published or used; to make changes, correct mistakes, etc. in something written."

- Students write the definitions of *revising* and *editing* in the appropriate section of their vocabulary journals.

Explain to students that they will use a list of common symbols and abbreviations to guide their editing process. Display and distribute the Common Editing Symbols Handout for students to use to guide their editing. Review the handout with students, explaining each symbol as necessary.

- Students follow along with the handout.

Post or project the following example.

ⓘ This example has been modified from paragraph 3 of the argument model "We Need the League" (refer to Lesson 2) to include errors.

- First the Treaty and the league will control the use of new weapons. As stated in Article VII "One of its (the leagues) jobs will be to come up with a plan for reducing the number of weapons around the world (arms reduction)". This means that the League will be in charge of weapons issues: This will

cause heavily armed countries to demilitarize and make it less possible for war to break out; this is good because heavily armed countries generally end up using those arms in some way.

Lead the class through a review of this paragraph, using the editing symbols. For example, read the first sentence aloud and ask volunteers to suggest edits to the sentence. Record these suggestions using the appropriate editing symbols.

- Student responses should include (edits highlighted):
  - First, the Treaty and the League will control the use of new weapons. As stated in Article VII, "One of its [the League's] jobs will be to come up with a plan for reducing the number of weapons around the world [arms reduction]." This means that the League will be in charge of weapons issues. This will cause heavily armed countries to demilitarize and make it less possible for war to break out. This is good because heavily armed countries generally end up using those arms in some way.

Transition to individual editing.

ⓘ The following activity addresses the expectations of W.9-10.4.

Instruct students to read their argument drafts quietly to themselves and use the Common Editing Symbols Handout to guide their editing. Remind students to consult the Control of Conventions portion of their Argument Writing Checklist as they edit their drafts. Inform students that they will be assessed on changes they make during the editing process, and they should circle parts of the draft where they have made changes or use track changes if they are using word processing programs. Circulate and support students as necessary and review changes students make.

- Students edit their writing, reading quietly aloud to themselves.

Activity 4: Writing Instruction: Works Cited Page 35%

Distribute the MLA Works Cited Handout to each student. Explain to students that a Works Cited page comes as the final page of an argument paper and is a list of all the sources cited in the paper. Explain to students that the in-text citations direct students to the Works Cited page where the source's full bibliographic information is listed. Instruct students to look at the example on their handout and notice the formatting differences between different types of sources.

- Students review the MLA Works Cited Handout.

Lead a brief whole-class discussion about the purpose of and difference between in-text citations and Works Cited pages.

- Student responses may include:
  - In-text citations provide readers with the exact location of information from a given source when it is referenced in a paper, while Works Cited pages provide extensive details about all cited sources used in the paper.
  - The in-text citations are directly linked to the sources in the Works Cited page.
  - The in-text citations are an abbreviated version of the source's information that can be found in the Works Cited page. The in-text citations lead readers to the source's full information in the Works Cited page.

ⓘ Some students may think that a Works Cited page is the same thing as a bibliography. Explain to students that the two are different: a Works Cited page lists only sources actually cited in a paper, while a bibliography lists every source used in the preparation of a paper, whether they are cited or not.

Explain that different source types necessitate different citation formatting. Note the format used for citing a book:

Last Name, First Name. *Title of Book*. City of Publication: Publisher, Year of Publication. Medium of Publication.

Direct students' attention to the difference between this format and that of an entire website:

Editor, Author, or Compiler Name (if available). *Name of Site*. Version Number. Name of Institution/Organization Affiliated with the Site (Sponsor or Publisher), Date of Resource Creation (if available). Medium of Publication. Date of Access.

- Students examine the different source formatting for a Works Cited page.

Lead a brief whole-class discussion of the similarities and differences in the various source-dependent citation formats.

- Student responses may include:
  - Book citations include author and book name, but periodical articles have to include author, article title, and the name of the periodical.
  - Website citations need to include the date of creation, and the date the information was accessed.

Instruct students to create a Works Cited page for their argument.

ⓘ Students may complete the Works Cited page for homework.

ⓘ Consider leading a brief discussion of the online resources available to ensure alignment to MLA citation standards. Explain to students that there are different standards for citation depending on the type of writing that they are doing and that MLA is the preferred format for English Language Arts writing. As with any source on the Internet, students should evaluate the credibility and trustworthiness of the source. Those sources associated with universities, schools, or organizations such as the MLA tend to be the most reliable.

Activity 5: Closing 5%

Display and distribute the homework assignment. For homework, students complete their editing and write or type their final draft. Also, instruct students to complete a Works Cited page for their argument.

Additionally, instruct students to reflect on the writing process (from reading texts, to planning and drafting, to revising and editing). Instruct students to consider which steps of the writing process they found most and least effective in helping them improve their writing, as well as which steps of the writing process they can focus on more to continue to improve. Instruct students to write two or three reflections on their experience of the writing process for discussion in the following lesson.

- Students follow along.

ⓘ Students' use of online and word processing resources addresses the expectations of W.9-10.6.

Homework

Complete your editing, write or type your final draft, and complete a Works Cited page for your argument.

Additionally, reflect on the writing process (from reading texts, to planning and drafting, to revising and editing). Consider which steps of the writing process you found most and least effective in helping you improve your writing, as well as which steps of the writing process you can focus on more to continue to improve. Write two or three reflections on your experience of the writing process for discussion in the following lesson.

Common Editing Symbols Handout

sp	Spelling needs to be changed.
frag	Fragment, or incomplete sentence
¶	Begin a new paragraph
ro	Run-on sentence: break up or revise
◯	Insert, change, or delete punctuation
^	Insert a word, phrase, or punctuation mark
∿	Switch order of words
wc	Word choice: choose a better or more appropriate word
a̲	Capitalize

MLA Works Cited Handout

Name:		Class:		Date:	

Print
Book Last Name, First Name. *Title of Book*. Place of Publication: Publisher, Year of Publication. Medium of Publication. Example: Smith, Joe. *Joe Smith's Theory of the Universe*. New York: Books Limited, 2013. Print.
Article in a Periodical (Magazine/Journal) Author(s). "Title of Article." *Title of Periodical* Day Month Year: Pages. Medium of Publication. Example: Smith, Joe. "Joe Smith's Theory of the Universe." *Universe Theories* 20 Apr. 1989: 100–109. Print.

Web
Article in a Web Magazine Author(s). "Title of Article." *Title of Periodical*. Publisher Name, Date of Resource Creation. Medium of Publication. Date of Resource Access. Example: Smith, Joe. "Joe Smith's Theory of the Universe." *Universe Theories*. Universal Theories Company, 24 May 2006. Web. 4 Sept. 2009.
Entire Website Editor, Author or Compiler Name (if available). *Name of Site*. Version Number. Name of Institution/Organization Affiliated with the Site (Sponsor or Publisher), Date of Resource Creation (if available). Medium of Publication. Date of Access. Example: Smith, Joe. *Guide to My Theory of the Universe*. UniverseBlogs, 16 Apr. 2001. Web. 19 Dec. 2013.
A Page on a Website Author (if available). "Title of Page." *Name of Site*. Version Number. Name of Institution/Organization Affiliated with the Site (Sponsor or Publisher), Date of Resource Creation (if available). Medium of Publication. Date of Access.

Example:

Smith, Joe. "Joe Smith's First Theory." *Guide to My Theory of the Universe*. UniverseBlogs, 16 Apr. 2001. Web. 19 Dec. 2013.

Notes:

- If the citation extends past one line, indent the second and subsequent lines half an inch.
- If no publisher name is available, use "n.p."
- If no publication date is available, use "n.d."

Model Works Cited Page

Works Cited

Hampton, Keith. "Social Media as Community." *The New York Times.* The New York Times Company, 18 June 2012. Web. 7 Dec. 2014.

Norton, Amy. "Kids Still Getting Too Much 'Screen Time': CDC." *HealthDay.* Healthday, 9 July 2014. Web. 7 Dec. 2014.

Perez, Sarah. "Education 2.0: Never Memorize Again?" *ReadWrite.* Wearable World Inc., 2 Dec. 2008. Web. 7 Dec. 2014.

Richtel, Matt. "Attached to Technology and Paying a Price." *The New York Times.* The New York Times Company, 6 June 2010. Web. 7 Dec. 2014.

WR.1 ARGUMENT

Lesson 13 Reflection Activity

Introduction

In this brief activity, students reflect on the writing process, identifying strategies that helped them succeed as well as areas for improvement. Students complete a Quick Write on one of the following prompts: Quote a passage from your paper that you think is particularly strong and explain what makes it so strong. Or: Describe an important revision you made and explain why it was so important.

Students then form pairs or small groups and discuss questions to help them identify areas of strength and weakness and how they plan to improve going forward.

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)	
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Materials

- Student copies of the Short Response Rubric and Checklist (refer to WR.1 Lesson 4)

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.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Homework Accountability 10%

Instruct students to take out their responses to the first part of the previous lesson's homework assignment. (Complete your editing, write or type your final draft, and complete a Works Cited page for your argument.) Circulate to review students' final drafts and explain to students that they will need their final draft for the following Quick Write activity. Drafts will be collected for final assessment after that activity.

Instruct students to take out their responses to the second part of the previous lesson's homework assignment. (Reflect on the writing process (from reading texts, to planning and drafting, to revising and editing). Consider which steps of the writing process you found most and least effective in helping you improve your writing, as well as which steps of the writing process you can focus on more to continue to improve. Write two or three reflections on your experience of the writing process for discussion in the following lesson.)

ⓘ Students will be held accountable for this part of their homework in Activities 2 and 3.

Activity 2: Quick Write 50%

Instruct students to respond briefly in writing to one of the following prompts:

Quote a passage from your paper that you think is particularly strong and explain what makes it so strong.

OR

Describe an important revision you made and explain why it was so important.

Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▸ Students listen and read the Quick Write prompts.

ⓘ Display the prompts for students to see, or provide the prompts in hard copy.

Transition to the independent Quick Write.

- Students independently answer a prompt, using evidence from their papers.

ⓘ Collect both the Quick Writes and the students' final argument papers.

Activity 3: Plan for Improving Writing 40%

ⓘ The following activity addresses the expectations of W.9-10.10.

Instruct students to form pairs or small groups to discuss the following questions. Instruct students to take notes during the discussion so they can share their ideas with the whole class.

Post or project the following questions for students to answer in their pairs or groups.

What helped you succeed most during the writing process?

What made it difficult for you to finish your task?

How did collaboration help you in the writing process?

Name two ways that peers helped you improve your writing.

Discuss one activity that you observed one of your peers doing during the writing process that you would like to try next time.

What is the most important step you think you take to improve your writing?

Lead a brief whole-class discussion of student responses.

KEEP ON READING

File Name: A 9-10R Keep On Reading

Opinion/Argument

Grade 10

Range of Writing

On the first day of school, the students walk into the classroom and see a book on every desk. The teachers happily greets them and tells everyone to sit at a desk with a book that seems interesting to them. The pupils tentatively sit down in their seats and look up at their young teacher for instructions, but she sits down and is soon deeply absorbed in her story, eyes shimmering in the light. The pupils gaze in wonder at her and slowly crack open their books. We've grown up reading, but not very often do we see a teacher who exemplifies reading. Reading is recurrently a forced activity. Therefore, people both young and old feel like they HAVE to read, and so it's only something they have to do for school or work. They don't see it as an amazing skill that will not only help with their futures but also a great hobby to enjoy in life. Continuing to silent read for at least the first ten minutes of every class is a very good idea.

The first reason why reading is class is a good idea is because it helps get some of our required silent reading done. Envision Anne, an active, sweet young lady who participates in sports and also plays a big part in the school play. The little time she spends at home every day is reserved for homework assignments and memorizing her lines. Time reading in class at school cuts down on the time Anne has to make in order to read. Reading is important to Anne but she knows she can't possibly read and make good reflections if she doesn't have the time to do so. Some people just don't have the time, so making them read more outside of school is like telling the workers of IBM to go play a football game every day- there's just not enough time outside of work and school.

There are people who say that silent reading doesn't help low level readers, but it reality, it actually helps a lot. James McNair has many techniques to help children better comprehend what they are reading. He says that children can get bored with reading if it has no meaning to them (i.e. when reading as a class, not everyone is on the same level, and therefore, the lower level readers are not as interested). Once a child discovers the wonders of reading, they are sure to come across words

they don't know (2). When this happens, silent reading will surely help because they can go over words they do know, and learn as they go. This really helps since classwork reading may be harder for lower level readers and they have many words they don't understand as opposed to learning a couple new words a day. They need practice in order to read better so if students are not surrounded by reading then they will not get better. In a research evaluation by Chow & Chou, 9th grade students were allowed 10 minutes each day to silent read and improved their reading skills by the end of the year (4). This is solid proof that having time to read in class is a benefit to everyone.

Silent reading is not only fun, it paves way for tests – no one is allowed to read out loud or have questions read to them during a test. All tests require you to read at least questions. This doesn't include the rereading you need to do when you write essays for a test, an example being the NECAPs. Based on the National Center for Educational Statistics of 2008, reading is one of the few factors that can be the big change in test scores. The more you practice reading, the more enhanced your vocabulary gets. This helps not only the reading part, but also the writing parts, most importantly on standardized tests. Getting students to read in school ensures at least some practice for the testing that the United States schools have for students. Not only is silent reading useful, it allows students to choose what they want to read, which in turn can help their future. Too frequently, class discussions are based on books that the teacher selects for their students to read. Students may get bored of always having their choices made for them and some even take it for granted and can soon forget how to deal with life on their own. KC, an avid reader, agrees: "Picking your own books allows you to be more prepared for real life, not just a classroom where decisions are typically made for you". By having the choice to find their own books, students become more independent in the process. School prepares them for life, but their choices prepare them for their future.

Silent reading during school hours has been a widely argued situation in many school districts of the world. We should continue to have silent reading for at least ten minutes every day, especially because of Winooski High School's Tier 1 situation. Our school officials say that our NECAP scores are getting lower and require more structure to help fix it. If that's the case, then silent reading could only help raise the scores reading well is a big part of the NECAPs, not only when we read the essays but also to read the questions that accompany them. Having a good knowledge of reading and reading strategies will help our school and a good start to getting there is through silent reading.

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Sources

McNair, James. "Helping Children to Comprehend Faster For Better School Achievements". May 22 2009. *Ezine Articles*. March 10 2011 http://ezinearticles.com/?Helping-Children-to-Comprehend-Faster-For-Better-School-Achievements&id=2381196

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WE NEED THE LEAGUE

File Name: A8R We Need the League

Opinion/Argument

Grade 8

Range of Writing

Great people of North Dakota,

I, Senator McCumber, [an actual Senator from 1919 in the League of Nations debate], havejust participated in a debate regarding whether or not America should sign the Treaty of Versailles, and in doing so, join the League of Nations. The League of Nations is a unified group of nations dedicated to the preservation of peace. The League is designed to deal with international issues, adjudicating differences between countries instead of them going directly to combat.

Now, in the interests of the great state of North Dakota, I voted in favor of the treaty with no reservations. We need a fair treaty to prevent future wars as horrible as the Great War was. After the war, the central powers composed the Treaty of Versailles to create the League of Nations in an attempt to ward off future conflicts. We cannot have another war as horrible as this one. I believe, because of that, that we need a fair treaty, equal to all its members, that will restrict the use of new weapons, and prevent future wars from breaking out.

First, the Treaty and the League will control the use of new weapons. As stated in Article VII, "One of its (the League's) jobs will be to come up with a plan for reducing the number of weapons around the world (arms reduction)." This means that the League will be in charge of weapons issues. This will cause heavily armed countries to demilitarize and make it less possible for war to break out. This is good because heavily armed countries generally end up using those arms in some way.

Another reason why I believe we need to sign the Treaty with no reservations is we need a treaty that is fair to all its members. Reservations [proposed by the League's opponents] would give America too much power within the league, thus allowing America to bend the rules of the League to suit its own will. This would cause unrest in the League, possibly causing America to make enemies. This could lead to another war. The treaty should be as fair as possible.

Yet another reason why I voted for America to sign the treaty is the fact it would prevent future wars from breaking out. The way the League is designed, it would give plenty of time for the League to settle the countries' differences with a fair and equal compromise. If war were to break out, the council members in the League would all help in defending each other, thus ending the war as quickly as possible with as few deaths as possible. The treaty would prevent war from happening or end the fighting as quickly as possible.

Some people say that we shouldn't join the League because we would be intervening in foreign affairs, that it would cause another war. How can you not intervene when 8 million people died in the last war? How can you stand there with a clear conscience when you know you could have prevented all that carnage from ever happening? The League will help countries settle their differences with plenty of time to talk it over. Six months for the countries to listen to the council's advice, and after that another three months before they can mobilize. If we join the League, we will keep anything like the Great War from happening again.

In conclusion, the Treaty of Versailles needs to be signed so the League will be put into affect. The League of Nations will prevent war from breaking out, restrict weapons development and militarism, and keep us from the horrors of another Great War.

Thank you.

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KIDS STILL GETTING TOO MUCH 'SCREEN TIME': CDC

BY AMY NORTON

HEALTHDAY REPORTER

Nearly three-quarters of 12- to 15-year-olds spend 2 or more hours a day watching TV or on computer.

WEDNESDAY, July 9, 2014 (HealthDay News) -- U.S. teenagers are still spending hours in front of the TV and computer every day -- despite years of expert advice that kids' "screen time" should be limited, a new government study finds.

In two national surveys of children aged 12 to 15 years, researchers at the U.S. Centers for Disease Control and Prevention found that nearly three-quarters spent at least two hours a day watching TV and using a computer.

The surveys also found that 15 percent of teens watch four or more hours of TV daily, while nearly 12 percent report using their computers for four or more hours a day. The surveys didn't ask teens about their use of smartphones. The findings are published in the July issue of the NCHS Data Brief.

"The findings are concerning, but not surprising," said Dr. Marjorie Hogan, a pediatrician who helped write the American Academy of Pediatrics (AAP) guidelines on kids' screen time.

The AAP has long recommended that children and teens devote no more than two hours to entertainment media each day. That advice is based on research linking more screen time to obesity, higher blood pressure and cholesterol, sleep loss and problems at school.

This latest CDC study found that teenagers' weight did, in fact, correlate with their screen time: Only 20 percent of obese kids were limiting TV and computers to two hours per day -- versus 31 percent of their normal-weight peers.

Hogan said parents have a tough task limiting TV and computers for kids in that 12 to 15 age range -- especially in the age of social media.

"That's why it's so important for parents to begin discussions about media use at an early age," Hogan said.

She added that the AAP recommendations are not intended to "bash" TV or the Internet. Instead, she said, media consumption can be seen the same way as food consumption.

"I like the concept of the 'healthy media diet,'" Hogan said. "It's all about moderation and choosing wisely."

Dr. Angela Diaz, director of the Mount Sinai Adolescent Health Center in New York City, agreed that parents should start the moderation message early.

"It's important to try to establish children's habits early in life," Diaz said. "Try to create an environment where kids have choices other than TV and computers."

That, she said, includes getting children involved in after-school activities, whether sports, dance, music or art. For older kids, Diaz noted, volunteer work is a good choice, too -- because they'll be interacting with, and helping, other people.

Diaz said, even though a lot of the concern with excessive screen time is that it makes kids couch potatoes -- which could affect their physical health -- there is also an important social aspect.

Teens may think they're being social online, but that can't take the place of face-to-face relationships, Diaz stressed.

"It's important for kids to be connected to people," she said, "and not just isolated in their own rooms."

Hogan agreed. "Social-media tools are great. We all use them," she said. "But you also have to get out there and talk to people."

That advice goes for adults, too. "Parents have to be role models," Diaz said. Families need to sit down together for meals and have conversations, she said -- which means turning off the TV and ignoring the phones and other devices they use all day.

Hogan said parents should also ban TVs and computers from their kids' bedrooms. That's, in part, so they can monitor what kids are doing online. But it's also to ensure that screen time is not getting in the way of sleep time.

"Research is showing that screen use at night really disrupts sleep," Hogan said. "And it is absolutely key that kids, including teenagers, get enough sleep."

More information

The American Academy of Pediatrics has tips on family media use.

SOURCES: Marjorie Hogan, M.D., pediatrician, Hennepin County Medical Center, Minneapolis, Minn.; Angela Diaz, M.D., professor, pediatrics and adolescent medicine, Mount Sinai Icahn School of Medicine, New York City; U.S. Centers for Disease Control and Prevention, National Center for Health Statistics, *NCHS Data Brief*, July 2014

Last Updated: Jul 9, 2014

ATTACHED TO TECHNOLOGY AND PAYING A PRICE

BY MATT RICHTEL

SAN FRANCISCO — When one of the most important e-mail messages of his life landed in his in-box a few years ago, Kord Campbell overlooked it.

Not just for a day or two, but 12 days. He finally saw it while sifting through old messages: a big company wanted to buy his Internet start-up.

"I stood up from my desk and said, 'Oh my God, oh my God, oh my God,' " Mr. Campbell said. "It's kind of hard to miss an e-mail like that, but I did."

The message had slipped by him amid an electronic flood: two computer screens alive with e-mail, instant messages, online chats, a Web browser and the computer code he was writing.

While he managed to salvage the $1.3 million deal after apologizing to his suitor, Mr. Campbell continues to struggle with the effects of the deluge of data. Even after he unplugs, he craves the stimulation he gets from his electronic gadgets. He forgets things like dinner plans, and he has trouble focusing on his family.

His wife, Brenda, complains, "It seems like he can no longer be fully in the moment."

This is your brain on computers.

Scientists say juggling e-mail, phone calls and other incoming information can change how people think and behave. They say our ability to focus is being undermined by bursts of information.

These play to a primitive impulse to respond to immediate opportunities and threats. The stimulation provokes excitement — a dopamine squirt — that researchers say can be addictive. In its absence, people feel bored.

The resulting distractions can have deadly consequences, as when cellphone-wielding drivers and train engineers cause wrecks. And for millions of people like Mr. Campbell, these urges can inflict nicks and cuts on creativity and deep thought, interrupting work and family life.

While many people say multitasking makes them more productive, research shows otherwise. Heavy multitaskers actually have more trouble focusing and shutting out irrelevant information, scientists say, and they experience more stress.

And scientists are discovering that even after the multitasking ends, fractured thinking and lack of focus persist. In other words, this is also your brain *off* computers.

"The technology is rewiring our brains," said Nora Volkow, director of the National Institute of Drug Abuse and one of the world's leading brain scientists. She and other researchers compare the lure of digital stimulation less to that of drugs and alcohol than to food and sex, which are essential but counterproductive in excess.

Technology use can benefit the brain in some ways, researchers say. Imaging studies show the brains of Internet users become more efficient at finding information. And players of some video games develop better visual acuity.

More broadly, cellphones and computers have transformed life. They let people escape their cubicles and work anywhere. They shrink distances and handle countless mundane tasks, freeing up time for more exciting pursuits.

For better or worse, the consumption of media, as varied as e-mail and TV, has exploded. In 2008, people consumed three times as much information each day as they did in 1960. And they are constantly shifting their attention. Computer users at work change windows or check e-mail or other programs nearly 37 times an hour, new research shows.

The nonstop interactivity is one of the most significant shifts ever in the human environment, said Adam Gazzaley, a neuroscientist at the University of California, San Francisco.

"We are exposing our brains to an environment and asking them to do things we weren't necessarily evolved to do," he said. "We know already there are consequences."

Mr. Campbell, 43, came of age with the personal computer, and he is a heavier user of technology than most. But researchers say the habits and struggles of Mr. Campbell and his family typify what many experience — and what many more will, if trends continue.

For him, the tensions feel increasingly acute, and the effects harder to shake.

The Campbells recently moved to California from Oklahoma to start a software venture. Mr. Campbell's life revolves around computers.

He goes to sleep with a laptop or iPhone on his chest, and when he wakes, he goes online. He and Mrs. Campbell, 39, head to the tidy kitchen in their four-bedroom hillside rental in Orinda, an affluent suburb of San Francisco, where she makes breakfast and watches a TV news feed in the corner of the computer screen while he uses the rest of the monitor to check his e-mail.

Major spats have arisen because Mr. Campbell escapes into video games during tough emotional stretches. On family vacations, he has trouble putting down his devices. When he rides the subway to San Francisco, he knows he will be offline 221 seconds as the train goes through a tunnel.

Their 16-year-old son, Connor, tall and polite like his father, recently received his first C's, which his family blames on distraction from his gadgets. Their 8-year-old daughter, Lily, like her mother, playfully tells her father that he favors technology over family.

"I would love for him to totally unplug, to be totally engaged," says Mrs. Campbell, who adds that he becomes "crotchety until he gets his fix." But she would not try to force a change.

"He loves it. Technology is part of the fabric of who he is," she says. "If I hated technology, I'd be hating him, and a part of who my son is too."

Always On

Mr. Campbell, whose given name is Thomas, had an early start with technology in Oklahoma City. When he was in third grade, his parents bought him Pong, a video game. Then came a string of game consoles and PCs, which he learned to program.

In high school, he balanced computers, basketball and a romance with Brenda, a cheerleader with a gorgeous singing voice. He studied too, with focus, uninterrupted by e-mail. "I did my homework because I needed to get it done," he said. "I didn't have anything else to do."

He left college to help with a family business, then set up a lawn mowing service. At night he would read, play video games, hang out with Brenda and, as she remembers it, "talk a lot more."

In 1996, he started a successful Internet provider. Then he built the start-up that he sold for $1.3 million in 2003 to LookSmart, a search engine.

Mr. Campbell loves the rush of modern life and keeping up with the latest information. "I want to be the first to hear when the aliens land," he said, laughing. But other times, he fantasizes about living in pioneer days when things moved more slowly: "I can't keep everything in my head."

No wonder. As he came of age, so did a new era of data and communication.

At home, people consume 12 hours of media a day on average, when an hour spent with, say, the Internet and TV simultaneously counts as two hours. That compares with five hours in 1960, say researchers at the University of California, San Diego. Computer users visit an average of 40 Web sites a day, according to research by RescueTime, which offers time-management tools.

As computers have changed, so has the understanding of the human brain. Until 15 years ago, scientists thought the brain stopped developing after childhood. Now they understand that its neural networks continue to develop, influenced by things like learning skills.

So not long after Eyal Ophir arrived at Stanford in 2004, he wondered whether heavy multitasking might be leading to changes in a characteristic of the brain long thought immutable: that humans can process only a single stream of information at a time.

Going back a half-century, tests had shown that the brain could barely process two streams, and could not simultaneously make decisions about them. But Mr. Ophir, a student-turned-researcher, thought multitaskers might be rewiring themselves to handle the load.

His passion was personal. He had spent seven years in Israeli intelligence after being weeded out of the air force — partly, he felt, because he was not a good multitasker. Could his brain be retrained?

Mr. Ophir, like others around the country studying how technology bent the brain, was startled by what he discovered.

The Myth of Multitasking

The test subjects were divided into two groups: those classified as heavy multitaskers based on their answers to questions about how they used technology, and those who were not.

In a test created by Mr. Ophir and his colleagues, subjects at a computer were briefly shown an image of red rectangles. Then they saw a similar image and were asked whether any of the rectangles had moved. It was a simple task until the addition of a twist: blue rectangles were added, and the subjects were told to ignore them.

The multitaskers then did a significantly worse job than the non-multitaskers at recognizing whether red rectangles had changed position. In other words, they had trouble filtering out the blue ones — the irrelevant information.

So, too, the multitaskers took longer than non-multitaskers to switch among tasks, like differentiating vowels from consonants and then odd from even numbers. The multitaskers were shown to be less efficient at juggling problems.

Other tests at Stanford, an important center for research in this fast-growing field, showed multitaskers tended to search for new information rather than accept a reward for putting older, more valuable information to work.

Researchers say these findings point to an interesting dynamic: multitaskers seem more sensitive than non-multitaskers to incoming information.

The results also illustrate an age-old conflict in the brain, one that technology may be intensifying. A portion of the brain acts as a control tower, helping a person focus and set priorities. More primitive parts of the brain, like those that process sight and sound, demand that it pay attention to new information, bombarding the control tower when they are stimulated.

Researchers say there is an evolutionary rationale for the pressure this barrage puts on the brain. The lower-brain functions alert humans to danger, like a nearby lion, overriding goals like building a hut. In the modern world, the chime of incoming e-mail can override the goal of writing a business plan or playing catch with the children.

"Throughout evolutionary history, a big surprise would get everyone's brain thinking," said Clifford Nass, a communications professor at Stanford. "But we've got a large and growing group of people who think the slightest hint that something interesting might be going on is like catnip. They can't ignore it."

Mr. Nass says the Stanford studies are important because they show multitasking's lingering effects: "The scary part for guys like Kord is, they can't shut off their multitasking tendencies when they're not multitasking."

Melina Uncapher, a neurobiologist on the Stanford team, said she and other researchers were unsure whether the muddied multitaskers were simply prone to distraction and would have had trouble focusing in any era. But she added that the idea that information overload causes distraction was supported by more and more research.

A study at the University of California, Irvine, found that people interrupted by e-mail reported significantly increased stress compared with those left to focus. Stress hormones have been shown to reduce short-term memory, said Gary Small, a psychiatrist at the University of California, Los Angeles.

Preliminary research shows some people can more easily juggle multiple information streams. These "supertaskers" represent less than 3 percent of the population, according to scientists at the University of Utah.

Other research shows computer use has neurological advantages. In imaging studies, Dr. Small observed that Internet users showed greater brain activity than nonusers, suggesting they were growing their neural circuitry.

At the University of Rochester, researchers found that players of some fast-paced video games can track the movement of a third more objects on a screen than nonplayers. They say the games can improve reaction and the ability to pick out details amid clutter.

"In a sense, those games have a very strong both rehabilitative and educational power," said the lead researcher, Daphne Bavelier, who is working with others in the field to channel these changes into real-world benefits like safer driving.

There is a vibrant debate among scientists over whether technology's influence on behavior and the brain is good or bad, and how significant it is.

"The bottom line is, the brain is wired to adapt," said Steven Yantis, a professor of brain sciences at Johns Hopkins University. "There's no question that rewiring goes on all the time," he added. But he said it was too early to say whether the changes caused by technology were materially different from others in the past.

Mr. Ophir is loath to call the cognitive changes bad or good, though the impact on analysis and creativity worries him.

He is not just worried about other people. Shortly after he came to Stanford, a professor thanked him for being the one student in class paying full attention and not using a computer or phone. But he recently began using an iPhone and noticed a change; he felt its pull, even when playing with his daughter.

"The media is changing me," he said. "I hear this internal ping that says: check e-mail and voice mail."

"I have to work to suppress it."

Kord Campbell does not bother to suppress it, or no longer can.

Interrupted by a Corpse

It is a Wednesday in April, and in 10 minutes, Mr. Campbell has an online conference call that could determine the fate of his new venture, called Loggly. It makes software that helps companies understand the clicking and buying patterns of their online customers.

Mr. Campbell and his colleagues, each working from a home office, are frantically trying to set up a program that will let them share images with executives at their prospective partner.

But at the moment when Mr. Campbell most needs to focus on that urgent task, something else competes for his attention: "Man Found Dead Inside His Business."

That is the tweet that appears on the left-most of Mr. Campbell's array of monitors, which he has expanded to three screens, at times adding a laptop and an iPad.

On the left screen, Mr. Campbell follows the tweets of 1,100 people, along with instant messages and group chats. The middle monitor displays a dark field filled with computer code, along with Skype, a service that allows Mr. Campbell to talk to his colleagues, sometimes using video. The monitor on the right keeps e-mail, a calendar, a Web browser and a music player.

Even with the meeting fast approaching, Mr. Campbell cannot resist the tweet about the corpse. He clicks on the link in it, glances at the article and dismisses it. "It's some article about something somewhere," he says, annoyed by the ads for jeans popping up.

The program gets fixed, and the meeting turns out to be fruitful: the partners are ready to do business. A colleague says via instant message: "YES."

Other times, Mr. Campbell's information juggling has taken a more serious toll. A few weeks earlier, he once again overlooked an e-mail message from a prospective investor. Another time, Mr. Campbell signed the company up for the wrong type of business account on Amazon.com, costing $300 a month for six months before he got around to correcting it. He has burned hamburgers on the grill, forgotten to pick up the children and lingered in the bathroom playing video games on an iPhone.

Mr. Campbell can be unaware of his own habits. In a two-and-a-half hour stretch one recent morning, he switched rapidly between e-mail and several other programs, according to data from RescueTime, which monitored his computer use with his permission. But when asked later what he was doing in that period, Mr. Campbell said he had been on a long Skype call, and "may have pulled up an e-mail or two."

The kind of disconnection Mr. Campbell experiences is not an entirely new problem, of course. As they did in earlier eras, people can become so lost in work, hobbies or TV that they fail to pay attention to family.

Mr. Campbell concedes that, even without technology, he may work or play obsessively, just as his father immersed himself in crossword puzzles. But he says this era is different because he can multitask anyplace, anytime.

"It's a mixed blessing," he said. "If you're not careful, your marriage can fall apart or your kids can be ready to play and you'll get distracted."

The Toll on Children

Father and son sit in armchairs. Controllers in hand, they engage in a fierce video game battle, displayed on the nearby flat-panel TV, as Lily watches.

They are playing Super Smash Bros. Brawl, a cartoonish animated fight between characters that battle using anvils, explosives and other weapons.

"Kill him, Dad," Lily screams. To no avail. Connor regularly beats his father, prompting expletives and, once, a thrown pillow. But there is bonding and mutual respect.

"He's a lot more tactical," says Connor. "But I'm really good at quick reflexes."

Screens big and small are central to the Campbell family's leisure time. Connor and his mother relax while watching TV shows like "Heroes." Lily has an iPod Touch, a portable DVD player and her own laptop, which she uses to watch videos, listen to music and play games.

Lily, a second-grader, is allowed only an hour a day of unstructured time, which she often spends with her devices. The laptop can consume her.

"When she's on it, you can holler her name all day and she won't hear," Mrs. Campbell said.

Researchers worry that constant digital stimulation like this creates attention problems for children with brains that are still developing, who already struggle to set priorities and resist impulses.

Connor's troubles started late last year. He could not focus on homework. No wonder, perhaps. On his bedroom desk sit two monitors, one with his music collection, one with Facebook and Reddit, a social site with news links that he and his father love. His iPhone availed him to relentless texting with his girlfriend.

When he studied, "a little voice would be saying, 'Look up' at the computer, and I'd look up," Connor said. "Normally, I'd say I want to only read for a few minutes, but I'd search every corner of Reddit and then check Facebook."

His Web browsing informs him. "He's a fact hound," Mr. Campbell brags. "Connor is, other than programming, extremely technical. He's 100 percent Internet savvy."

But the parents worry too. "Connor is obsessed," his mother said. "Kord says we have to teach him balance."

So in January, they held a family meeting. Study time now takes place in a group setting at the dinner table after everyone has finished eating. It feels, Mr. Campbell says, like togetherness.

No Vacations

For spring break, the family rented a cottage in Carmel, Calif. Mrs. Campbell hoped everyone would unplug.

But the day before they left, the iPad from Apple came out, and Mr. Campbell snapped one up. The next night, their first on vacation, "We didn't go out to dinner," Mrs. Campbell mourned. "We just sat there on our devices."

She rallied the troops the next day to the aquarium. Her husband joined them for a bit but then begged out to do e-mail on his phone.

Later she found him playing video games.

The trip came as Mr. Campbell was trying to raise several million dollars for his new venture, a goal that he achieved. Brenda said she understood that his pursuit required intensity but was less understanding of the accompanying surge in video game.

His behavior brought about a discussion between them. Mrs. Campbell said he told her that he was capable of logging off, citing a trip to Hawaii several years ago that they called their second honeymoon.

"What trip are you thinking about?" she said she asked him. She recalled that he had spent two hours a day online in the hotel's business center.

On Thursday, their fourth day in Carmel, Mr. Campbell spent the day at the beach with his family. They flew a kite and played whiffle ball.

Connor unplugged too. "It changes the mood of everything when everybody is present," Mrs. Campbell said.

The next day, the family drove home, and Mr. Campbell disappeared into his office.

Technology use is growing for Mrs. Campbell as well. She divides her time between keeping the books of her husband's company, homemaking and working at the school library. She checks e-mail 25 times a day, sends texts and uses Facebook.

Recently, she was baking peanut butter cookies for Teacher Appreciation Day when her phone chimed in the living room. She answered a text, then became lost in Facebook, forgot about the cookies and burned them. She started a new batch, but heard the phone again, got lost in messaging, and burned those too. Out of ingredients and shamed, she bought cookies at the store.

She feels less focused and has trouble completing projects. Some days, she promises herself she will ignore her device. "It's like a diet — you have good intentions in the morning and then you're like, 'There went that,' " she said.

Mr. Nass at Stanford thinks the ultimate risk of heavy technology use is that it diminishes empathy by limiting how much people engage with one another, even in the same room.

"The way we become more human is by paying attention to each other," he said. "It shows how much you care."

That empathy, Mr. Nass said, is essential to the human condition. "We are at an inflection point," he said. "A significant fraction of people's experiences are now fragmented."

SOCIAL MEDIA AS COMMUNITY

BY KEITH HAMPTON

Dominique Browning and Eric Klinenberg extol the virtues of living alone. In so doing, Klinenberg correctly points out that living alone is only common in cultures where prosperity makes this arrangement economically feasible. However, this has not slowed arguments that social media is increasingly a part of these same prosperous societies, and that this new tool is responsible for a growing trend of social isolation and loss of intimacy.

Neither living alone nor using social media is socially isolating. In 2011, I was lead author of an article in Information, Communication & Society that found, based on a representative survey of 2,500 Americans, that regardless of whether the participants were married or single, those who used social media had more close confidants.

The constant feed from our online social circles is the modern front porch.

A recent follow-up study, "Social Networking Sites and Our Lives" (Pew Research Center), found that the average user of a social networking site had more close ties than and was half as likely to be socially isolated as the average American. Additionally, my co-authors and I, in another article published in New Media & Society, found not only that social media users knew people from a greater variety of backgrounds, but also that much of this diversity was a result of people using these technologies who simultaneously spent an impressive amount of time socializing outside of the house.

A number of studies, including my own and those of Matthew Brashears (a sociologist at Cornell), have found that Americans have fewer intimate relationships today than 20 years ago. However, a loss of close friends does not mean a loss of support. Because of cellphones and social media, those we depend on are more accessible today than at any point since we lived in small, village-like settlements.

Social media has made every relationship persistent and pervasive. We no longer lose social ties over our lives; we have Facebook friends forever. The constant feed of status updates and digital photos from our online social circles is the modern front porch. This is why, in "Social Networking Sites and Our Lives," there was a clear trend for those who used these technologies to receive more social support than other people.

The data backs it up. There is little evidence that social media is responsible for a trend of isolation, or a loss of intimacy and social support.

CREDIT LINE: Hampton, Keith N (2012, February 12). Social Media as Community. Op-Ed, Room for Debate. *The New York Times*. For more information related to this works visit: http://www.mysocialnetwork.net

EDUCATION 2.0: NEVER MEMORIZE AGAIN?

BY SARAH PEREZ

Memorization is a waste of time when Google is only a a few clicks away. That's what Don Tapscott, author of the bestselling books Wikinomics and Growing Up Digital, believes. Tapscott, considered by many to be a leading commentator on our Internet age, believes the age of learning through the memorization of facts and figures is coming to an end. Instead, students should be taught to think creatively and better understand the knowledge that's available online.

Rote Learning is a Waste of Time

According to Tapscott, the existence of Google, Wikipedia, and other online libraries means that rote memorization is no longer a necessary part of education. "Teachers are no longer the fountain of knowledge; the internet is," Tapscott told the Times. "Kids should learn about history to understand the world and why things are the way they are. But they don't need to know all the dates. It is enough that they know about the Battle of Hastings, without having to memorize that it was in 1066. They can look that up and position it in history with a click on Google," he said.

He doesn't feel that method of learning is anti-education since the information we must all digest is coming in at lightning speed. "Children are going to have to reinvent their knowledge base multiple times," he continues. "So for them memorizing facts and figures is a waste of time."

For the older generations who grew up having to memorize historical dates and mathematical formulas, the idea that memorization shouldn't be a part of the educational experience is somewhat shocking. Of course you need to know the exact year something happened...don't you? Or is it better to just have a general idea so you can focus on better understanding the context and meaning?

CREDIT LINE: "Education 2.0: Never Memorize Again?" by Sarah Perez. *ReadWrite.com.*

Our Wired Brains

Today's students are growing up in a world where multi-tasking has them completely immersed in digital experiences. They text and surf the net while listening to music and updating their Facebook page. This "continuous partial attention" and its impacts on our brains is a much-discussed topic these days in educational circles. Are we driving distracted or have our brains adapted to the incoming stimuli?

A new book on the subject, "iBrain: Surviving the Technological Alteration of the Modern Mind," states that our exposure to the net is impacting the way our brains form neural pathways. Wiring up our brains like this makes us adept at filtering information, making snap decisions, and fielding the incoming digital debris, but sustained concentration, reading body language, and making offline friends are skills that are fading away.

If our brains are, in fact, becoming rewired, wouldn't it make sense that the way we teach students to learn should adapt, too? Actually, there aren't too many people who think so. Most educators, like Richard Cairns, Headmaster of Brighton College, one of the U.K's top-performing independent schools, believe that core level of knowledge was essential. "It's important that children learn facts. If you have no store of knowledge in your head to draw from, you cannot easily engage in discussions or make informed decisions," he says.

Do you agree?

WR.2 Unit Overview

Informative Writing

Text	"Cave Painting" (informative writing model) "A Brief History of Photography" (informative writing model) *"The New Deal" *"Digging In" by Robert J. Hastings "Firing, Not Hiring" by Nancy Hayes
Number of Lessons in Unit	20 (includes 7 Supplemental Skills Lessons)

*From *In Common: Effective Writing for All Students*, Collection of All Student Work Samples, K–12, by The Vermont Writing Collaborative with Student Achievement Partners, http://achievethecore.org/content/upload/Big_1_DR8.12.pdf. Copyright (2013) by The Vermont Writing Collaborative and Student Achievement Partners. Used with permission.

Introduction

In this unit, students are introduced to the skills, practices, and routines of informative writing by working collaboratively with their peers to examine informative writing models, plan for their writing, and gather evidence. Students independently practice writing and revising and also engage in peer review to revise their work. Throughout the unit, the class will construct an Informative Writing Checklist, which students will use to guide their drafting, review, and finalization. By the end of the unit, students will have produced fully developed informative papers.

Students begin the unit by reading two model informative writing texts, "Cave Painting" and "A Brief History of Photography," exploring how each writer organizes and conveys information clearly. Using the models as examples, students learn the purpose of informative writing, the key components of informative writing, and the importance of considering one's audience.

Students then analyze the prompt for this unit's informative writing assignment, which asks them to explain the effects of the Great Depression on the people who lived through it. In order to build their knowledge on the informative writing topic and practice the skill of gathering evidence to support a

claim and develop subtopics, students read and analyze two articles and an excerpt from a memoir that discuss the Great Depression and how it affected people during that time.

After gathering evidence and deciding on a claim, students learn how to plan their informative papers and begin drafting. Students draft their informative papers in a nonlinear process, focusing first on developing the subtopics and evidence in their body paragraphs before composing a clear, engaging introduction and powerful, logical conclusion.

To continue to strengthen their drafts, students engage in peer review and teacher conferences, incorporating constructive feedback into their revisions. Finally, students learn and apply the conventions of the editing process to finalize their informative papers. To close the unit, students engage in a brief activity in which they reflect on the writing process, identifying strategies that helped them succeed as well as areas for improvement.

This unit contains a set of supplemental skills lessons, which provide direct instruction on discrete writing skills. Teachers can choose to implement all of these lessons or only those that address the needs of their students. Teachers also have the option of implementing activities from the module's vocabulary lesson throughout the unit to support students' comprehension.

Student learning is assessed based on demonstrated planning, drafting, revising, and editing throughout the writing process. At the end of the unit, students are assessed on the effectiveness of their finalized drafts according to the class-generated Informative Writing Checklist.

Literacy Skills and Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Independently read and annotate text in preparation for evidence-based discussion
- Engage in productive evidence-based discussions about text
- Use vocabulary strategies to define unknown words
- Collect and organize evidence from texts to support claims and develop subtopics in writing
- Plan for writing
- Produce writing that is appropriate to task, purpose, and audience
- Introduce a clear topic and subtopics
- Develop the topic with relevant and sufficient evidence
- Clarify the relationships among the topic, claim, subtopics, and evidence
- Use domain-specific vocabulary in writing

- Establish and maintain a formal style and objective tone
- Write an effective introduction to an informative paper
- Write an effective conclusion to an informative paper
- Independently revise writing
- Independently practice the writing process outside of class
- Engage in constructive peer review
- Use editing conventions to finalize writing
- Use a checklist for self-assessment and peer review of writing

Standards for This Unit

College and Career Readiness Anchor Standards for Reading	
None.	
CCS Standards: Reading — Literature	
None.	
CCS Standards: Reading — Informational Text	
RI.9-10.3	**Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.**
CCS Standards: Writing	
W.9-10.2.a, b, c, d, e, **f**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.** **a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.** **b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience' s knowledge of the topic.** **c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.** **d. Use precise language and domain-specific vocabulary to manage the complexity**

	of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).**
W.9-10.4	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
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.**
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
W.9-10.8	**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.**
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCS Standards: Speaking & Listening	
SL.9-10.1.c, d	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.** **c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate**

	others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. **Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.**
CCS Standards: Language	
L.9-10.1.a, b	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** **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.**
L.9-10.2.a-c	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** **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.**
L.9-10.3.a	**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.** **a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.**

Note: Bold text indicates targeted standards that will be assessed in the unit.

Unit Assessments

Ongoing Assessment	
Standards Assessed	RI.9-10.3, W.9-10.2.a, b, c, d, f, W.9-10.4, W.9-10.5, W.9-10.8, SL.9-10.1.c, d, L.9-10.1.a, b, L.9-10.2.a-c, L.9-10.3.a
Description of	Student learning is assessed based on demonstrated planning, drafting, revising,

Assessment	and editing throughout the writing process. At the end of the unit, students are assessed on the effectiveness of their finalized drafts according to the class-generated Informative Writing Checklist.

Culminating Assessment	
Standards Assessed	W.9-10.2.a, b, c, d, f, W.9-10.4, W.9-10.5, L.9-10.1.a, b, L.9-10.2.a-c, L.9-10.3.a
Description of Assessment	Students write a formal, multi-paragraph informative paper in response to the following prompt: ***According to the texts provided, what effects did the Great Depression have on people who lived through it?**

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Unit-at-a-Glance Calendar

Lesson	Text	Learning Outcomes/Goals
1	"Cave Painting" (informative writing model)	In this first lesson, students are introduced to informative writing. Students examine an informative writing model, discussing what they notice about how the writer organizes his ideas and conveys information. Through direct instruction, students explore the components of effective informative writing using the model as an example. Student learning is assessed via participation in a pair or small group activity in which students brainstorm items for the class's Informative Writing Checklist.
2	"A Brief History of Photography" (informative writing model)	In this lesson, students examine a second informative writing model and continue discussing what makes an informative paper effective, focusing in particular on purpose and audience. Student learning is assessed via participation in a pair or small group activity in which students brainstorm items for the class's Informative Writing Checklist.

Lesson	Text	Learning Outcomes/Goals
3	"The New Deal"	In this lesson, students analyze this unit's informative writing prompt to determine the writing task. Students also discuss how the purpose and audience influence their understanding of the task. Students then begin to build their knowledge of the informative writing topic by reading and analyzing the article "The New Deal" by the Public Broadcasting Corporation. Student learning is assessed via completion of the WR.2 Lesson 3 Prompt Analysis Exit Slip in which students explain in their own words what the prompt requires of them.
4	"The New Deal"	In this lesson, students deepen their analysis of "The New Deal" by the Public Broadcasting Corporation by charting the claim, subtopics, and evidence in the article and discussing the relative importance of each subtopic. Student learning is assessed via a Quick Write at the end of the lesson: Choose the subtopic that you think is best supported in the article. What evidence is used to develop the subtopic? Explain whether the evidence is relevant and sufficient to develop the subtopic.
5	"Firing, Not Hiring" by Nancy Hayes	In this lesson, students read and analyze "Firing, Not Hiring" by Nancy Hayes. Students use their analysis to continue charting subtopics and evidence and to write a brief evaluation of one subtopic from the article. Student learning is assessed via a Quick Write at the end of the lesson: Choose the subtopic that you think is best supported in the article. What evidence is used to develop the subtopic? Explain whether the evidence is relevant and sufficient to develop the subtopic.

Lesson	Text	Learning Outcomes/Goals
6	None.	In this lesson, students first continue to refine their understanding of their task, purpose, and audience by reviewing their statements of purpose from WR.2 Lesson 3. Students spend the remainder of the lesson completing a prewrite in order to generate thoughts and ideas for their informative papers. Student learning is assessed via participation in a prewriting activity on this unit's informative writing prompt.
7	None.	In this lesson, students review the format of a standard outline and draft their own outlines for their individual informative papers. Students who need additional support with articulating or organizing their ideas in their outlines will have an opportunity to meet with the teacher for one-on-one conferences. Student learning is self-assessed via annotations to their outlines, corresponding to the applicable items on the Informative Writing Checklist.
8	None.	In this lesson, students identify elements of effective body paragraphs in the informative writing models. Students then draft their own body paragraph to introduce a subtopic and support it with relevant and sufficient evidence that develops the topic and claim of their informative papers. Student learning is self-assessed via annotations to their drafts, corresponding to the applicable items on the Informative Writing Checklist.
9	None.	In this lesson, students learn to craft an introduction that engages the reader's attention and establishes the topic and claim of their informative papers. Students examine effective introductions from the informative writing models. Then, students work individually to draft the introductions for their informative papers. Student learning is self-assessed via annotations to their drafts, corresponding to the applicable items on the Informative Writing Checklist.

Lesson	Text	Learning Outcomes/Goals
10	None.	In this lesson, students learn to craft a conclusion that follows from and further supports their informative papers. Students examine effective conclusions from the informative writing models. Then, students work individually to draft the conclusions for their informative papers. Student learning is self-assessed via annotations to their drafts, corresponding to the applicable items on the Informative Writing Checklist.
A	None.	In this lesson, the teacher provides direct instruction on how to paraphrase text from a source, effectively integrate quotations, punctuate integrated quotations, or include proper in-text citations to avoid plagiarism. Students revise their own informative drafts for well-integrated evidence or proper citations before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Integrating Evidence.
B	None.	In this lesson, the teacher provides direct instruction on how to think through and address the audience's knowledge level or how to identify and use formal style and objective tone. Students revise their own informative drafts considering audience or style and tone before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Audience, Style, and Tone.
C	None.	In this lesson, the teacher provides direct instruction on how to implement effective word choice or work with dictionaries and thesauruses to help students convey more thoughtful and complex ideas. Students revise their own informative drafts for word choice before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Working with Words.

Lesson	Text	Learning Outcomes/Goals
D	None.	In this lesson, the teacher provides direct instruction on identifying and using transitional words and phrases or varied syntax. Students revise their own informative drafts for transitional words and phrases or varied syntax before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Cohesion and Flow.
E	None.	In this lesson, the teacher provides direct instruction on how to combine sentences using colons and semicolons or how to split sentences. Students revise their own informative drafts, combining sentences with colons and semicolons or splitting sentences. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Varying Sentence Length.
F	None.	In this lesson, the teacher provides direct instruction on how to effectively use commas in writing. Instruction also includes work with repairing run-on sentences and sentence fragments. Students focus on revising their own informative drafts for commas, run-ons, and fragments before transitioning a peer discussion of revisions. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Ensuring Sentence Accuracy.
G	None.	In this lesson, students learn how to effectively incorporate parallel structure or varied phrases into their writing. Students revise their own informative drafts before participating in a peer discussion of their individual revisions. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Adding Variety and Interest.
11	None.	In this lesson, students participate in a peer review activity during which they offer constructive feedback to their classmates about their informative drafts. Students use the Informative Writing Checklist to guide feedback and revisions. Students may also meet in one-on-one teacher conferences to receive feedback on their drafts. Student learning is assessed via completion of the WR.2 Lesson 11 Peer Review Exit Slip.

Lesson	Text	Learning Outcomes/Goals
12	None.	In this lesson, students review common editing symbols and then edit their drafts individually. Students then review the proper formatting for a Works Cited page in a class discussion in order to finalize their informative papers.
13	None.	In this brief activity, students reflect on the writing process, identifying strategies that helped them succeed as well as areas for improvement.

Preparation, Materials, and Resources

Preparation

- Read and annotate the informative writing models (see page 1).
- Read and annotate source articles (see page 1).
- Review the Short Response Rubric and Checklist.
- Review all unit standards.

Materials and Resources

- Copies of informative writing models (see page 1)
- Copies of source articles (see page 1)
- Chart paper
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Copies of handouts and tools for each student: see materials list in individual lesson plans
- Copies of the Short Response Rubric and Checklist

WR.2 INFORMATIVE Lesson 1 Informative Writing Model

Introduction

Over the course of this unit, students learn how to write formal informative papers by working collaboratively with their peers to examine informative writing models, plan for their writing, and gather evidence. Students will practice writing independently and engage in peer review to revise their work. By the end of the unit, each student will have written a fully developed informative paper.

In this first lesson, students are introduced to informative writing. The lesson begins with an introduction to the writing process and to annotation. Then, student pairs or small groups examine an informative writing model and discuss what they notice about the way the writer organizes the model and conveys information clearly. The teacher then provides direct instruction on the components of effective informative writing, using the model as an example. Student learning is assessed via participation in a pair or small group activity in which students brainstorm items for the class's Informative Writing Checklist.

For homework, students respond briefly in writing to the following question: What might have been the prompt for the informative writing model "Cave Painting"? Give three reasons to support your answer.

ⓘ Based on students' familiarity with informational texts and informative writing, this lesson may extend beyond one class period.

Standards

Assessed Standard(s)	
SL.9-10.1.c, d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and

	understanding and make new connections in light of the evidence and reasoning presented.
Addressed Standard(s)	
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Assessment

Assessment(s)
Student learning is assessed via participation in a pair or small group activity in which students brainstorm items for the class's Informative Writing Checklist. ⓘ If individual accountability is desired, consider having each student use a different colored marker when adding an item to the pair's or group's chart paper.
High Performance Response(s)
A High Performance Response should: • Demonstrate participation in brainstorming for the pair's or group's Informative Writing Checklist (e.g., the student recorded an item on the pair's or group's chart paper). • Record an item that is concise, specific, and actionable (e.g., Does my response use relevant and sufficient evidence to develop my subtopics?).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• depicting (v.) – representing by painting • pigment (n.) – a substance that gives color to something else

• literal (adj.) – true to fact; not exaggerated; actual or factual • shamans (n.) – people who are healers and spiritual counselors for their communities
Vocabulary to teach (may include direct word work and/or questions)
• None.
Additional vocabulary to support English Language Learners (to provide directly)
• impression (n.) – something (such as a design or footprint) made by pressing or stamping a surface • erosion (n.) – the gradual destruction of something by natural forces (such as water, wind, or ice) • archeologists (n.) – scientists who deal with past human life and activities by studying the bones, tools, etc., of ancient people • predatory (adj.) – living by killing and eating other animals • hallucinations (n.) – experiences (such as images, sounds, or smells) that seem real but do not really exist • rituals (n.) – formal ceremonies or series of acts that are always performed in the same way • underscore (v.) – to emphasize (something) or show the importance of (something)

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: SL.9-10.1.c, d, W.9-10.2, W.9-10.9.b	
• Text: "Cave Painting" (informative writing model)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Introduction to Annotation	2. 10%
3. Reading and Discussion	3. 40%
4. Components of Effective Informative Writing	4. 25%
5. Group Assessment: Informative Writing Checklist	5. 15%
6. Closing	6. 5%

Materials

- Copies of informative writing model "Cave Painting" for each student
- Chart paper for pairs or student groups
- Markers of various colors (optional)

ⓘ Consider numbering the paragraphs of "Cave Painting" before the lesson.

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.
	Italicized text indicates a vocabulary word.
▸	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 goal of this unit. Explain that over the course of this unit, students will compose a formal informative paper. Explain that students will participate in focused informative writing instruction and practice, which will help them develop and strengthen the skills required to craft informative papers that examine and convey complex ideas clearly and accurately through the effective selection, organization, and analysis of a topic.

Explain to students that the writing process is iterative, which means that students frequently reassess their work or their thinking in order to make it more precise. Explain that writing is a process that takes many forms and students can accomplish it through a variety of methods. Though there are many different ways to approach the writing process, they all involve multiple drafts and revisions. Inform students that they will draft, revise, peer review, and edit throughout this unit to create a well-crafted informative paper.

Review the agenda for this lesson. In this lesson, students read an informative writing model, discussing what they notice about how the writer organizes the model and conveys information clearly. Through direct instruction and discussion, students explore the components of effective informative writing using the model as an example. Students then begin to brainstorm items for a class-wide Informative Writing Checklist.

- Students look at the agenda.

Activity 2: Introduction to Annotation 10%

ⓘ If students have completed WR.1 or WR.3, then this activity should be either skipped or reviewed as necessary.

ⓘ The following activity addresses the expectations of W.9-10.9.b.

Explain to students that they will mark texts throughout the unit as they read, beginning with their reading and discussion of the informative writing model "Cave Painting." Discuss the importance of marking the text by asking students to Think, Pair, Share about the following question:

What are some purposes for marking the text?

- Student responses may include:

  Marking the text helps readers:

  - Focus on and remember what they are reading by recording their thoughts about the text
  - Keep track of important ideas or observations about the text
  - Mark sections that are surprising or illuminating
  - Keep track of unfamiliar words and/or familiar words used in an unfamiliar way
  - Keep a record of their thoughts about the text, including thoughts on content and style
  - See how the writer organized his or her thoughts on a topic
  - Question the text or make connections between ideas
  - Interpret the ideas in the text
  - Identify specific components of effective writing (e.g., an engaging introduction, a clear claim, etc.) that readers may want to use in their own writing

Explain to students that marking the text, or *annotation*, is a skill for reading closely. Explain that it is important for students to include short notes or labels about their thinking along with any underlining, circling, or boxing when they annotate the text. Annotation provides an opportunity for students to keep a record of their thinking, and short notes or labels help students remember their thinking when they revisit a text. Explain to students that their annotations may focus on different elements of a text depending on the purpose of their reading. Explain that annotating the informative writing models in this lesson and Lesson 2 will help them identify and analyze the components of effective informative writing, preparing them to purposefully use these components in their own writing.

Activity 3: Reading and Discussion 40%

Instruct students to form pairs or small groups. Distribute a copy of the informative writing model "Cave Painting" to each student. Explain to students that the goal of reading and discussing this model is to identify the effective elements of the paper.

Explain to students that in this unit, they will learn new vocabulary specific to the writing process and to the texts they read. Instruct students to keep track of new vocabulary by recording it in a vocabulary journal. Students should divide the vocabulary journal into three sections, one for each of the following categories: "informative writing terms," "writing terms," and "academic vocabulary."

ⓘ **Differentiation Consideration:** Consider informing students that "informative writing terms" refer to the words they will encounter in this unit that describe aspects of an informative writing assignment or the process of writing it, including "topics," "subtopics," "claims," etc. (Students encounter and define these words later in this lesson.) "Writing terms" are words that refer to writing in general and may include techniques, grammatical features, and elements of writing. "Academic vocabulary" refers to the words that students may encounter in their reading and research that frequently appear in academic texts and dialogues. If students struggle to determine the appropriate category for the vocabulary provided in this lesson, consider explaining to students which words should be added to which category.

Provide students with the following definitions: *depicting* means "representing by painting," *pigment* means "a substance that gives color to something else," *literal* means "true to fact; not exaggerated; actual or factual," and *shamans* means "people who are healers and spiritual counselors for their communities."

ⓘ Students may be familiar with these words. Consider asking students to volunteer the definitions before providing them to the class.

- Students write the definitions of *depicting, pigment, literal*, and *shamans* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration:** Consider providing students with the following definitions: *impression* means "something (such as a design or footprint) made by pressing or stamping a surface," *erosion* means "the gradual destruction of something by natural forces (such as water, wind, or ice)," *archeologists* means "scientists who deal with past human life and activities by studying the bones, tools, etc., of ancient people," *predatory* means "living by killing and eating other animals," *hallucinations* means "experiences (such as images, sounds, or smells) that seem real but do not really exist," *rituals* means "formal ceremonies or series of acts that are always performed in the same way," and *underscore* means "to emphasize (something) or show the importance of (something)."

- Students write the definitions of *impression*, *erosion*, *archeologists*, *predatory*, *hallucinations*, *rituals*, and *underscore* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration:** If necessary to support comprehension and fluency, consider using a masterful reading of the model for the lesson.

Instruct students to read the informative writing model in their pairs or groups. Instruct students to annotate the model for items they find interesting and engaging, such as an unusual word choice, beautiful phrase, illuminating analysis, or surprising fact.

After students read and annotate the model, post or project the following set of questions for students to discuss before sharing out with the class. Instruct students to annotate the model for how the writer organizes the paper as they discuss each question, remembering to include short notes or labels to record their thinking.

ⓘ **Differentiation Consideration:** If the skill of annotation is new or challenging to students, consider posting or projecting the text and asking student volunteers to share their annotations for how the writer organizes the paper. Consider posting or projecting the volunteered annotations.

What is the topic of this informative paper?

- The topic of this informative paper is the art form of ancient cave paintings.

ⓘ Consider informing students that the writer of the model is male, so during discussion, they may refer to the writer as "he."

What is the writer's claim?

- The writer claims that cave paintings can teach people in the present about people in the past and that there is a lot more to learn about cave painting.

ⓘ **Differentiation Consideration:** If students struggle to identify the claim, provide students with the following definition: a *claim* is "a statement about a topic or text."

- Students write the definition of *claim* in the appropriate section of their vocabulary journals.

Describe how the writer organizes the ideas in his paper.

- The writer first introduces the topic of cave paintings and then expresses the claim that cave paintings allow people in the present to learn about "human history," and there is a lot more to learn about cave painting (par. 1). Then, the writer describes different subtopics about cave paintings, and each subtopic has its own paragraph. At the end, the writer emphasizes the importance of studying cave paintings and repeats his claim that people have a lot to learn about "human history" from cave paintings (par. 8).

ⓘ Consider identifying for students that the first paragraph is the *introduction*, the last paragraph is the *conclusion*, and the paragraphs in the middle are *body paragraphs*.

ⓘ **Differentiation Consideration:** If students struggle to describe how the writer arranges his ideas, explain to students that the topics of each paragraph are called *subtopics*. Provide students with the following definition: a *subtopic* is "one of the parts or divisions of the main topic." It develops the topic of informative writing.

- Students write the definition of *subtopic* in the appropriate section of their vocabulary journals.

What is the subtopic of each body paragraph? Underline the sentence that introduces the subtopic in each body paragraph.

- Student responses should include:
  - Paragraph 2 describes the images that are typically depicted in cave paintings. Underline "The Metropolitan Museum of Art describes the subjects of prehistoric art as 'hundreds of sculptures and engravings depicting humans, animals, and fantastic creatures' (Tedesco)."
  - Paragraph 3 is about how old cave paintings are. Underline "Scholar Laura Tedesco suggests that 'the first human artistic representations, markings with ground red ocher, seem to have occurred about 100,000 B.C. in African rock art' (Tedesco)."
  - Paragraph 4 is about the difficulties scientists face in accurately dating cave paintings. Underline "Correctly identifying the origin and exact date of cave paintings has been a challenge for archeologists."
  - Paragraph 5 describes the varying opinions scholars have about the meanings of cave paintings. Underline "Determining the meaning of cave art is as challenging as identifying the age."
  - Paragraph 6 explains that cave paintings are in danger of damage and should be protected. Underline "Researchers do agree, however, that the cave paintings of the world are important and must be protected."
  - Paragraph 7 is about the steps countries are taking to preserve cave paintings. Underline "Preservation of this art is an ongoing project, with many nations attempting to protect or repair these vital links to human history."

How does the information in each body paragraph connect to the topic and claim from the introduction?

- Although the writer presents a different subtopic in each body paragraph, the subtopics are all about a different aspect of the same topic of cave painting expressed in the introduction. The information in each body paragraph supports the claim from the introduction that cave

paintings can give insight into "human history" and that there is a lot more scholars can learn about humankind by studying cave paintings (par. 1).

Describe how the writer uses each body paragraph to deepen the reader's understanding of the topic.

- In each body paragraph, the writer deepens the reader's understanding of cave paintings by giving relevant facts about different aspects of the art form. In each body paragraph, the writer thoroughly develops each subtopic about cave painting by including concrete details and quotes from sources.

Lead a brief whole-class discussion of student responses.

Activity 4: Components of Effective Informative Writing 25%

ⓘ The following activity addresses the expectations of W.9-10.2.

Remind students that in this unit, they learn how to plan, draft, and revise their own informative papers. Instruct students to Turn-and-Talk about the following question:

Considering what you have written in the past and your exploration of the model in this lesson, how would you describe the purpose of informative writing?

- The purpose of informative writing is to deepen someone's knowledge of a topic.

Explain to students that that the purpose of informative writing is to provide readers with a better understanding of an idea or topic by conveying information accurately. Explain that an informative paper is a logically organized composition of accurate statements about a topic. Informative writing differs from both argument writing, which seeks to persuade readers of a particular point or side of an issue, and narrative writing, which tells a story, either real or imagined.

ⓘ **Differentiation Consideration:** If necessary, provide students with the following definition: *purpose* means "an author's reason for writing."

- Students write the definition of *purpose* in the appropriate section of their vocabulary journals.

ⓘ For clarity, it may be helpful to refer to the explanation of the difference between argument and informational writing in the Common Core State Standards Appendix A (p. 23): "Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification."

Post or project the questions below. Remind students to draw on their work with the model in this lesson as well as their previous experiences with informative writing. Instruct students to Turn-and-Talk about the following questions:

What is the writer's purpose in the model?

- The writer's purpose in the model is to help the reader understand cave paintings.

What are the components of informative writing?

- Student responses should include:
  - Informative writing includes a claim about a topic.
  - Informative writing includes subtopics that develop the topic.
  - Informative writing includes evidence to develop the subtopics and to support the claim.

ⓘ **Differentiation Consideration:** If students struggle to name the components of informative writing, consider asking students the following support questions. If students continue to struggle, consider identifying an example for each term:

What is a *topic*?

- A *topic* is the subject of a conversation or formal discussion.

What is a *claim*?

- A *claim* is a statement about an issue or topic.

Describe what a *subtopic* is. Give an example from the model.

- A *subtopic* is a topic that is one of the parts or divisions of the main topic. It develops the topic of the informative paper. In the model, one of the writer's subtopics is about the different images represented in cave paintings.

What do writers use to develop their topics and subtopics and support their claims? Give an example from the model.

- Writers develop their topics and subtopics and support their claims by using *evidence*, like facts and examples that are clearly related to the subtopic. Evidence is necessary for informing readers because it gives readers proof that the claims and subtopics are supported with facts. An example of evidence in the model is the information from a scholar who describes cave painting as "'literal depictions of hallucinations experienced by tribal shamans' painted on the wall during various rituals (Curry)" (par. 5).

ⓘ Consider informing students that they will explore these terms and definitions further in Lessons 2–5.

Explain to students that when writing an informative paper, the writer first engages the reader, introduces a topic, and makes a claim about the topic. The writer then develops the topic and supports the claim with subtopics. The writer includes relevant and sufficient evidence to develop each subtopic and support the claim. Finally, the writer concludes with a statement or section that follows from and supports the information presented.

ⓘ **Differentiation Consideration:** If necessary to support comprehension, provide students with the following definitions: *relevant* means "relating to a subject in an appropriate way" and *sufficient* means "adequate for the purpose; enough."

- Students write the definitions of *relevant* and *sufficient* in the appropriate section of their vocabulary journals.

ⓘ Students will learn how to develop their own informative papers with a claim, subtopics, and evidence in Lessons 8–10.

Activity 5: Group Assessment: Informative Writing Checklist 15%

ⓘ The following activity addresses the expectations of W.9-10.2.

Explain that in this unit, students will work together as a class to build the elements of an Informative Writing Checklist. As students learn more about informative writing, they continue adding items to the class's Informative Writing Checklist. Students will use this checklist as a guide while drafting, revising, and finalizing their informative papers. In this lesson, students begin brainstorming ideas for items for the checklist. In the next lesson, the class will come to a consensus on what items to add to the Informative Writing Checklist.

Explain that the Informative Writing Checklist is structured with yes-or-no questions that begin with "Does my response …" Items on the checklist should be concise, specific, and actionable. Post or project the following examples:

- **Example 1:** Does my response express to the reader what my informative paper topic is about?
- **Example 2:** Does my response clearly introduce a topic?

Explain that the first example is too long and unclear. The phrase "what my informative paper topic is about" can be communicated with fewer words. The phrase "express to the reader" is not actionable, because it is not clear what the student should do to fulfill this item. The second example is precise and tells the student exactly what he or she needs to do to be able to check this item off the list.

Explain that the assessment for this lesson requires students first to individually brainstorm items that they believe should be included on the class's Informative Writing Checklist, and then collaborate in pairs or small groups to record their items on a piece of chart paper that will remain in the classroom for the next lesson. Remind students to use this lesson's discussions about the model and the components of effective informative writing (i.e., informative writing terms) to inform their thinking as they brainstorm items.

Instruct students to individually brainstorm items for the class's Informative Writing Checklist using a piece of paper to record their ideas.

- Students individually brainstorm items for the class's Informative Writing Checklist.

Instruct students to form pairs or small groups to discuss their individual ideas and decide what items to add to their chart paper. Remind students to focus on developing checklist items that directly address the components of effective informative writing.

- Students work in pairs or small groups to discuss and decide on items for the class's Informative Writing Checklist. Each student records an item on the chart paper.

- Student responses may include:
  - Clearly introduce a topic?
  - Develop a precise claim about the topic?
  - Include subtopics that develop the topic and support the claim?
  - Use relevant and sufficient evidence to develop my subtopics?

ⓘ Chart paper is not necessary for this activity. Groups may brainstorm on loose leaf paper. If students use loose leaf paper, consider collecting each group's list at the end of the activity in order to re-distribute them to each group again in the next lesson.

ⓘ If individual accountability is desired, consider having each student use a different colored marker when adding an item to the pair's or group's chart paper.

Activity 6: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to respond briefly in writing to the following question:

What might have been the prompt for the informative writing model "Cave Painting"? Give three reasons to support your answer.

- Students follow along.

Homework

Respond briefly in writing to the following question:

What might have been the prompt for the informative writing model "Cave Painting"? Give three reasons to support your answer.

WR.2 INFORMATIVE Lesson 2 Informative Writing Model

Introduction

In this lesson, students examine a second informative writing model and continue discussing what makes an informative paper effective, focusing in particular on purpose and audience. Student learning is assessed via participation in a pair or small group activity in which students brainstorm items for the class's Informative Writing Checklist. The whole class then works together to create a uniform checklist.

For homework, students respond briefly in writing to the following question: What might have been the prompt for the informative writing model "A Brief History of Photography"? Give three reasons to support your answer. Students also use online resources to conduct a brief search into the Great Depression and record three facts they learned.

ⓘ Based on students' familiarity with informational texts and informative writing, this lesson may extend beyond one class period.

Standards

Assessed Standard(s)	
SL.9-10.1.c, d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Addressed Standard(s)	
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Assessment

Assessment(s)
Student learning is assessed via participation in a pair or small group activity in which students brainstorm items for the class's Informative Writing Checklist. ⓘ If individual accountability is desired, consider having each student use a different colored marker when adding an item to the pair or group's chart paper.
High Performance Response(s)
A High Performance Response should: • Demonstrate participation in brainstorming for the pair's or group's Informative Writing Checklist (e.g., the student recorded an item on the pair's or group's chart paper). • Record an item that is concise, specific, and actionable (e.g., Adapt content and language to my specific audience?).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• impermanent (adj.) – not lasting forever
Vocabulary to teach (may include direct word work and/or questions)
• None.

Additional vocabulary to support English Language Learners (to provide directly)
• track (v.) – watch or follow the progress of (someone or something) • projected (v.) – caused (light, a picture, a movie, etc.) to appear on a surface • plate (n.) – a sheet of glass or plastic that is treated with a special chemical and used in photography • fumes (n.) – smoke or gas that smells unpleasant • fossils (n.) – things (such as leaves, skeletons, or footprints) that are from a plant or animal which lived in ancient times and that you can see in some rocks

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: SL.9-10.1.c, d, W.9-10.2, W.9-10.9.b	
• Text: "A Brief History of Photography" (informative writing model)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Reading and Discussion	3. 30%
4. Components of Effective Informative Writing	4. 20%
5. Group Assessment: Informative Writing Checklist	5. 10%
6. Class Discussion of Informative Writing Checklist	6. 15%
7. Closing	7. 5%

Materials

- Copies of informative writing model "A Brief History of Photography" for each student
- Student chart papers from WR.2 Lesson 1
- Markers of various colors (optional)
- Copies of the Informative Writing Checklist Template for each student

ⓘ Consider numbering the paragraphs of "A Brief History of Photography" before the lesson.

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students read an informative writing model and discuss what makes the informative paper effective. Through instruction and discussion, students explore the components of successful informative writing and the importance of considering the specific purpose and audience. Students then continue to brainstorm items for a class-wide Informative Writing Checklist before coming together as a whole class to create a uniform checklist.

- ▸ Students look at the agenda.

Activity 2: Homework Accountability 15%

Instruct students to take out their responses to the previous lesson's homework assignment. (Respond briefly in writing to the following question: What might have been the prompt for the informative writing model "Cave Painting"? Give three reasons to support your answer.)

Instruct students to form pairs or small groups to discuss their responses.

- 🗨 Student responses may include:
  - The prompt may have asked the writer to describe cave art and its significance.
  - This may have been the prompt, because the writer's topic is cave painting, a specific art form. His claim introduces the significance of the art form: "Cave paintings provide an illuminating look into human history, and scientists have much more to discover about this art form" (par. 1). Also, the writer's subtopics describe different aspects of cave painting, such as the typical subjects of the paintings, the danger cave paintings face and the efforts to preserve them.

Display the actual prompt for the model "Cave Painting":

- Choose an early art form. Explain the history and current context of that art form.

Lead a brief whole-class discussion on whether "Cave Painting" fulfilled the prompt.

Activity 3: Reading and Discussion 30%

Instruct students to remain in their pairs or small groups from the previous activity. Distribute a copy of the informative writing model "A Brief History of Photography" to each student. Explain that the goal of reading and discussing this model is to identify the effective elements of the paper.

ⓘ **Differentiation Consideration:** If necessary to support comprehension and fluency, consider using a masterful reading of the model for the lesson.

Provide students with the following definition: *impermanent* means "not lasting forever."

ⓘ Students may be familiar with this word. Consider asking students to volunteer the definition before providing it to the class.

- Students write the definition of *impermanent* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration**: Consider providing students with the following definitions: *track* means "watch or follow the progress of (someone or something)," *projected* means "caused (light, a picture, a movie, etc.) to appear on a surface," *plate* means "a sheet of glass or plastic that is treated with a special chemical and used in photography," *fumes* means "smoke or gas that smells unpleasant," and *fossils* means "things (such as leaves, skeletons, or footprints) that are from a plant or animal which lived in ancient times and that you can see in some rocks."

- Students write the definitions of *track, projected, plate, fumes*, and *fossils* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ The following activity addresses the expectations of W.9-10.9.b.

Instruct students to read the model in their pairs or groups. Instruct students to annotate the model for items they find interesting and engaging, such as an unusual word choice, beautiful phrase, illuminating analysis, or surprising fact.

After students read and annotate the model, post or project the following set of questions for students to discuss before sharing out with the class. Instruct students to annotate the model for how the writer organizes the paper as they discuss each question, remembering to include short notes or labels to record their thinking.

ⓘ **Differentiation Consideration**: If the skill of annotation is new or challenging to students, consider posting or projecting the text and asking student volunteers to share their annotations for how the writer organizes the paper. Consider posting or projecting the volunteered annotations.

What is the topic of this informative paper?

- The topic of this informative paper is the history of photography.

ⓘ Consider informing students that the writer of the model is male, so during discussion, they may refer to the writer as "he."

What is the writer's claim?

- The writer claims that the history of photography is about "humans discovering how to use light to draw and preserve images of the world around them" (par. 1).

What does the writer's claim suggest about his purpose?

- The writer's claim seems to indicate that the rest of the paper will explain the process of "humans discovering how to use light to draw and preserve images" (par. 1). This suggests that the writer's purpose is to help the reader understand of the history of photography by explaining how people have used light to capture pictures.

How does the writer achieve his purpose? Describe at least one example of how the writer develops the topic and supports his claim. Use the informative writing terms from Lesson 1 in your answer.

- Student responses may include:
  - In the body of the informative paper, the writer includes subtopics about the history of photography. For example, in paragraph 7, the writer states, "The final step in the evolution of photography was the transition to digital photography." This subtopic about digital photography is a part of the overall history of photography, and it supports the writer's claim that the story of photography has been about people making use of light to capture images.
  - The writer uses evidence to develop this subtopic. He uses information from the article "Evolution of Digital Cameras" to explain that "light sensitive lenses and sensors record the image in a digital camera and reproduce it using the pixels, or tiny dots, on a digital screen" (par. 7).

Is the writer's informative paper logical, well-organized, and easy to understand? Why or why not?

- Student responses may include:

- The writer organizes his subtopics chronologically, which makes the model well-organized and easy to understand.
- Both paragraph 2 and paragraph 3 discuss the camera obscura, but this is logical, because paragraph 2 first explains how the camera obscura works and paragraph 3 follows with a discussion of how the use of the camera obscura changed over time.
- In each of the body paragraphs, the writer gives details and evidence that support the subtopic of that paragraph, which makes the paper well-organized and easy to understand. For example, in paragraph 2, the writer describes how the camera obscura works, which explains how "some of the first drawings were aided by some version of photography."

ⓘ **Differentiation Consideration**: If necessary, inform students that *coherence* means the "quality of being logical, well-organized, and easy to understand."

- Students write the definition of *coherence* in the appropriate section of their vocabulary journals.

In writing, what does *style* mean? Is the writer's *style* in the model formal or informal? Use textual evidence to support your answer.

- Student responses should include:
  - *Style* is the way a writer expresses the content he or she is trying to communicate. *Style* refers to the type of language (e.g., formal or informal) a writer uses.
- Student responses may include:
  - The writer's style is formal, because he does not use conversational words. Instead, in some places, the writer uses vocabulary and phrasing that seem more academic and less like talking to a friend. Examples include the words "encountering," "therefore" (par. 1), "however," "were aided" (par. 2), "serious attempts" (par. 3), and "rather than" (par. 7).
  - The writer's style is formal. He is communicating information about photography without giving his opinion. He does not make the essay personal. For example, when he explains the importance of photography, he does not write, "I think." Instead he writes, "his invention stands as one of the most important advancements of the modern age" (par. 8).
  - The writer's style is formal, because he does not use contractions or the first person.

ⓘ **Differentiation Consideration:** If students struggle, provide students with the following definitions: *style* is how the writer expresses content, *formal* means "suitable for serious or official speech or writing," and *informal* means "relaxed in tone; not suitable for serious or official speech or writing."

- Students write the definitions of *style*, *formal*, and *informal* in the appropriate section of their vocabulary journals.

Lead a brief whole-class discussion of student responses.

Activity 4: Components of Effective Informative Writing 20%

ⓘ The following activity addresses the expectations of W.9-10.2.

Remind students that that the purpose of writing an informative paper is to provide readers with a greater comprehension of a concept by conveying information accurately.

Instruct students to Think, Pair, Share on the following question:

When crafting an informative paper, why is knowledge of the audience important?

- Student responses may include:
  - It helps the writer ensure that that he or she explains the topic enough to provide context for the rest of the informative paper.
  - The writer can make a claim and develop subtopics that are most interesting or meaningful to that audience.
  - The writer can determine what evidence and details to use in order to ensure that the audience gains a deeper understanding of a concept
  - The writer can use the most appropriate vocabulary and writing style for that audience.

Explain that in order to effectively increase readers' knowledge of a subject and convey information accurately, the writer must understand who the audience is. Knowing the audience allows the writer to adapt content and language to be the most appropriate for the particular audience.

Instruct students to Turn-and-Talk about the following question:

Who might be the writer's audience in "A Brief History of Photography"?

- Student responses may include:
  - Because the writer explains each significant point in the history of photograph in detail, the audience might be a person or people who do not know anything about who was involved in the development of contemporary photography, or the timeline for photography's evolution.
  - Because the writer explains terms like *photography* and *camera obscura*, it seems unlikely that his audience would include any experts like photographers or historians.

Explain to students that different audiences have different knowledge levels about particular topics. Instruct students to Turn-and-Talk about the following question:

Using evidence from the model, explain what the writer may have anticipated about his audience's knowledge level of the topic.

- Student responses may include:
  - In his introduction, the writer gives examples of instances in which people see photographs every day, which suggests that the writer anticipated that his audience is familiar with photography and understands that photography is a part of everyday life.
  - In his introduction, the writer says, "photography is a relatively recent invention, even though humans have understood its basic elements for a long time" (par. 1). This statement suggests that the writer anticipated that his audience might not already know two facts about photography: photography is relatively new, even though it is now a part of everyday life; and despite how recently photography was invented, people understood the elements that make up photography before it was invented.
  - In paragraph 2, the writer explains what a camera obscura is and how it works, which suggests that the writer anticipated that his audience was not familiar with the idea of a camera obscura.
  - In paragraph 7, the writer briefly describes the difference between film photography and digital photography by explaining, "Instead of light sensitive chemicals, light sensitive lenses and sensors record the image in a digital camera and reproduce it using the pixels, or tiny dots, on a digital screen." This explanation suggests that the writer anticipated that his audience does not understand how digital photography works or maybe that his audience does not understand the role light plays in digital photography.

Lead a brief whole-class discussion of student responses. Explain to students that effective writers always take their audience's knowledge levels into account when they construct informative papers.

ⓘ Students will learn more about how to take their audience's knowledge level into account when revising their informative papers in Lesson B.

Activity 5: Group Assessment: Informative Writing Checklist 10%

ⓘ The following activity addresses the expectations of W.9-10.2.

Instruct students to form the same pairs or small groups they established for the group assessment in Lesson 1. Explain that the assessment for this lesson requires students to continue collaborating with the pairs or groups from the previous lesson to brainstorm, discuss, and decide on items that they believe should be included on the class's Informative Writing Checklist. Each pair or group adds their items to the existing list on a piece of chart paper. Instruct students to use this lesson's discussions about the informative writing model and the components of effective informative writing to inform their

brainstorming. Explain that at the end of this activity, the whole class will discuss each other's checklists to come to a consensus on which items should be included on the class's Informative Writing Checklist.

- Students work in pairs or small groups to brainstorm, discuss, and decide on items appropriate for the class's Informative Writing Checklist. Each student records an item on the chart paper.

- Student responses may include:
  - Adapt content and language to my specific audience?

ⓘ If individual accountability is desired, consider having each student use a different colored marker when adding an item to the group's chart paper.

Activity 6: Class Discussion of Informative Writing Checklist 15%

ⓘ The following activity addresses the expectations of W.9-10.2.

Distribute a copy of the Informative Writing Checklist Template to each student. Inform students that for the remainder of the unit, everyone in the class will use one uniform Informative Writing Checklist composed of the suggestions from each pair or group. Explain that the checklist has rows for students to add each item after the class has decided together what will go on the checklist. The first rows of each section of the checklist are the categories and refer to the different types of items that students add to the checklist. Students write the item below the appropriate category, "Does my response …" In the second and third columns, there are checkboxes for students to mark whether or not the item was met.

- Students examine the Informative Writing Checklist Template.

Instruct students to examine the categories on the checklist. Ask students to Turn-and-Talk to discuss what they think each category requires students to demonstrate.

- Student responses may include:
  - "Command of Evidence" means that students must demonstrate that they have the ability to use facts, events, and ideas to support their claims and develop their topics and subtopics.
  - "Coherence, Organization, and Style" means that students must demonstrate that they have the ability to link ideas, arrange ideas logically, and express ideas in a certain way.
  - "Control of Conventions" means that students must demonstrate that they know proper English grammar, usage, capitalization, punctuation, and spelling.

ⓘ **Differentiation Consideration:** If necessary, provide the following definitions. Remind students that they learned the meanings of *coherence and style* during the Reading and Discussion activity in this lesson and the meaning of *evidence* in the previous lesson.

- *Organization* means being arranged or planned in a particular way.
- *Conventions* include grammar, usage, capitalization, punctuation, and spelling.

▸ Students write the definitions of *organization* and *conventions* in the appropriate section of their vocabulary journals.

Instruct each pair or group in turn to share what they think their most important items for the checklist are and in which category each item belongs. Each pair or group should try to avoid repeating items that another pair or group has already offered for the class's list, though students may offer suggestions to improve the wording of an existing item as well.

Lead a whole-class discussion and guide students toward a consensus on which items students want to add to the class's Informative Writing Checklist.

ⓘ **Differentiation Consideration:** If students struggle to determine the appropriate category for each of their suggested checklist items, consider explaining which items should be added to which category.

Record the items in a way that allows all students to read and copy the checklist on to their own templates. Explain to students that they will use columns 2 and 3 (the checkbox columns) when they are drafting, revising, and finalizing their drafts in Lessons 8–12.

▸ In turn, student pairs or groups offer suggestions for which items should be added to the class's Informative Writing Checklist and in which category. As the class builds the checklist together, students copy the checklist items onto their own Informative Writing Checklist Templates.

ⓘ If necessary, remind students to focus the discussion on what they have learned in this lesson and the previous lesson. Students will have the opportunity to add items in future lessons.

ⓘ Consider displaying an up-to-date copy of the Informative Writing Checklist in every class.

Activity 7: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to respond briefly in writing to the following question:

What might have been the prompt for the informative writing model "A Brief History of Photography"? Give three reasons to support your answer.

Also, instruct students to use online resources to conduct a brief search into the Great Depression. Instruct students to record three facts they learned about the Great Depression.

- Students follow along.

Homework

Respond briefly in writing to the following question:

What might have been the prompt for the informative writing model "A Brief History of Photography"? Give three reasons to support your answer.

Also, use online resources to conduct a brief search into the Great Depression. Record three facts you learned about the Great Depression.

Informative Writing Checklist Template

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective informative paper established as a class.

Command of Evidence Does my response…	Drafting ✔	Finalization ✔
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐

Coherence, Organization, and Style Does my response…	Drafting ✔	Finalization ✔
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐

	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐

Model Informative Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective informative paper established as a class.

Command of Evidence **Does my response…**	**Drafting** ✔	**Finalization** ✔
Use relevant and sufficient evidence to develop my subtopics?*	☐	☐

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Clearly introduce a topic?*	☐	☐
Develop a precise claim about the topic?*	☐	☐
Include subtopics that develop the topic and support the claim?*	☐	☐
Adapt content and language to my specific audience?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
	☐	☐
	☐	☐

*Asterisks indicate new items added in this lesson.

WR.2 INFORMATIVE Lesson 3 Informative Writing Prompt Analysis

Introduction

In this lesson, students are introduced to the unit's informative writing prompt: According to the texts provided, what effects did the Great Depression have on people who lived through it? As the first step in the writing process, students analyze the prompt to determine the writing task for this unit. Students also discuss how the purpose and audience influence their understanding of the task. Student learning is assessed via completion of the WR.2 Lesson 3 Prompt Analysis Exit Slip, in which students explain in their own words what the prompt requires of them. Students then transition to reading and analyzing the article "The New Deal," which briefly describes some of President Roosevelt's New Deal programs.

For homework, students read and annotate the entirety of "Digging In" by Robert J. Hastings. Students mark a passage that caught their attention and explain briefly in writing why. Students also mark two surprising or interesting facts and record a question raised by their reading.

ⓘ Based on students' familiarity with informational texts and informative writing, this lesson may extend beyond one class period.

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)	
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.2 Lesson 3 Prompt Analysis Exit Slip. Students respond to the following prompt: • In your own words, explain what the prompt requires you to do and consider how purpose and audience influence your task. ⓘ Refer to the Model WR.2 Lesson 3 Prompt Analysis Exit Slip at the end of the lesson.
High Performance Response(s)
A High Performance Response should: • Explain what the prompt requires (e.g., The prompt requires me to use the information from the given sources to identify and explain how the Great Depression affected people during that time period. I need to learn about different effects of the Great Depression.). • Explain how the purpose and audience influence the task (e.g., I must clearly convey accurate information about the effects of the Great Depression to enrich my teacher's and classmates' understanding of the topic. Because my audience is also familiar with the same information, I need to support my claim with accurate subtopics and develop my subtopics with interesting evidence.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• unprecedented (adj.) – never before known or experienced • predecessor (n.) – a person who had a job or position before someone else • sought (v.) – searched for (someone or something) • carte blanche (n.) – permission to do something in any way you choose to do it • rubber-stamped (v.) – gave approval automatically or without consideration • expedite (v.) – speed up the progress of • subsidized (v.) – helped someone or something pay for the costs of (something) • foreclosure (n.) – the act of taking back property because the money owed for the property has not been paid
Vocabulary to teach (may include direct word work and/or questions)
• None.

Additional vocabulary to support English Language Learners (to provide directly)
• catastrophic (adj.) – of the nature of a terrible disaster • weather (v.) – deal with or experience (something dangerous or unpleasant) without being harmed or damaged too much • Congress (n.) – the national lawmaking body of the U.S., consisting of the Senate, or upper house, and the House of Representatives, or lower house, as a continuous institution • bills (n.) – written descriptions of new laws that are being suggested and that the lawmakers of a country, state, etc., must vote to accept before they become law • banning (v.) – saying that something cannot be used or done • bankruptcy (n.) – a condition of financial failure caused by not having the money that you need to pay your debts • immeasurably (adv.) – acting in a way that is very great in size or amount

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: W.9-10.5, W.9-10.9.b	
• Text: "The New Deal"	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 20%
3. Analysis of the Prompt	3. 25%
4. Prompt Analysis Exit Slip	4. 10%
5. Reading and Discussion	5. 35%
6. Closing	6. 5%

Materials

- Copies of the WR.2 Lesson 3 Prompt Analysis Exit Slip for each student
- Copies of "The New Deal" for each student

- Copies of "Digging In" from *Nickel's Worth of Skim Milk: A Boy's View of the Great Depression* by Robert J. Hastings for each student

ⓘ Consider numbering the paragraphs of "The New Deal" and "Digging In" before the lesson.

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students are introduced to the unit's informative writing prompt. As the first step in the writing process, students analyze the prompt to determine the writing task for this unit. Students also discuss how the purpose and audience influence their understanding of the task, which they demonstrate on the WR.2 Lesson 3 Prompt Analysis Exit Slip. Students then transition to reading and analyzing the article "The New Deal," which describes some of President Roosevelt's New Deal programs. Before discussing the article, students briefly consider the purpose of annotating the articles in this unit.

▸ Students look at the agenda.

Activity 2: Homework Accountability 20%

Instruct students to take out their responses to the first part of the previous lesson's homework assignment. (Respond briefly in writing to the following question: What might have been the prompt for the informative writing model "A Brief History of Photography"? Give three reasons to support your answer.)

Instruct students to form pairs or small groups to discuss their responses.

🗨 Student responses may include:

- The prompt might have asked the writer to explain the history of photography.
- This prompt seems appropriate, because the writer's topic is the history of photography, and he describes photography's presence in everyday life in both his introduction and his conclusion. Also, the writer's claim is that the history of photography "is a story of humans discovering how to use light to draw and preserve images of the world around them" (par. 1), which indicates that the rest of the paper is about this "story." Each of the writer's subtopics describes a significant point in time of photography's history.

Post or project the actual prompt for the model "A Brief History of Photography":

- Choose an invention. Explain the history of that invention and why it continues to be important today.

Lead a brief whole-class discussion about whether "A Brief History of Photography" fulfilled the prompt.

Instruct students to take out their responses to the second part of the previous lesson's homework assignment. (Use online resources to conduct a brief search into the Great Depression. Record three facts you learned about the Great Depression.)

Instruct student pairs or groups to share and discuss the facts they learned about the Great Depression.

- Student responses may include:
  - The Great Depression was a worldwide economic crisis that began in the United States when the stock market crashed on October 29, 1929, a date known as Black Tuesday.
  - As people lost confidence in the economy, they demanded that their banks give them their deposits in cash. This caused tens of thousands of banks to fail, which meant investors and regular people lost their savings, further worsening the crisis.
  - During the Great Depression millions of people lost their jobs and became poor. During the worst periods of the Great Depression, more than 20% of Americans were unemployed. People struggled to get enough food for their families. Unemployment also caused many people to become homeless.
  - Farmers also struggled during the Great Depression, because crop prices fell, so they could not stay in business.
  - Herbert Hoover was president at the beginning of the Great Depression, and he believed that the government should not be involved in the economy or provide relief for Americans.
  - When Franklin Delano Roosevelt came into office, he initiated the "New Deal," which was a number of programs created to provide relief and help end the economic crisis.
  - The Great Depression lasted until 1939 when World War II began.

Lead a brief whole-class discussion of student findings to ensure that the class has a shared, basic understanding of the Great Depression.

Activity 3: Analysis of the Prompt 25%

Explain that in this unit, students craft an informative paper that addresses a prompt, just like the informative writing models they analyzed in Lessons 1 and 2.

Display or distribute the prompt below for this unit's informative paper. Explain that in the following lessons in this unit, students will plan, draft, and revise an informative paper to address the following prompt:

According to the texts provided, what effects did the Great Depression have on people who lived through it?

Instruct students to Think, Pair, Share on the following questions, taking notes about their thinking as necessary. Students may use a notebook or piece of paper to record their notes to be used later in the unit.

What are your initial reactions to this prompt? What are your initial thoughts and questions about the effects of the Great Depression on the people who lived through it?

- Student responses will vary.

Lead a brief whole-class discussion of student responses. Explain that throughout the unit, students have many opportunities to share their thoughts, reactions, and questions about the prompt's topic. They also have opportunities to answer their questions as they read and discuss articles related to the prompt's topic.

Explain to students that analyzing the prompt is the first step in the writing process. Understanding what the prompt requires them to do, or their *task*, allows students to plan their next steps and ensure that they address the prompt appropriately and completely.

Instruct students to Turn-and-Talk about the following question:

Reread the prompt and define the *task* in your own words.

- The task is to use the information from the given sources to identify and explain how the Great Depression affected people during that time period.

ⓘ **Differentiation Consideration**: If necessary, explain to students that a prompt informs students of their *task*. Provide students with the following definition: the *task* is the work they must do in order to respond to the prompt.

- Students write the definition of *task* in the appropriate section of their vocabulary journals.

Lead a brief whole-class discussion of student responses.

Explain to students that once they have read the prompt and noted their initial reactions, they should analyze the prompt in more detail to ensure that they fully understand what the prompt requires them to do in their paper.

Post or project the questions below. Instruct students to Turn-and-Talk about the following questions, referring to the prompt as necessary:

Describe the claim the prompt requires you to make. What information will your subtopics convey?

- The prompt requires me to make a claim about how the Great Depression affected the people who lived through it. Each of my subtopics will be about one of the effects of the Great Depression.

ⓘ **Differentiation Consideration**: If students struggle with this question, consider asking the following questions:

What is the topic presented in this prompt?

- The topic of the prompt is how the Great Depression affected the people who lived during that time.

On which aspect of the Great Depression does the prompt require you to focus?

- Because the prompt specifies "effects … on people," my writing should focus on what people alive during that time experienced rather than on how the Depression caused significant and long-lasting economic and political changes.

The prompt says, "According to the texts provided" Why is this phrase important? How does this phrase influence the way you will write your paper?

- This phrase is important, because it indicates that my paper should be based on the texts provided to me. For this assignment, I should not use information from other sources.

What is the purpose of informative writing? How will you apply this purpose to this assignment?

- The purpose of informative writing is to provide readers with a greater comprehension of a concept by conveying information accurately. In this assignment, I must ensure that my claim is accurate and that I clearly explain each of my subtopics, using detailed evidence to develop each subtopic.

ⓘ If necessary, remind students that they learned the meaning of *purpose* and the purpose of informative writing in Lesson 1.

What information would be helpful for you to know in order to address this prompt? How might you use this information in your paper?

- Student responses may include:
  - Knowing about what the given texts say about what happened during the Great Depression would be helpful. I could use this information in my introduction to set up the topic of the paper.
  - Learning how the Great Depression influenced people's lives is essential. I will use this information to determine each of my subtopics and as evidence to develop my subtopics.

Lead a brief whole-class discussion of student responses.

Explain to students that knowledge of the audience also influences the way they execute their task and attempt to fulfill their purpose. Inform students that the audience for their informative paper is composed of their teacher and classmates. Ask students to Think, Pair, Share about the following question:

How does awareness of the audience influence your understanding of the task and purpose?

- Student responses may include:
  - Because my teacher and classmates are familiar with the topic, I should try to make an interesting, but still accurate, claim about the topic.
  - My teacher and classmates will have the same information about the topic as I do, so I should use specific and detailed evidence to provide my audience with a greater comprehension of the topic.
  - My teacher and classmates expect a well-written paper, so to ensure that my audience understands my ideas and considers them seriously, I must write a formal paper with correct English.

Lead a brief whole-class discussion of student responses.

ⓘ Students learn how to take their audience's knowledge into account when revising their informative papers in Lesson B.

Activity 4: Prompt Analysis Exit Slip 10%

Inform students that the assessment for this lesson requires students to explain the prompt in their own words and consider how purpose and audience influence their task. Distribute a copy of the WR.2 Lesson 3 Prompt Analysis Exit Slip to each student. Instruct students to independently complete the WR.2 Lesson 3 Prompt Analysis Exit Slip.

- See the High Performance Response and the Model WR.2 Lesson 3 Prompt Analysis Exit Slip for sample student responses.

ⓘ Consider informing students that this exit slip constitutes their statements of purpose for their informative papers. Explain to students that they will return to this statement throughout the writing process to ensure they keep in mind their task, purpose, and audience. Students may store these statements in a folder or writing portfolio.

Activity 5: Reading and Discussion 35%

ⓘ The following activity addresses the expectations of W.9-10.9.b.

Explain that students will read several articles that relate to the topic of the prompt in order to build their knowledge on the informative writing topic and collect evidence for their subtopics. Explain that in the remainder of this lesson, students read one of these articles and briefly discuss initial reactions before examining the article more deeply in the following lesson. Remind students to annotate the articles as they read. Discuss the purpose of annotating articles by asking the following question:

After analyzing the prompt, why might annotating the articles in this unit be useful?

- Student responses may include:

  Annotating these articles helps students:

  - Understand each author's topic, subtopics, and evidence
  - Focus on the information they need to build their knowledge on the informative paper topic
  - Record their thinking on the informative paper topic, like how they might group together different effects of the Great Depression
  - Keep track of the evidence they may want to include when they write their own papers

Explain to students that annotating the articles in this unit will help them analyze the topic and prepare to write their own informative papers. Annotating the articles helps students see patterns in their notes on the topic and guide them in determining what to write and how to organize their writing.

Instruct students to form pairs or small groups. Distribute a copy of "The New Deal" to each student.

Provide students with the following definitions: *unprecedented* means "never before known or experienced," *predecessor* means "a person who had a job or position before someone else," *sought* means "searched for (someone or something)," *carte blanche* means "permission to do something in any way you choose to do it," *rubber-stamped* means "gave approval automatically or without consideration," *expedite* means "speed up the progress of," *subsidized* means "helped someone or something pay for the costs of (something)," *and foreclosure* means "the act of taking back property because the money owed for the property has not been paid."

ⓘ Students may be familiar with these words. Consider asking students to volunteer the definitions before providing them to the class.

- Students write the definitions of *unprecedented, predecessor, sought, carte blanche, rubber-stamped, expedite, subsidized,* and *foreclosure* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration**: Consider providing students with the following definitions: *catastrophic* means "of the nature of a terrible disaster," *weather* means "deal with or experience (something dangerous or unpleasant) without being harmed or damaged too much," *Congress* means "the national lawmaking body of the U.S., consisting of the Senate, or upper house, and the House of Representatives, or lower house, as a continuous institution," *bills* means "written descriptions of new laws that are being suggested and that the lawmakers of a country, state, etc., must vote to accept before they become law," *banning* means "saying that something cannot be used or done," *bankruptcy* means "a condition of financial failure caused by not having the money that you need to pay your debts," *and immeasurably* means "acting in a way that is very great in size or amount."

- Students write the definitions of *catastrophic, weather, Congress, bills, banning, bankruptcy,* and *immeasurably* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration:** If necessary to support comprehension and fluency, consider using a masterful reading of the article for the lesson.

Instruct students to read "The New Deal." Instruct students to annotate the article for items they find interesting and engaging, such as an unusual word choice, beautiful phrase, illuminating analysis, or surprising fact.

After students read and annotate the article, post or project the following set of questions for students to discuss before sharing out with the class. Instruct students to annotate the article for important information related to this unit's writing prompt as they discuss each question, remembering to include short notes or labels to record their thinking.

ⓘ **Differentiation Consideration:** If the skill of annotation is new or challenging to students, consider posting or projecting the text and asking student volunteers to share their annotations for important information related to this unit's writing prompt. Consider posting or projecting the volunteered annotations.

What are your initial reactions to the information in this article? Did you find any of the information surprising?

- Student responses will vary but should demonstrate an engagement with the article and topic.

What is the topic of this article?

- This article is about some of the programs in President Roosevelt's New Deal.

How does the information in this article influence your thoughts about the topic of the Great Depression's effects on the people who lived through it?

- Student responses may include:
  - This article describes how Roosevelt and the government responded to the crisis of the Great Depression. Some of the information in the article, such as the number of people who were put to work through the government's programs, demonstrates how large a problem the Great Depression was for the people who lived through it.
  - The article shows how the government's response was able to improve the lives of people during the Great Depression, and how the effects of the Great Depression probably would have been worse without Roosevelt's response.

Lead a brief whole-class discussion of student responses. Inform students that in the next lesson, they have the opportunity to analyze and discuss this article more deeply.

Activity 6: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to read and annotate the entirety of "Digging In" by Robert J. Hastings (from "The closing of Old West Side Mine" to "your daddy always has a little dab of money put back somewhere…)). Instruct students to mark a passage that caught their attention and explain briefly in writing why. Additionally, instruct students to mark two surprising or interesting facts and record a question raised by their reading.

- Students follow along.

Homework

Read and annotate the entirety of "Digging In" by Robert J. Hastings (from "The closing of Old West Side Mine" to "your daddy always has a little dab of money put back somewhere…"). Mark a passage that caught your attention and explain briefly in writing why. Additionally, mark two surprising or interesting facts and record a question raised by your reading.

WR.2 Lesson 3 Prompt Analysis Exit Slip

Name:		Class:		Date:	

Directions: In your own words, explain what the prompt requires you to do and consider how purpose and audience influence your task.

Writing Prompt:	**According to the texts provided, what effects did the Great Depression have on people who lived through it?**

Explanation of the prompt in your own words:

Model WR.2 Lesson 3 Prompt Analysis Exit Slip

Name:		**Class:**		**Date:**	

Directions: In your own words, explain what the prompt requires you to do and consider how purpose and audience influence your task.

Writing Prompt:	**According to the texts provided, what effects did the Great Depression have on people who lived through it?**

Explanation of the prompt in your own words:
The prompt requires me to use the information from the given sources to identify and explain how the Great Depression affected people during that time period. I need to learn about different effects of the Great Depression. I must clearly convey accurate information about the effects of the Great Depression to enrich my teacher's and classmates' understanding of the topic. Because my audience is also familiar with the same information, I need to support my claim with accurate subtopics and develop my subtopics with interesting evidence.

WR.2 INFORMATIVE Lesson 4 Reading Sources

Introduction

In this lesson, students continue their analysis of the article "The New Deal" to build their knowledge on this unit's informative writing topic. Students review the topic and claim of the article before briefly discussing how to organize their reading notes. Then, students work in pairs or groups to identify and chart the subtopics and evidence presented in the article. Student learning is assessed via a Quick Write at the end of the lesson: Choose the subtopic that you think is best supported in the article. What evidence is used to develop the subtopic? Explain whether the evidence is relevant and sufficient to develop the subtopic.

For homework, students reread and annotate the entirety of "Digging In" by Robert J. Hastings, identifying the subtopics and evidence in the memoir.

Standards

Assessed Standard(s)	
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
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.
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Assessment

Assessment(s)
Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. • Choose the subtopic that you think is best supported in the article. What evidence is used to develop the subtopic? Explain whether the evidence is relevant and sufficient to develop the subtopic. ⓘ Throughout this unit, Quick Writes will be assessed using the Short Response Rubric.
High Performance Response(s)
A High Performance Response should: • Identify a subtopic (e.g., The subtopic which states that Roosevelt passed laws to address unemployment is the best supported in the article.). • Identify the evidence used to develop the subtopic (e.g., According to the article, the "Civil Conservation Corps was one of the New Deal's most successful programs" because it "addressed the pressing problem of unemployment" (par. 4). This program sent 3 million men into the "nation's forests to work" (par. 4). Roosevelt created the Works Progress Administration, which would "employ more than 8.5 million people to build bridges, roads" and other projects (par. 4).). • Explain whether or not the evidence is relevant and sufficient to develop the subtopic (e.g., The evidence is relevant, because it clearly demonstrates how Roosevelt addressed the problem of unemployment through the New Deal laws. The evidence is sufficient, because there are several examples of these laws.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• None.
Vocabulary to teach (may include direct word work and/or questions)
• None.
Additional vocabulary to support English Language Learners (to provide directly)
• None.

* See WR.2 Lesson 3 for vocabulary from "The New Deal."

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: RI.9-10.3, W.9-10.5, W.9-10.9.b	
• Text: "The New Deal"	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Identifying Subtopics and Evidence	3. 20%
4. Organizing Reading Notes	4. 40%
5. Quick Write	5. 15%
6. Closing	6. 5%

Materials

- Copies of the Subtopics and Evidence Chart for each student (optional)
- Copies of the Short Response Rubric and Checklist 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.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students continue their analysis of the article "The New Deal" by reviewing the article's topic and claim. Then, students discuss how to organize their reading notes before working in pairs or groups to identify and chart the subtopics and evidence presented in the article.

- Students look at the agenda.

Activity 2: Homework Accountability 15%

Instruct students to take out their responses to the previous lesson's homework assignment. (Read and annotate the entirety of "Digging In" by Robert J. Hastings. Mark a passage that caught your attention and explain briefly in writing why. Additionally, mark two surprising or interesting facts and record a question raised by your reading.)

Instruct students to form pairs or small groups to discuss the passages and facts they identified as well as the questions raised by their reading.

- Student pairs or groups discuss the passages, facts, and questions they identified.

Ask student volunteers to share their responses to the homework assignment.

Activity 3: Identifying Subtopics and Evidence 20%

Instruct students to take out their notes from the previous lesson on the article "The New Deal." Ask for a student volunteer to answer the following question:

What is the claim of the article "The New Deal"?

- The claim of the article "The New Deal" is: Through the New Deal, President Roosevelt used the power of government to help Americans survive the Great Depression.

Remind students that a *claim* is a statement about a topic or text. A *topic* is the subject of a conversation or formal discussion. A *claim* is related to the topic and should be based on *evidence*. The *claim* may be a response or answer to a prompt.

Post or project the following example of a prompt, topic, and claim:

- **Prompt:** What was the New Deal and what effect did it have?
- **Topic:** The New Deal and its effects

- **Claim:** The New Deal was a series of government programs created by Franklin Roosevelt that helped people survive the Great Depression.

Remind students that a writer uses *subtopics,* which are the parts or divisions of the main topic, to develop the *topic*. Explain to students that a *subtopic* must be based on and supported by *evidence*. *Evidence* includes the textual facts, events, and ideas cited to develop the *subtopics* and support the *claim*. To effectively develop the *subtopic* and support the *claim*, the evidence must be both relevant and sufficient.

Post or project the following example of a subtopic and supporting evidence:

- **Subtopic:** Roosevelt created a "brain trust" to help him decide the "best course of action" (par. 2).
- **Evidence:** Congress "rubber-stamped his proposals" (par. 2), which means they approved them without question. "During the first 100 days of his presidency, a never-ending stream of bills was passed" (par. 2). The bills were meant to "relieve poverty, reduce unemployment, and speed economic recovery" (par. 2).

  - Students follow along, reading the examples.

Activity 4: Organizing Reading Notes 40%

ⓘ The following activity addresses the expectations of W.9-10.5 and W.9-10.9.b.

Explain to students that in order to be able to write about the effects of the Great Depression on the people who lived through it, they must develop a way of tracking claims, subtopics, and evidence regarding the prompt topic for the three texts they read in this unit.

Lead a whole-class discussion about different ways to track information in texts.

What are some of the ways to track and organize information from the texts?

- Student responses may include:
  - Annotating the articles themselves is one way to track the information. For example, the subtopics could be underlined and the evidence numbered in each paragraph.
  - Listing notes in a notebook or on paper about subtopics and evidence in one place is a good way to track information.
  - Creating a chart or organizing tool for tracking claims and evidence can be helpful.

Inform students that they are responsible for using the method they find most effective to organize information from the texts in this unit.

Remind students that in this unit they are writing a multi-paragraph informative paper to address the following prompt:

According to the texts provided, what effects did the Great Depression have on people who lived through it?

Explain to students that reading and noting subtopics and evidence is part of the planning process for successfully drafting an informative paper, because students can choose to use subtopics and evidence from these texts to inform and develop their own informative essays.

Instruct students to form pairs or small groups. Inform students that in this activity they identify and discuss the subtopics and evidence used to develop the topic and support the claim in the article "The New Deal."

Distribute a blank copy of the Subtopics and Evidence Chart to each student or instruct students to create their own charts on blank pieces of paper with space at the top to record the title of the text, the topic, and the claim, and then two columns titled "Subtopics" and "Evidence."

- Students examine or create the Subtopics and Evidence Chart.

ⓘ The Subtopics and Evidence Chart that students use or create is meant to serve as an example of one way of organizing information.

Instruct students to discuss and record the topic and claim of the article, as well as the subtopics, and the evidence used to support the claim and develop the subtopics.

- See the Model Subtopics and Evidence Chart at the end of the lesson for possible student responses.

ⓘ **Differentiation Consideration:** If students struggle, consider modeling how to use the Subtopics and Evidence Chart by leading students in identifying the subtopics and evidence in the second and third paragraphs of "The New Deal."

Lead a brief whole-class discussion of student responses. Then, discuss with students the relative importance of each subtopic they have noted. Instruct students to star the subtopics they think are particularly important or relevant to the topic of their own informative papers. Explain to students that there are not necessarily right and wrong answers to identifying the relative importance of subtopics. Students should discuss what makes evidence relevant and sufficient.

Activity 5: Quick Write 15%

Distribute and introduce the Short Response Rubric and Checklist. Briefly explain the purpose of the rubric and checklist: to help students improve their Quick Writes and homework writing responses. Inform students that they should use the Short Response Rubric and Checklist to guide their own writing, and they are to use the same rubric for both Quick Writes and homework writing.

ⓘ Lead a brief discussion of the Short Response Rubric and Checklist categories: Inferences/Claims, Analysis, Evidence, and Conventions. Review the components of high-quality responses. Quick Write activities continue to engage students in thinking deeply about texts, by encouraging them to synthesize the analysis they carry out during the lesson and build upon that analysis. Inform students that they typically have 4–10 minutes to write.

Instruct students to respond briefly in writing to the following prompt:

Choose the subtopic that you think is best supported in the article. What evidence is used to develop the subtopic? Explain whether the evidence is relevant and sufficient to develop the subtopic.

Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- Students listen and read the Quick Write prompt.

ⓘ Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- Students independently answer the prompt using evidence from the text.
- 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 reread and annotate the entirety of "Digging In" by Robert J. Hastings, identifying the subtopics and evidence in the memoir.

- Students follow along.

Homework

Reread and annotate the entirety of "Digging In" by Robert J. Hastings, identifying the subtopics and evidence in the memoir.

Subtopics and Evidence Chart

Name:		Class:		Date:	
Directions: Record the subtopics and evidence from the text in this chart. A *subtopic* is "a topic that is one of the parts or divisions of the main topic" and *evidence* is "the textual facts, events, and ideas cited to develop a topic or subtopic." Place a star next to the subtopics you think are most important.					

Text:	
Topic:	
Claim:	
Subtopics	**Evidence**

Model Subtopics and Evidence Chart

Name:		Class:		Date:	
Directions: Record the subtopics and evidence from the text in this chart. A *subtopic* is "a topic that is one of the parts or divisions of the main topic" and *evidence* is "the textual facts, events, and ideas cited to develop a topic or subtopic." Place a star next to the subtopics you think are most important.					

Text: "The New Deal"	
Topic: Roosevelt's New Deal programs	
Claim: Through the New Deal, President Roosevelt used the power of government to help Americans survive the Great Depression.	
Subtopics	**Evidence**
Roosevelt created a "brain trust" to help him decide the "best course of action" (par. 2).	• Congress "rubber-stamped his proposals" (par. 2). • "During the first 100 days of his presidency, a never-ending stream of bills was passed." (par. 2) • The bills were meant to "relieve poverty, reduce unemployment, and speed economic recovery" (par. 2).
Roosevelt passed laws to fix the banks.	• Roosevelt declared a "four-day bank holiday" during which Congress wrote a law, which "stabilized the banking system" (par. 3). • Roosevelt signed "the Glass-Steagall Act" (par. 3), which insured deposits.
Roosevelt passed laws to address unemployment.	• "The Civil Conservation Corps was one of the New Deal's most successful programs." (par. 4) • The CCC sent "3 million single men from age 17–23 to the nations' forests to work" (par. 4). • "The Works Progress Administration … would employ more than 8.5 million people to build bridges, roads … and airports." (par. 4)
A variety of programs helped the unemployed, agricultural workers, and homeowners.	• "The Agricultural Adjustment Act … provided loans for farmers facing bankruptcy." (par. 5) • "The Home Owners' Loan Corporation helped people save their homes from foreclosure." (par. 5)
"the New Deal's	• The New Deal's programs took care of people's "basic needs" and

experimental programs helped the American people" (par. 6)	gave them "the dignity of work and hope" (par. 6).

Short Response Rubric

Assessed Standard(s): _____

Name:		**Class:**		**Date:**	

	2-Point Response	**1-Point Response**	**0-Point Response**
Inferences/Claims	Includes valid inferences or claims from the text. Fully and directly responds to the prompt.	Includes inferences or claims that are loosely based on the text. Responds partially to the prompt or does not address all elements of the prompt.	Does not address any of the requirements of the prompt or is totally inaccurate.
Analysis	Includes evidence of reflection and analysis of the text.	A mostly literal recounting of events or details from the text(s).	The response is blank.
Evidence	Includes relevant and sufficient textual evidence to develop response according to the requirements of the Quick Write.	Includes some relevant facts, definitions, concrete details, or other information from the text(s) to develop an analysis of the text according to the requirements of the Quick Write.	The response includes no evidence from the text.
Conventions	Uses complete sentences where errors do not impact readability.	Includes incomplete sentences or bullets.	The response is unintelligible or indecipherable.

Short Response Checklist

Assessed Standard(s): _____

Name:		**Class:**		**Date:**	

Does my writing…	**Did I…**	✔
Include valid inferences and/or claims from the text(s)?	Closely read the prompt and address the whole prompt in my response?	☐
	Clearly state a text-based claim I want the reader to consider?	☐
	Confirm that my claim is directly supported by what I read in the text?	☐
Develop an analysis of the text(s)?	Consider the author's choices, the impact of word choices, the text's central ideas, etc.?	☐
Include evidence from the text(s)?	Directly quote or paraphrase evidence from the text?	☐
	Arrange my evidence in an order that makes sense and supports my claim?	☐
	Reflect on the text to ensure the evidence I used is the best evidence to support my claim?	☐
Use complete sentences, correct punctuation, and spelling?	Reread my writing to ensure it means exactly what I want it to mean?	☐
	Review my writing for correct grammar, spelling, and punctuation?	☐

WR.2 INFORMATIVE Lesson 5 Reading Sources

Introduction

In this lesson, students read and analyze the article "Firing, Not Hiring" by Nancy Hayes, which describes the effects of the Great Depression on average Americans and explains some of its causes. Building on skills developed in previous lessons, students work in pairs or small groups to read and analyze the article. Students add to their Subtopics and Evidence Charts or their own organizing tools, recording the subtopics and evidence from the article "Firing, Not Hiring." Student learning is assessed via a Quick Write at the end of the lesson: Choose the subtopic that you think is best supported in the article. What evidence does the author use to develop the subtopic? Explain whether the evidence is relevant and sufficient to develop the subtopic.

For homework, students gather and review their annotations, notes, and charts for the texts they have read to prepare for the following lesson's prewriting activity.

Standards

Assessed Standard(s)	
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
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.
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Assessment

Assessment(s)
Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. • Choose the subtopic that you think is best supported in the article. What evidence does the author use to develop the subtopic? Explain whether the evidence is relevant and sufficient to develop the subtopic.
High Performance Response(s)
A High Performance Response should: • Identify a subtopic (e.g., The subtopic that states how the Depression caused a "downward economic spiral" (par. 6) is the best supported subtopic in the article.). • Identify the evidence used to develop the subtopic (e.g., The author describes how people went "without new clothes, furniture, and other goods," which resulted in businesses that served these customers losing "confidence," closing stores, and firing people (par. 6). Because people lost their jobs, they had even less money to spend on products, which made the situation even worse.). • Explain whether the evidence is relevant and sufficient to develop the subtopic (e.g., Because the evidence is about the different aspects of the "downward economic spiral" (par. 6), it is directly relevant to the subtopic. By describing the circular effect in detail, the author uses sufficient evidence to develop the subtopic.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• deflation (n.) – a decrease in the amount of available money or credit in an economy, causing prices to go down • speculators (n.) – people who invest money in ways that could produce a large profit but that also involve a lot of risk • stocks (n.) – shares of the value of a company which can be bought, sold, or traded as investments • congregated (v.) – came together in a group or crowd
Vocabulary to teach (may include direct word work and/or questions)
• None.

Additional vocabulary to support English Language Learners (to provide directly)
• credit (n.) – money that a bank or business will allow a person to use and then pay back in the future • postponed (v.) – decided that something which had been planned for a particular time will be done at a later time instead

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: RI.9-10.3, W.9-10.5, W.9-10.9.b	
• Text: "Firing, Not Hiring" by Nancy Hayes	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 20%
3. Reading and Discussion	3. 40%
4. Organizing Reading Notes	4. 15%
5. Quick Write	5. 15%
6. Closing	6. 5%

Materials

- Copies of "Firing, Not Hiring" by Nancy Hayes for each student
- Student copies of the Subtopics and Evidence Chart (refer to WR.2 Lesson 4) (optional)—students may need additional blank copies
- Student copies of the Short Response Rubric and Checklist (refer to WR.2 Lesson 4)
- Copies of FDR's Second Inaugural Address for each student (optional) (http://historymatters.gmu.edu/d/5105/)

ⓘ Consider numbering the paragraphs of "Firing, Not Hiring" and FDR's Second Inaugural Address before the lesson.

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students work in pairs or small groups to read and analyze the article "Firing, Not Hiring" by Nancy Hayes. Students then organize their reading notes, identifying and charting the subtopics and evidence presented in the article.

- ▸ Students look at the agenda.

Activity 2: Homework Accountability 20%

Instruct students to take out their responses to the previous lesson's homework assignment. (Reread and annotate the entirety of "Digging In" by Robert J. Hastings, identifying the subtopics and evidence in the memoir.)

Instruct students to form pairs or small groups to share the subtopics and evidence they identified.

- ❍ Student responses should include:
  - **Subtopic:** The narrator's family survived the Great Depression because of "Dad's willingness to take any job and Mom's ability to stretch every available dollar" (par. 2).
  - **Evidence:** The WPA, or Works Progress Administration, provided occasional work.
  - **Evidence:** Most of the jobs were "those you made for yourself" (par. 2).

  - **Subtopic:** The narrator's family cut back on everything possible but did not lose their house.
  - **Evidence:** The family was able to keep their house by making a deal with "the loan company" and borrowing money to pay them (par. 6).

  - **Subtopic:** The family saved money in many different ways.

- **Evidence:** They turned off lights they weren't using and patched their shoes in the winter.
- **Evidence:** The narrator's mother would buy the narrator books from someone ahead of him in class.

- **Subtopic:** The narrator writes, "whatever was free was our recreation"(par. 14) which means that for fun, the family did things that did not cost money.
- **Evidence:** The narrator's father sang songs to him.

- **Subtopic:** The narrator's parents made sure they had enough money to survive.
- **Evidence:** When the "cupboard was literally bare of money," "Dad … came out with a jar in which he had saved a few nickels and dimes for such an emergency" (par. 16).
- **Evidence:** The narrator's mother tells him that his father "always has a little dab of money put back somewhere" (par. 17).

Lead a brief whole-class discussion of student responses.

ⓘ **Differentiation Consideration**: Students may use their Subtopics and Evidence Charts to record the subtopics and evidence they identify and discuss.

Instruct students to remain in their pairs or small groups and discuss the following question:

Use evidence from "Digging In" to describe three ways the Great Depression affected people's lives.

- Student responses may include:
  - This text shows in detail how difficult life was for people who lived through the Great Depression. Since there was no steady work, people had to show a "willingness to take any job" (par. 2) to make enough money to buy food to eat and keep the electricity running.
  - This article shows that even though life was very difficult in the Great Depression, some people were able to keep hope and find enjoyment with each other by finding free entertainment and doing activities together, such as when the narrator says, "whatever was free was our recreation" (par. 14).
  - People felt that they always had to have something extra stored away for difficult times, as when the narrator learns that his father "saved a few nickels and dimes for … an emergency" (par. 16).

Lead a brief whole-class discussion of student responses.

Activity 3: Reading and Discussion 40%

Instruct students to remain in their pairs or small groups from the previous activity. Distribute a copy of the article "Firing, Not Hiring" by Nancy Hayes to each student. Explain to students that this article, similar to the memoir "Digging In," describes the effects of the Great Depression through the perspective of someone who lived through it.

ⓘ **Differentiation Consideration:** If necessary to support comprehension and fluency, consider using a masterful reading of the article for the lesson.

ⓘ The following activity addresses the expectations of W.9-10.9.b.

Instruct students to read paragraphs 1–5 of "Firing, Not Hiring" (from "Sixteen-year-old Gordon Parks—who would later become" to "traded at a fraction of their worth"). Instruct students to annotate for items they find interesting and engaging, such as an unusual word choice, beautiful phrase, illuminating analysis, or surprising fact.

Provide students with the following definitions: *deflation* means "a decrease in the amount of available money or credit in an economy, causing prices to go down," *speculators* means "people who invest money in ways that could produce a large profit but that also involve a lot of risk," and *stocks* are "shares of the value of a company which can be bought, sold, or traded as investments."

ⓘ Students may be familiar with these words. Consider asking students to volunteer the definitions before providing them to the class.

- Students write the definitions of *deflation*, *speculators*, and *stocks* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration**: Consider providing students with the following definition: *credit* means "money that a bank or business will allow a person to use and then pay back in the future."

- Students write the definition of *credit* on their copies of the text or in the appropriate section of their vocabulary journals.

After students read and annotate the section, post or project the following set of questions for students to discuss before sharing out with the class. Instruct students to annotate the article for subtopics and evidence as they discuss each question, remembering to include short notes or labels to record their thinking.

ⓘ **Differentiation Consideration:** If the skill of annotation is new or challenging to students, consider posting or projecting the text and asking student volunteers to share their annotations for subtopics and evidence. Consider posting or projecting the volunteered annotations.

Whose words are quoted in the second paragraph?

- The words are from "sixteen-year-old" Gordon Parks, a man who "would later become an award-winning photographer, film director, musician, writer, and activist" (par. 1).

What is this person's reaction to the news reports he reads? What event changes his reaction?

- At first, Gordon Parks "couldn't imagine such financial disaster touching [his] small world" (par. 2). He believes that it will only affect "the rich" (par. 2). Then, the narrator finds himself "without a job," which forces him to realize that the "Market Crash[]" will affect him and "millions of others" (par. 2).

Who says the words "We're firing, not hiring" (par. 2)? What is the significance of this phrase?

- Potential employers say, "We're firing, not hiring." Parks tells how the phrase was repeated "again" (par. 2), which shows that many employers were getting rid of their employees instead of hiring new ones. This demonstrates how severely the Great Depression affected people's ability to get jobs.

What was "Black Thursday" (par. 3)? What effect did it have on people's lives?

- Black Thursday was the day the stock market crashed, which happened because prices kept going "lower and lower" and people were selling stocks "for a small fraction" of what they had paid for them (par. 3). The author explains how on Black Thursday "many people … lost large fortunes" (par. 3).

Lead a brief whole-class discussion of student responses.

Instruct students to read paragraphs 6–14 of "Firing, Not Hiring" (from "It was not long before one person's misfortune" to "the Depression left deep emotional, psychological, and physical scars on a generation of Americans"). Instruct students to annotate for items they find interesting and engaging, such as an unusual word choice, beautiful phrase, illuminating analysis, or surprising fact.

Provide students with the following definition: *congregated* means "came together in a group or crowd."

ⓘ Students may be familiar with this word. Consider asking students to volunteer the definition before providing it to the class.

- Students write the definition of *congregated* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration:** Consider providing students with the following definition: *postponed* means "decided that something which had been planned for a particular time will be done at a later time instead."

- Students write the definition of *postponed* on their copies of the text or in the appropriate section of their vocabulary journals.

After students read and annotate the section, post or project the following set of questions for students to discuss before sharing out with the class. Instruct students to annotate the article for subtopics and evidence as they discuss each question, remembering to include short notes or labels to record their thinking.

ⓘ **Differentiation Consideration:** If the skill of annotation is new or challenging to students, consider posting or projecting the text and asking student volunteers to share their annotations for subtopics and evidence. Consider posting or projecting the volunteered annotations.

What is a "downward economic spiral" (par. 6) according to the article? What effect did this cycle have on the people who lived through it?

- The author describes how people went "without new clothes, furniture, and other goods" and how the businesses that served these customers "lost confidence" and began closing stores (par. 6). So people lost their jobs and, therefore, had even less money to spend on products, which made the situation even worse.

What is the author's judgment of the effectiveness of Hoover's response to the Great Depression (par. 7–8)? What evidence does the author use to support her claim?

- The author writes that "Hoover … felt that people should be self-reliant" (par. 7), and was therefore reluctant to provide government support. Hoover was criticized for "providing public funds to pay for food for farmers' livestock" but not for people (par. 7). The author determines that Hoover's "Organization on Unemployment Relief" had "little effect" on the people suffering during the Great Depression (par. 8).

What evidence does the author provide in paragraphs 9 and 10 to demonstrate what people had to do because of the Great Depression? What overall sense does this evidence provide of the effects the Great Depression on the people who lived through it?

- The author describes how some of the unemployed started selling apples on credit, and that "men, women, and children selling five-cent apples on street corners became a familiar sight" (par. 9). The author also describes how people "found themselves and their furniture on the sidewalk" because they were unable to make rent and therefore "constructed makeshift

'homes' of scrap wood" (par. 10). These details show how harsh were the effects of the Great Depression on the people who lived through it.

In paragraphs 13 and 14, how does the author describe the election of Franklin D. Roosevelt and the effect he had on people?

- The author states that 1932 was the "worst year of the Depression" and "people were ready for a change" (par. 13). The people "hoped that a new national leader might solve the riddle of the Depression" (par. 13). Franklin Delano Roosevelt was elected because he "promised" to "solve the riddle of" or end the Great Depression (par. 13). The author states that "the new president's efforts to end the Depression gave new hope to many people" even though the Depression continued into the "early 1940s" (par. 14).

What were the lasting effects of the Great Depression on the people who lived through it?

- The author states that "people never forgot the hardships they had suffered" (par. 14). She explains that the Depression left "deep emotional, psychological, and physical scars" on the people who lived through it (par. 14).

Lead a brief whole-class discussion of student responses.

Activity 4: Organizing Reading Notes 15%

ⓘ The following activity addresses the expectations of W.9-10.5 and W.9-10.9.b.

Instruct students to remain in their pairs or small groups. Instruct students to identify and discuss the subtopics and evidence in the article "Firing, Not Hiring," using their own organizing tools or their Subtopics and Evidence Chart to take notes.

- See the Model Subtopics and Evidence Chart at the end of the lesson for possible student responses.

Lead a brief whole-class discussion of student responses. Then, instruct student pairs or groups to discuss the relative importance of each subtopic. Instruct students to star the subtopics they think are particularly important or relevant to the topic of their own informative papers. Remind students that there are not necessarily right and wrong answers to identifying the relative importance of subtopics. Students should discuss what makes evidence relevant and sufficient to them.

Activity 5: Quick Write 15%

Instruct students to respond briefly in writing to the following prompt:

Choose the subtopic that you think is best supported in the article. What evidence does the author use to develop the subtopic? Explain whether the evidence is relevant and sufficient to develop the subtopic.

Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- Students listen and read the Quick Write prompt.

ⓘ Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- Students independently answer the prompt using evidence from the text.
- 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 gather and review their annotations, notes, and charts for the texts they have read to prepare for the following lesson's prewriting activity for their own informative paper.

ⓘ Depending on the strengths and abilities of the class, consider assigning students the additional text, FDR's Second Inaugural Address.

- Students follow along.

Homework

Gather and review your annotations, notes, and charts for the texts you have read to prepare for the following lesson's prewriting activity for your own informative paper.

Model Subtopics and Evidence Chart

Name:		Class:		Date:	
Directions: Record the subtopics and evidence from each text in this chart. A *subtopic* is "a topic that is one of the parts or divisions of the main topic" and *evidence* is "the textual facts, events, and ideas cited to develop a topic or subtopic." Place a star next to the subtopics you think are most important.					

Text: "Firing, Not Hiring" by Nancy Hayes	
Topic: The effects of the Great Depression on people during that time	
Claim: The Great Depression "dramatically changed the lives of many people" (par. 3).	
Subtopics	**Evidence**
The Great Depression affected everyone, not only the rich.	• "millions of [people] across the nation" were "without a job" (par. 2) • Store owners said, "We're firing, not hiring" (par. 2).
"Black Thursday," the day the stock market crashed on October 24, 1929, caused many to lose their fortunes (par. 3).	• "As stock prices dropped lower and lower that day, speculators desperately cashed in their stocks for whatever they were worth." (par. 3) • "Many people who had invested heavily in the stock market lost large fortunes." (par. 3)
The Great Depression caused a "downward economic spiral" (par. 6).	• "As people began to cut down on their expenses … businesses that depended on these customers were affected." (par. 6) • "Owners and managers … laid off employees or closed stores … altogether." (par. 6)
Millions of people were unemployed and forced to find ways to survive without jobs (par. 9).	• "For the next few years, men, women, and children selling five-cent apples on street corners became a familiar sight across the land." (par. 9) • "In larger cities, the homeless congregated in abandoned lots and constructed makeshift 'homes' of scrap wood." (par. 10) • Some people "wound up begging for food on street corners" (par. 11).
The election of Franklin D. Roosevelt was a turning point in the Great	• Roosevelt "promised" to "solve the riddle of the Depression" (par. 13).

Depression.	• Roosevelt's programs "gave new hope to many people" (par. 14).
There were many negative effects of the Great Depression for the people who lived through it.	• "people never forgot the hardships they had suffered" (par. 14) • "The memories of the Depression left deep emotional, psychological, and physical scars on a generation of Americans." (par. 14)

WR.2 INFORMATIVE Lesson 6 Planning: Prewriting

Introduction

In this lesson, students first review the task, purpose, and audience for their informative papers. Students then participate in a prewriting activity to articulate their thoughts about the topic and their claim, subtopics, and evidence before they organize their ideas in an outline in the following lesson. Student learning is assessed via participation in a prewriting activity on this unit's informative writing prompt: According to the texts provided, what effects did the Great Depression have on the people who lived through it?

For homework, students complete their prewrites as necessary, focusing on articulating their thoughts about the topic, their claims and subtopics, and the evidence they find most compelling.

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)	
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Assessment

Assessment(s)
Student learning is assessed via participation in a prewriting activity on the following prompt:

• According to the texts provided, what effects did the Great Depression have on people who lived through it?
High Performance Response(s)
A High Performance Response should: • Express their unedited thoughts and ideas on the informative writing prompt (e.g., The people who lived through the Great Depression experienced great suffering, both financial and social. Many people were often unable to find work. The record numbers of unemployed and the depressed financial markets meant that many families fell into poverty.).

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: • Standards: W.9-10.5, W.9-10.2, W.9-10.6	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Reviewing Statements of Purpose	3. 20%
4. Prewrite	4. 70%
5. Closing	5. 5%

Materials

- Student copies of their WR.2 Lesson 3 Prompt Analysis Exit Slips (refer to WR.2 Lesson 3)

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.
	Italicized text indicates a vocabulary word.

▸	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. In this lesson, students review the task, purpose, and audience for their informative papers. Students review their statements of purpose before engaging in a prewriting activity in response to the informative writing prompt.

- ▸ Students look at the agenda.

Activity 2: Homework Accountability 0%

ⓘ Students will be held accountable for their homework during Activity 4: Prewrite.

Activity 3: Reviewing Statements of Purpose 20%

Instruct students to take out their WR.2 Lesson 3 Prompt Analysis Exit Slips. Remind students that the exit slip is a statement of purpose for their informative papers. Instruct students to reread their statements of purpose and then Turn-and-Talk to review the task, purpose, and audience of their informative papers.

- 💬 The prompt requires me to use the information from the given sources to identify and explain how the Great Depression affected people during that time period. I must clearly convey accurate information about the effects of the Great Depression to enrich my teacher's and classmates' understanding of the topic. Because my audience is also familiar with the same information, I need to support my claim with accurate subtopics and develop my subtopics with evidence.

Lead a brief whole-class sharing of students' statements of purpose.

Activity 4: Prewrite 70%

ⓘ The following activity addresses the expectations of W.9-10.2.

Instruct students to take out their preparatory work from the previous lesson's homework assignment. Explain to students that in this part of the lesson, they participate in a prewriting activity on the informative writing prompt in order to further develop their topic, claim, and subtopics for their informative papers. Explain that the goal of this activity is to write without stopping to analyze or correct

one's sentences. Students should focus on identifying the claim they want to make and any subtopics and evidence from their notes. Students will have opportunities to further examine and refine their ideas and writing in the following lessons. This prewriting activity is intended to generate thoughts and ideas that can be used to support the writing activities in the following lessons and the development of students' drafts. Instruct students to consult the articles and their Subtopics and Evidence Charts as they prewrite.

Post or project the informative writing prompt for this unit:

According to the texts provided, what effects did the Great Depression have on people who lived through it?

- Students independently prewrite on the informative writing prompt.

ⓘ The process of writing an informative paper will involve drafting, annotating, peer review, editing, and revising. If access to technology is available, consider using a cloud or electronic storage system (Microsoft Word, Google Drive, etc.) that allows each student to write and track changes using a word processing program. Consider instructing students on how to comment on their electronic documents in order to facilitate the annotation and review processes. If technological resources are not available, use the established classroom protocols for drafting, editing, and revising hard copies. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

Activity 5: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to complete their prewrites as necessary, focusing on articulating their thoughts about the topic, their claims and subtopics, and the evidence they find most compelling.

- Students follow along.

Homework

Complete your prewrite as necessary, focusing on articulating your thoughts about the topic, your claim and subtopics, and the evidence you find most compelling.

WR.2 INFORMATIVE Lesson 7 Planning: Outlining

Introduction

In this lesson, students review the format of a standard outline and then draft an outline that aligns with their statements of purpose. As they draft their outlines, students who need additional assistance in articulating or organizing their ideas in their outlines have an opportunity to meet with the teacher in one-on-one conferences. Student learning is self-assessed via annotations to their outlines corresponding to the applicable items on the model outline structure.

For homework, students continue drafting their outlines or revise their outlines based on their student-teacher conferences. Students also prepare to explain how they organized their subtopics and evidence in their outlines.

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)	
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Assessment

Assessment(s)
Student learning is self-assessed via annotations to their outlines corresponding to the model outline structure.

High Performance Response(s)
A High Performance Response should: • Introduce the topic (e.g., The effects of the Great Depression on the people who lived through it.). • Include a claim (e.g., Great Depression ruined lives, but people were resourceful and used government assistance.). • Include subtopics (e.g., Great Depression destroyed millions' income. People were resourceful. Government provided assistance. New Deal helped people.). • Provide evidence for each subtopic (e.g., "In larger cities, the homeless congregated in abandoned lots and constructed makeshift 'homes' of scrap wood." (Hayes)). • Provide a concluding statement (e.g., Americans faced difficult times and used available resources to persevere.). ⓘ See the Model Outline for sample student responses.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: • Standards: W.9-10.5, W.9-10.2, W.9-10.6 **Learning Sequence:**	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Introduction to Standard Outline Structure	3. 20%
4. Drafting an Outline and Teacher Conferences	4. 70%
5. Closing	5. 5%

Materials

- None.

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students are introduced to a standard outline structure before drafting their own outlines for their individual informative papers. During drafting students who need additional support with articulating or organizing their ideas in their outlines have an opportunity to meet with the teacher for one-on-one conferences.

- Students look at the agenda.

Activity 2: Homework Accountability 0%

ⓘ Students will be held accountable for homework during Activity 4: Drafting an Outline.

Activity 3: Introduction to Standard Outline Structure 20%

ⓘ The following activity addresses the expectations of W.9-10.2.

Remind students that in informative writing, the writer first introduces the topic and then makes a claim about that topic. The writer then develops the topic and supports the claim with subtopics that deepen the readers' understanding of the topic. The subtopics are in turn developed by evidence that gives the reader a more concrete understanding of the topic and subtopics. Explain that in this lesson, students draft outlines for their informative papers to assist them in planning their writing and organizing their topic, claim, subtopics, and evidence.

Ask volunteers to list the parts of a standard outline.

ⓘ This lesson demonstrates the use of an outline to assist students in planning and organizing their informative papers. However, teachers may substitute other graphic organizers (boxes and bullets, informative writing chart, etc.) that better meet their students' needs.

ⓘ To support students' understanding of the outline format, consider recording student responses on the board or chart paper.

- As a class, students create a standard outline structure:

  I.
    A.
      1.
        a.
      2.
        a.
    B.
      1.
        a.
      2.
        a.

Once the outline form is established, ask for student volunteers to name the parts of the informative paper (topic, claim, subtopic, evidence) that should go beside each letter or number.

- As a class, students create the following model outline structure:

  I. Topic
    A. Claim
      1. Subtopic
        a. Evidence
        b. Evidence
      2. Subtopic
        a. Evidence
        b. Evidence
      3. Subtopic
        a. Evidence
        b. Evidence
      4. Subtopic
        a. Evidence
        b. Evidence
    B. Conclusion
      1. Further subtopic (if provided)

a. Further evidence (if provided)

Inform students that the purpose of the model outline structure is to provide an example of how to organize relevant information as students prepare to write their own informative papers.

Activity 4: Drafting an Outline and Teacher Conferences 70%

Explain that for this lesson's assessment, students draft an outline for their informative papers and self-assess their outlines using annotations that correspond to the model outline structure students created in the previous activity. After they draft an outline, students review their outlines alongside the model outline structure and label their outlines with each component from the model outline structure. Students should note those items that are missing from their outlines so that they have a reference for revision.

- Students follow along.

Instruct students to draft an outline for their informative paper. Remind students to refer to the model outline structure as they draft. Inform students that each component of their outline does not need to be a complete sentence; rather, students should use the outline to focus on how to best organize their ideas.

Instruct students to use their copies of the annotated texts from Lessons 3–5, their Subtopics and Evidence Charts, their prewrites, and their statements of purpose to draft their outlines. Remind students that their outlines are a plan for achieving their purpose in this informative paper.

Transition to individual drafting and annotating.

- Students independently draft an outline for their informative paper and annotate their outline according to the model outline structure.

ⓘ If necessary, remind students of the prompt for their informative paper:

According to the texts provided, what effects did the Great Depression have on people who lived through it?

ⓘ **Differentiation Consideration:** If students need additional support, consider allowing them to draft with each other or as a class to ensure that they understand how to effectively write an outline.

Conduct individual student-teacher conferences with those students who may need additional help with planning their informative paper. Instruct students to continue drafting their outlines when they are not in their conference.

ⓘ If students need additional support, teacher conferences may extend into the following lessons while other students are drafting.

ⓘ In order to ensure that students can continue to work effectively on their outlines, the outlines should not be collected unless teachers need to assess students' abilities to draft an outline and students are unable to use the online writing community.

Activity 5: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to continue drafting their outlines or revise their outlines based on their student-teacher conferences. Remind students to use the model outline structure to guide their drafting and revisions. Also, instruct students to prepare to explain how they organized their subtopics and evidence in their outlines.

- Students follow along.

ⓘ If students worked collaboratively or in pairs to develop and refine their outlines in place of student-teacher conferences, consider suggesting students use the work done in these groups as the basis for their revisions.

ⓘ Consider using methods for facilitating independent writing and peer reviewing work outside of class. Ideas for creating online writing communities for your students include blogs, Google Docs, or other online sharing sites.

ⓘ If an online writing community has been established for the class, instruct students to post their revised outlines for sharing with peers and/or assessment. Remind peer reviewers to consider how effectively their peers have organized their subtopics and evidence. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

ⓘ Instruct students to form peer review pairs or small groups. Consider maintaining the same peer review pairs or small groups through Lesson 10 so that students can provide and receive consistent feedback from a peer familiar with their work.

Homework

Continue drafting your outline or revise your outline based on your student-teacher conference. Use the model outline structure to guide your drafting or revisions. Also, prepare to explain how you organized your subtopics and evidence in your outline.

Model Outline

I. Topic: The effects of the Great Depression on the people who lived through it

A. Great Depression ruined lives, but people were resourceful and used government assistance.

1. Great Depression destroyed millions of people's income
   a. Gordon Parks lost his job in 1929: forced to quit school to find a job (Hayes)
   b. "In larger cities, the homeless congregated in abandoned lots and constructed makeshift 'homes' of scrap wood" (Hayes)

2. People were resourceful.
   a. They would "take any job" and "stretch every available dollar" (Hastings).
   b. No wasting. Made old fabric "into dish cloths and towels" (Hastings)

3. Government provided assistance.
   a. New Deal "to relieve poverty, reduce unemployment, and speed economic recovery" ("The New Deal")

4. New Deal helped people.
   a. CCC program had to turn away people who applied. ("The New Deal")
   b. Government "subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy" ("The New Deal").

B. Americans faced difficult times and used resources available to persevere.

WR.2 INFORMATIVE Lesson 8 Drafting: Body Paragraphs

Introduction

In this lesson, students begin drafting their informative paper by focusing on building an effective body paragraph. In Lessons 8, 9, and 10, students work in a nonlinear process to draft their body paragraphs before their introductions in order to establish their subtopics and evidence. The process of working backwards from the body paragraphs encourages students to develop the essential subtopics and evidence needed to craft an effective informative paper. The work in this lesson provides students with the clarity and direction necessary for drafting an introduction and conclusion in Lessons 9 and 10.

Students begin by examining body paragraphs from the two informative writing models in Lessons 1 and 2 and discussing the components that make these body paragraphs effective. Students then draft one body paragraph that develops their own topic. Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Informative Writing Checklist.

For homework, students continue to draft their body paragraphs, focusing on including relevant subtopics as well as providing evidence that develops their subtopics and supports their claim.

ⓘ Additional drafting time will be needed to ensure students develop a thorough informative paper. Plan an additional day or days following this lesson to allow students to draft additional body paragraphs and revise as necessary. During these additional lessons teachers may continue to conference with students in order to address needs or concerns. These additional lessons may be based on the format of this lesson.

ⓘ Lessons 8, 9, and 10 provide drafting time for a body paragraph, an introduction, and a conclusion respectively. If a more linear drafting approach is desired Lesson 9 may be completed before Lesson 8.

Standards

Assessed Standard(s)	
W.9-10.2.b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

	b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience' s knowledge of the topic.
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)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Assessment

Assessment(s)
Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Informative Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Include a subtopic that develops the topic and supports the claim (e.g., Although the Great Depression forced many Americans to rely on their own resources, it also encouraged people to use the government assistance offered through President Franklin Delano Roosevelt's New Deal programs.). • Include relevant and sufficient evidence to develop the subtopic (e.g., As the newly elected president in 1932, Roosevelt immediately worked with Congress to create the New Deal programs "to relieve poverty, reduce unemployment, and speed economic recovery" ("The New Deal"). People all across the country, from all walks of life, faced economic difficulty and turned to the government for support during the challenging times of the Great Depression.). ⓘ The above responses are taken from paragraph 4 of the model informative paper in Lesson 10. This model is a complete response to the WR.2 informative writing prompt. Consult the model informative paper for context for these responses and for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Texts: • Standards: W.9-10.2.b, W.9-10.5, W.9-10.6 • Texts: "Cave Painting" and "A Brief History of Photography" (informative writing models)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Writing Instruction: Effective Body Paragraphs	3. 25%
4. Drafting a Body Paragraph	4. 50%
5. Closing	5. 5%

Materials

- Student copies of the informative writing models "Cave Painting" and "A Brief History of Photography" (refer to WR.2 Lessons 1 and 2)
- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson 2 Model Informative Writing Checklist)

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students focus on identifying elements of effective body paragraphs in the informative writing models from Lessons 1 and 2. Students then draft a single body paragraph that introduces a relevant subtopic and provides evidence that develops the subtopic and supports the claim. Students continue to draft additional body paragraphs for homework or during future lessons as necessary.

- Students look at the agenda.

Activity 2: Homework Accountability 15%

Instruct students to take out their responses to the previous lesson's homework assignment. (Continue drafting your outline or revise your outline based on your student-teacher conference. Use the model outline structure to guide your drafting or revisions. Also, prepare to explain how you organized your subtopics and evidence in your outline.)

Explain that in this activity and throughout this unit, students provide constructive criticism to their peers. Explain to students that *constructive criticism* means "criticism or advice that is useful and intended to help or improve something, often with an offer of possible solutions." Constructive criticism helps students share advice with their peers in a positive and academic manner.

- Students write the definition of *constructive criticism* in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration:** To support students' understanding of constructive criticism, consider asking the following question:

What are some examples of how to offer constructive criticism, specifically sentence starters for providing constructive criticism?

- Student responses may include:
  - "This could be stronger if you add …"
  - "If you move this paragraph and this paragraph, it would …"
  - "This might make more sense if you explain …"
  - "Instead of this word, why not use …?"

Instruct students to form peer review pairs or small groups to explain how they organized their subtopics and evidence in their outlines. If students completed revisions for homework, instruct students to share two of the revisions they made to their outlines and how those revisions improved the clarity of content or structure in their outline.

- Student responses may include:

- I changed the wording of this subtopic so that it better aligns with my claim.
- I picked new evidence to better develop the subtopic in the second paragraph.

Lead a brief whole-class discussion of student responses.

ⓘ Consider maintaining the same peer review pairs or small groups through Lesson 10 so that students can provide and receive consistent feedback from a peer familiar with their work.

Activity 3: Writing Instruction: Effective Body Paragraphs 25%

Post or project the following paragraphs from the informative writing models in Lessons 1 and 2. Instruct students to take out their copies of these informative writing models for this activity.

"Cave Painting," paragraph 6:

> Researchers do agree, however, that the cave paintings of the world are important and must be protected. Many of these paintings are currently in danger. Archeologists who want to preserve these sites must contend not only with natural erosion and weather damage but also with commercial development and vandalism. Additionally, the simple popularity of these sites as tourist destinations makes it difficult to preserve the artwork within. A cave painting site in Altamira had a waiting list "so long that visitors had to book three years in advance" (Govan). It takes very little to damage these ancient paintings: the government science agency in Spain notes, "the people who go in the cave have the bad habit of moving, breathing and perspiring" (Govan). Although partially intended as a humorous statement, the report does underscore how tremendously fragile these sites are.

"A Brief History of Photography," paragraph 5:

> On August 19, 1839, Daguerre presented his invention to the French academies of science and art, with "an eager crowd of spectators spilling over into the courtyard outside" (Daniel). According to Malcolm Daniel of the Met Museum, "The process revealed on that day seemed magical." The "daguerreotype," as Daguerre had named it, was "a remarkably detailed, one-of-a-kind photographic image on a highly polished, silver-plated sheet of copper" (Daniel). With these "magical" images recorded on metal, Daguerre began the age of modern photography.

Explain to students that these body paragraphs serve to support the subtopics that develop the writers' claims. Instruct students to read these body paragraphs and recall the topics and claims they identified in both models. Then instruct students to Think, Pair, Share about the following question:

How does the writer strengthen and develop the subtopics of each of these paragraphs?

- Student responses may include:

- In paragraph 6 of "Cave Painting," the writer introduces the subtopic that cave paintings are "in danger" and need to be protected. The writer provides evidence about why the cave paintings are at risk of being destroyed, which develops the subtopic. For example, the writer uses a quotation from a government agency in Spain to explain the activities that put the cave paintings in danger.
- In paragraph 5 of "A Brief History of Photography," the writer introduces the subtopic of the wonder of the first public display of photography. The writer uses evidence like quotes, a date, and a location to develop the details of the event, which helps develop the subtopic and support the writer's claim about the history of photography.

ⓘ **Differentiation Consideration:** If students struggle to identify how the writers strengthen and develop their subtopics and claims, consider asking the following questions:

What evidence do the writers include in these paragraphs?

- Student responses may include:
  - The hazards that can damage cave paintings, such as tourists' breath or mold
  - An explanation of how certain scientists are combating the dangers to cave paintings
  - The time and place of the first display of photography
  - An explanation of how this first photograph was created as a daguerreotype on metal

How does the inclusion of evidence improve the reader's understanding?

- By providing facts, details, and quotations that are directly related to the topic and claim, the writer engages the reader with the topic and conveys complex ideas, concepts, and information clearly and accurately.

How is the evidence in each paragraph relevant and sufficient?

- Student responses may include:
  - The evidence in paragraph 6 of "Cave Painting" is relevant because it is about the threats to cave paintings, which relates directly to the topic of cave painting. The evidence is sufficient because it adequately explains the threats to cave paintings.
  - The evidence in paragraph 5 of "A Brief History of Photography" is relevant because it describes the very moment modern photography was invented, which is obviously a significant event in the history of photography. The evidence is sufficient because the writer provides specific and thorough details to describe the moment.

ⓘ If necessary, remind students that they learned the meanings of *relevant* and *sufficient* in Lesson 1.

Lead a brief whole-class discussion of student responses. Explain to students that like the models they examined in class, their own body paragraphs will serve as the primary method for developing the topic and supporting their claims in their informative papers. Effective body paragraphs introduce subtopics that are relevant to the topic and claim and then develop these subtopics with evidence.

Instruct students to take out their copies of the Informative Writing Checklist.

ⓘ Consider posting or projecting the Informative Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Informative Writing Checklist? In which categories do these items belong and why?

- Student responses will vary but should include points that address the following:
  - Clearly state each subtopic? This item belongs in the Coherence, Organization, and Style section, because clearly stating each subtopic ensures coherence and is an aspect of an effective writing style.

ⓘ Students likely added the item "Use relevant and sufficient evidence to develop my subtopics?" to the Command of Evidence category of the Informative Writing Checklist in Lesson 2.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Informative Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Informative Writing Checklist.

- Students add new items in the appropriate categories to their copies of the Informative Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Informative Writing Checklist.

Activity 4: Drafting a Body Paragraph 50%

Explain that in this activity, students draft a body paragraph for their papers, paying specific attention to providing relevant and sufficient evidence to develop a subtopic related to their topic and claim. Students should reference their annotated articles, notes, prewrites, Subtopics and Evidence charts, and outlines while drafting the body paragraphs.

Explain that students self-assess their drafts using annotations that correspond to the applicable items on the Informative Writing Checklist. After they draft a body paragraph, students review their body paragraphs alongside the Informative Writing Checklist and label their drafts with each applicable item from the checklist. Students should note those items that are missing from their drafts so that they have a reference for revision.

Explain that students will use this annotation process for the next two drafting lessons as well, assessing each part of their informative paper drafts with annotations according to the relevant Informative Writing Checklist items.

- Students follow along.

Instruct students to take out and read their copies of the Informative Writing Checklist. Instruct students to Think, Pair, Share about the following question:

Which checklist items are applicable to drafting a body paragraph?

- Student responses should include:
  - Include subtopics that develop the topic and support the claim?
  - Clearly state each subtopic?
  - Use relevant and sufficient evidence to develop my subtopics?
  - Adapt content and language to my specific audience?

Lead a brief whole-class discussion of student responses.

Explain to students that this is a first draft, and while they should focus on the conventions established for an effective body paragraph, they will edit and refine their writing in later lessons.

Transition to individual drafting.

- Students independently draft a body paragraph of their paper.
- See the High Performance Response at the beginning of this lesson.

ⓘ **Differentiation Consideration:** If students need additional support, consider allowing them to draft with each other or as a class to ensure that they understand how to effectively write a body paragraph.

After students finish drafting, instruct students to annotate their drafts for elements of the Informative Writing Checklist that appear in their body paragraphs. Remind students that their annotations serve as the self-assessment of their draft's alignment to the Informative Writing Checklist.

- Students annotate their drafts for elements of the Informative Writing Checklist that are applicable to their body paragraphs.

ⓘ Student learning is self-assessed via annotations to their drafts. In order to ensure that students can continue to work effectively on their papers, the draft paragraphs should not be collected unless teachers need to assess students' abilities to write a body paragraph and students are unable to use the online writing community.

Activity 5: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to continue drafting their body paragraphs, focusing on including relevant subtopics as well as providing evidence that develops their subtopics and supports their claim.

- Students follow along.

ⓘ If an online writing community has been established for the class, instruct students to post their revised paragraphs for sharing with peers and/or assessment. Remind peer reviewers to consider how effectively their peers have provided relevant and sufficient evidence to develop a subtopic related to their topic and claim. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

Homework

Continue drafting your body paragraphs, focusing on including relevant subtopics as well as providing evidence that develops your subtopics and supports your claim.

Model Informative Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective informative paper established as a class.

Command of Evidence **Does my response…**	**Drafting** ✔	**Finalization** ✔
Use relevant and sufficient evidence to develop my subtopics?	☐	☐

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Clearly introduce a topic?	☐	☐
Develop a precise claim about the topic?	☐	☐
Include subtopics that develop the topic and support the claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Clearly state each subtopic?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
	☐	☐
	☐	☐

*Asterisks indicate new items added in this lesson.

WR.2 INFORMATIVE Lesson 9 Drafting: Introduction

Introduction

In this lesson, students learn to craft an introduction that introduces the topic and begins to organize information within their informative paper. Students begin by examining the introductions of the two informative writing models in Lessons 1 and 2 and discussing the components that make these introductions effective. Then, students work individually to draft introductions for their own informative papers. Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Informative Writing Checklist.

For homework, students review and revise their introductions, focusing on how effectively they engage the reader's attention and establish their topic and claim. Students attempt 2–3 different ways of opening their papers and prepare to share their attempts with peers.

Standards

Assessed Standard(s)	
W.9-10.2.a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Assessment

Assessment(s)
Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Informative Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Engage the reader's attention (e.g., The 1920s in America were prosperous times. But starting in 1929 and lasting over a ten-year period, the Great Depression affected all Americans, rich and poor alike.). • Introduce the topic and claim of the informative paper (e.g., Although the American economy had overcome economic depressions in the past, this time Americans' lives changed forever. With widespread and long-lasting effects, the Great Depression ruined Americans' livelihoods, yet it also drove them to be resourceful and use government assistance to survive.). ⓘ The above responses are taken from the introduction of the model informative paper in Lesson 10. This model is a complete response to the WR.2 informative writing prompt. Consult the model informative paper for context for this introduction.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Texts: • Standards: W.9-10.2.a, W.9-10.5, W.9-10.6 • Texts: "Cave Painting" and "A Brief History of Photography" (informative writing models)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Writing Instruction: Effective Introductions	3. 25%
4. Drafting an Introduction	4. 50%
5. Closing	5. 5%

Materials

- Student copies of the informative writing models "Cave Painting" and "A Brief History of Photography" (refer to WR.2 Lessons 1 and 2)
- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson 8 Model Informative Writing Checklist)

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students learn how to draft an effective introduction for their informative papers, focusing on engaging the reader's attention, introducing their topic, and establishing their claim. Students first examine the introductory paragraphs of the two informative writing models from Lessons 1 and 2 in order to broaden their understanding of how to provide an effective introduction. Then students draft their own introductions for their informative papers.

- ▸ Students look at the agenda.

Activity 2: Homework Accountability 15%

Instruct students to take out their responses to the previous lesson's homework assignment. (Continue drafting your body paragraphs, focusing on including relevant subtopics as well as providing evidence that develops your subtopics and supports your claim.)

Instruct students to form pairs or small groups to briefly look over the paragraphs they drafted for homework. Instruct students to share an example of how their body paragraphs work together to develop their topic.

- Student responses may include:
  - The subtopic introduced in this paragraph presents a specific part of the larger informative topic by providing facts about the immediate effects of the Great Depression.
  - The evidence in this paragraph develops the overall topic and the specific subtopic of the paragraph.

Ask for a student volunteer to share a paragraph with the class. Lead a brief whole-class discussion about what makes the paragraph effective and how it might be improved.

Activity 3: Writing Instruction: Effective Introductions 25%

Post or project the following paragraphs from the informative writing models in Lessons 1 and 2. Instruct students to take out their copies of these informative writing models for this activity.

"Cave Painting," paragraph 1:

> The oldest surviving works of art in the world are not found in a museum or even the private collection of a wealthy art dealer. Instead, some of the most important art in human history is on the stone walls of hundreds of caves around the world. Abstract figures in deep red and brown colors and mysterious geometric shapes painted by our ancestors cover the walls of prehistoric caves in Europe, Asia, and the Middle East. Cave paintings provide an illuminating look into human history, and scientists have much more to discover about this art form.

"A Brief History of Photography," paragraph 1:

> It is difficult to imagine going through a day without encountering a photograph. Flashing on phones and computer screens, hanging on walls, featured in magazines and advertisements, and decorating many of the items for sale in stores, photographs are everywhere. On social media people use photographs to track what their friends are up to and share what they are doing. Yet photography is a relatively recent invention, even though humans have understood its basic elements for a long time. The word "photograph" comes from two Greek words: *photos* ("light") and *graph* ("to draw")" (Gernsheim). The story of photography's invention, therefore, is a story of humans discovering how to use light to draw and preserve images of the world around them.

Instruct students to read these introductory paragraphs and Think, Pair, Share about the following questions:

How does each paragraph effectively engage the reader's attention? How does the writer introduce the topic and claim in each paragraph?

- Student responses may include:

- In the first paragraph of "Cave Painting" the writer opens with a mysterious sentence that helps intrigue the reader. By withholding the topic of the paper, the writer allows the reader to guess at the topic, increasing the reader's engagement with the text. The last sentence in this paragraph clearly explains the topic (cave painting) and the writer's claim: "cave paintings provide an illuminating look into human history" (par. 1).
- In the first paragraph of "A Brief History of Photography" the writer draws the reader's attention to how important photography is in people's daily lives. The writer explains that photos are present in many different parts of people's lives, which appeals to the reader's familiarity with the subject. The last sentence of this paragraph clearly introduces the topic of the history of photography and the writer's claim: "The story of photography's invention, therefore, is a story of humans discovering how to use light to draw and preserve images of the world around them" (par. 1).

ⓘ **Differentiation Consideration:** If students struggle to identify how the writers engage the reader's attention and introduce the topic and claim, consider asking the following question:

What purpose does each sentence serve in these introductions?

Student responses should include:

- The first sentence engages the reader's attention.
- The middle sentences explain or hint at the topic of the text.
- The last sentence states the claim of the text.

Lead a brief whole-class discussion of student responses. Then explain that there are different methods for creating an interesting introduction, but regardless of approach, an effective introduction not only grabs a reader's attention but also makes clear the writer's topic and claim. Writers can frame an introduction by describing a problem, posing a question, or piquing readers' curiosity with interesting facts associated with the topic. Writers may also use an interesting story found while collecting evidence for their papers to grab readers' attention.

ⓘ **Differentiation Consideration:** Consider transitioning students into pairs or small groups, and have them brainstorm interesting opening sentences to introduce their informative papers. Instruct each student to write a sample first sentence, and then instruct students to engage in a round-robin style discussion wherein each student passes his or her sample to a member of the group. The group then discusses each sample, how interesting or engaging it is and why. Consider leading a whole-class discussion of student responses.

ⓘ For homework, students will experiment with different ways of opening their informative papers.

Instruct students to take out their copies of the Informative Writing Checklist.

ⓘ Consider posting or projecting the Informative Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Informative Writing Checklist? In which categories do these items belong and why?

- Student responses will vary but should include points that address the following:
  - Have an introduction that engages the reader's attention and interest? This item belongs in the Coherence, Organization, and Style category, because an interesting introduction is an aspect of a writer's style.

ⓘ Students likely added the items "Clearly introduce a topic?" and "Develop a precise claim about the topic?" to the Coherence, Organization, and Style category of the Informative Writing Checklist in Lesson 2.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Informative Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Informative Writing Checklist.

- Students add new items in the appropriate categories to their copies of the Informative Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Informative Writing Checklist.

Activity 4: Drafting an Introduction 50%

Explain that in this activity, students draft an introduction for their papers, paying specific attention to engaging the reader's attention and establishing their topic and claim. Explain to students that they should focus on presenting a clear overview of the topic in this initial paragraph. Students should reference their annotated articles, notes, prewrites, Subtopics and Evidence charts, and outlines while drafting the introduction.

Inform students that they will self-assess the drafts of their introductions via annotations to their drafts corresponding to the applicable items on the Informative Writing Checklist.

Instruct students to take out and read their copies of the Informative Writing Checklist. Instruct students to Think, Pair, Share about the following question:

Which checklist items are applicable to drafting an introduction?

- Student responses should include:
  - Have an introduction that engages the reader's attention and interest?
  - Clearly introduce a topic?
  - Develop a precise claim about the topic?
  - Adapt content and language to my specific audience?

Lead a brief whole-class discussion of student responses.

Explain to students that this is a first draft, and while they should focus on the conventions established for an effective introduction, they will edit and refine their writing in later lessons.

Transition to individual drafting.

- Students independently draft an introduction for their paper.
- See the High Performance Response at the beginning of this lesson.

ⓘ **Differentiation Consideration:** If students need additional support, consider allowing them to draft with each other or as a class to ensure that they understand how to effectively write an introduction.

After students finish drafting, instruct students to annotate their drafts for elements of the Informative Writing Checklist that appear in their introductions. Inform students that their annotations serve as the self-assessment of their draft's alignment to the Informative Writing Checklist.

- Students annotate their drafts for elements of the Informative Writing Checklist that are applicable to their introductions.

ⓘ Student learning is self-assessed via annotations to their drafts. In order to ensure that students can continue to work effectively on their papers, the draft introduction should not be collected unless teachers need to assess students' abilities to write an introduction and students are unable to use the online writing community.

Activity 5: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to review and revise their introductions, paying close attention to how effectively they engage the reader's attention and establish their topic and claim. Instruct students to attempt 2–3 different ways of opening their papers and prepare to share their attempts with peers.

- Students follow along.

ⓘ If an online writing community has been established for the class, instruct students to post their revised introductions for sharing with peers and/or assessment. Remind peer reviewers to consider how effectively their peers have engaged the reader's attention and established the topic and claim. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

Homework

Review and revise your introduction, paying close attention to how effectively you engage the reader's attention and establish your topic and claim. Attempt 2–3 different ways of opening your paper and prepare to share your attempts with peers.

Model Informative Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective informative paper established as a class.

Command of Evidence **Does my response…**	**Drafting** ✔	**Finalization** ✔
Use relevant and sufficient evidence to develop my subtopics?	☐	☐

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Clearly introduce a topic?	☐	☐
Develop a precise claim about the topic?	☐	☐
Include subtopics that develop the topic and support the claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Clearly state each subtopic?	☐	☐
Have an introduction that engages the reader's attention and interest?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
	☐	☐

*Asterisks indicate new items added in this lesson.

WR.2 INFORMATIVE Lesson 10 Drafting: Conclusion

Introduction

In this lesson, students learn to craft a concluding paragraph that follows from and further supports their informative paper. Students begin by examining the conclusions of the two informative writing models in Lessons 1 and 2 and discussing the components that make these conclusions effective. Then, students work individually to draft conclusions for their own informative papers. Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Informative Writing Checklist.

For homework, students review and revise their conclusions to improve the connection to their body paragraphs and provide a strong ending. Students attempt 2–3 different ways of ending their papers and prepare to share their attempts with peers.

Standards

Assessed Standard(s)	
W.9-10.2.f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Assessment

Assessment(s)
Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Informative Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Provide a concluding statement that follows from and supports the informative paper (e.g., As the longest and most severe economic crisis of the twentieth century, the Great Depression deeply affected the people who lived through it.). • Connect the conclusion to the information in the body paragraphs (e.g., Millions of Americans struggled to meet their basic needs, but this struggle forced many people to find creative ways to survive and prompted them to use government programs for help. Although Americans faced unimaginably difficult times, their ability to use the resources available to them ultimately helped them persevere through the end of the Great Depression.). ⓘ The above responses are taken from the conclusion of the model informative paper at the end of this lesson. This model is a complete response to the WR.2 informative writing prompt. Consult the model informative paper for context for this conclusion.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Texts: • Standards: W.9-10.2.f, W.9-10.5, W.9-10.6 • Texts: "Cave Painting" and "A Brief History of Photography" (informative writing models)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Writing Instruction: Effective Conclusions	3. 25%
4. Drafting a Conclusion	4. 50%
5. Closing	5. 5%

Materials

- Student copies of the informative writing models "Cave Painting" and "A Brief History of Photography" (refer to WR.2 Lessons 1 and 2)
- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson 9 Model Informative Writing Checklist)

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students examine the components of an effective conclusion and its place in an informative paper. Students first examine the conclusion paragraphs of the two informative writing models from Lessons 1 and 2 in order to deepen their understanding of how to provide an effective conclusion. Students then draft their own conclusions for their informative papers.

- ▸ Students look at the agenda.

Activity 2: Homework Accountability 15%

Instruct students to take out their responses to the previous lesson's homework assignment. (Review and revise your introduction, paying close attention to how effectively you engage the reader's attention and establish your topic and claim. Attempt 2–3 different ways of opening your paper and prepare to share your attempts with peers.)

Instruct students to form pairs or small groups. Instruct students to take turns sharing the different ways they attempted to open their papers. Instruct peers to comment on which way of opening the paper engages the reader most effectively and why.

- Students share their different openings and peers offer constructive criticism on which openings are most effective and why.

Ask for student volunteers to share their revised introductions as well as the peer feedback on their different openings.

Activity 3: Writing Instruction: Effective Conclusions 25%

Post or project the following paragraphs from the informative writing models in Lessons 1 and 2. Instruct students to take out their copies of these informative writing models for this activity.

"Cave Painting," paragraph 8:

> The popularity of cave art with scientists and tourists alike demonstrates how crucial this art is as a link to human history and the origins of the human race. These early paintings provide a window into a world far removed from current civilization and give visitors a better understanding of the lives of prehistoric people, whatever the intentions of the artists may have been. From what we have learned so far it is clear that they, like modern humans, struggled to communicate life through art.

"A Brief History of Photography," paragraph 8:

> Less than two hundred years after Daguerre introduced photography to the world, his invention stands as one of the most important advancements of the modern age. Photography allows people to keep images of their friends and loved ones who are not with them, see events and places they could never go, and understand ideas that they previously were unable to study, such as how landforms change over time or how human memory compares to photographic images of places and events. These advancements are all possible because humans wondered how light, the very property of the world that allows humans to see it, can be used to capture and store images of that world forever.

Instruct students to read these conclusion paragraphs and Think, Pair, Share about the following question:

How does each writer construct the paragraph to effectively provide a conclusion that follows from and supports the information in the body paragraphs?

- Student responses may include:
  - In paragraph 8 of "Cave Painting" the writer presents a final appeal to the reader regarding the importance of cave paintings. The writer references the previous subtopics while reminding the reader about the value of cave paintings.

- In paragraph 8 of "A Brief History of Photography" the writer restates the importance of photography in the world by explaining the various values and uses of photography. This reminds the reader of the entire history of photography which has been discussed over the course of the informative paper.

ⓘ **Differentiation Consideration:** If students struggle to identify how the conclusions follow from and support the body paragraphs, consider asking the following question:

What purpose does each sentence serve in these conclusions?

- Student responses should include:
  - The first sentence connects the conclusion to the subtopic in the previous paragraph.
  - The middle sentence repeats the claim from the introduction.
  - The last sentence makes a new but connected statement about the topic.

ⓘ **Differentiation Consideration:** Some students may benefit from a visual representation of the connections between the conclusion and the rest of the informative paper. Instruct students to consult their copies of the informative writing models and draw arrows from phrases and sentences in each conclusion to similar phrases and sentences from the body paragraphs or introduction of each model.

- Student responses may include:
  - "The popularity of cave art with scientists and tourists alike demonstrates how crucial this art is as a link to human history and the origins of the human race" (par. 8) connects to "in the face of protests from the scientific community" (par. 7) and "the simple popularity of these sites as tourist destinations" (par. 6).
  - "These advancements are all possible because humans wondered how light, the very property of the world that allows humans to see it, can be used to capture and store images of that world forever" (par. 8) connects to "The story of photography's invention, therefore, is a story of humans discovering how to use light to draw and preserve images of the world around them" (par. 1).

Lead a brief, whole-class discussion of student responses. Then explain to students that the careful crafting of a conclusion is an essential part of writing an informative paper. The concluding paragraph serves as the writer's final statement about the topic. It is the writer's final opportunity to present the claim to the reader. Building an effective conclusion allows writers to deliver a clear, strong closing point that serves to connect their subtopics and evidence to their topic and claim.

Instruct students to take out their copies of the Informative Writing Checklist.

ⓘ Consider posting or projecting the Informative Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Informative Writing Checklist? In which categories do these items belong and why?

- Student responses will vary but should include points that address the following:
  - Provide a conclusion that follows from and supports the informative paper? This item belongs in the Coherence, Organization, and Style category, because the conclusion is an aspect of the organizational structure of an informative paper and also contributes to coherence of the informative paper.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Informative Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Informative Writing Checklist.

- Students add new items in the appropriate categories to their copies of the Informative Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Informative Writing Checklist.

Activity 4: Drafting a Conclusion 50%

Explain that in this activity, students draft a concluding paragraph for their papers, paying specific attention to providing a conclusion that follows from the topic and claim of the paper and connects clearly to the subtopics and evidence presented in the body paragraphs. Students should reference their annotated articles, notes, prewrites, Subtopics and Evidence charts, and outlines while drafting the conclusion.

Inform students that they will self-assess the drafts of their conclusions via annotations to their drafts corresponding to the applicable items on the Informative Writing Checklist.

Instruct students to take out and read their copies of the Informative Writing Checklist. Instruct students to Think, Pair, Share about the following question:

Which checklist items are applicable to drafting a conclusion?

- Student responses should include:

- Provide a conclusion that follows from and supports the informative paper?
- Adapt content and language to my specific audience?

Lead a brief whole-class discussion of student responses.

Explain to students that this is a first draft, and while they should focus on the conventions established for an effective conclusion paragraph, they will edit and refine their writing in later lessons.

Transition to individual drafting.

- Students independently draft a conclusion for their paper.
- See the High Performance Response at the beginning of this lesson.

ⓘ **Differentiation Consideration:** If students need additional support, consider allowing them to draft with each other or as a class to ensure that they understand how to effectively write a conclusion.

After students finish drafting, instruct students to annotate their drafts for elements of the Informative Writing Checklist that appear in their conclusions. Inform students that their annotations serve as the self-assessment of their draft's alignment to the Informative Writing Checklist.

- Students annotate their drafts for elements of the Informative Writing Checklist that are applicable to their conclusions.

ⓘ Student learning is self-assessed via annotations to their drafts. In order to ensure that students can continue to work effectively on their papers, the draft conclusion should not be collected unless teachers need to assess students' abilities to write a conclusion and students are unable to use the online writing community.

ⓘ WR.2 Lessons A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

ⓘ Consider collecting completed drafts or viewing them in the class's online writing community to determine which of the skills from Lessons A–G students need most to learn.

Activity 5: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to review and revise their conclusions to improve the connection to their body paragraphs and provide a strong ending. Instruct students to attempt 2–3 different ways of ending their papers and prepare to share their attempts with peers.

- Students follow along.

ⓘ If an online writing community has been established for the class, instruct students to post their revised conclusions for sharing with peers and/or assessment. Remind peer reviewers to consider how effectively their peers have crafted a conclusion that follows from the topic and claim of the paper and connects clearly to the subtopics and evidence presented in the body paragraphs. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

Homework

Review and revise your conclusion to improve the connection to your body paragraphs and provide a strong ending. Attempt 2–3 different ways of ending your paper and prepare to share your attempts with peers.

Model Informative Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective informative paper established as a class.

Command of Evidence **Does my response…**	**Drafting** ✔	**Finalization** ✔
Use relevant and sufficient evidence to develop my subtopics?	☐	☐

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Clearly introduce a topic?	☐	☐
Develop a precise claim about the topic?	☐	☐
Include subtopics that develop the topic and support the claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Clearly state each subtopic?	☐	☐
Have an introduction that engages the reader's attention and interest?	☐	☐
Provide a conclusion that follows from and supports the informative paper?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
	☐	☐
	☐	☐

*Asterisks indicate new items added in this lesson.

Model Informative Paper

The 1920s in America were prosperous times. But starting in 1929 and lasting over a ten-year period, the Great Depression affected all Americans, rich and poor alike. Although the American economy had overcome economic depressions in the past, this time Americans' lives changed forever. With widespread and long-lasting effects, the Great Depression ruined Americans' livelihoods, yet it also drove them to be resourceful and use government assistance to survive.

The Great Depression destroyed millions of Americans' sources of income. In his memoir "Digging In," author Robert Hastings explains how his father lost his steady job at the mine and could not find any regular work for the duration of the Great Depression. Gordon Parks, who eventually became a famous artist, lost his job in 1929 and was forced to quit school in order to find some form of income (Hayes). These stories are typical of the time period. By 1932, so many people were without work that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes). Lacking an income, many people could no longer afford to live in their homes, and were forced into the street. The newly homeless endured awful living conditions: "In larger cities, the homeless congregated in abandoned lots and constructed makeshift 'homes' of scrap wood" (Hayes). In addition to losing jobs, many Americans also lacked any savings to use during such an emergency: millions of people lost their entire life savings when banks collapsed (Hayes). Without a paycheck or savings, many Americans struggled to meet their basic needs.

The Great Depression's difficult economic conditions forced people to become more resourceful in order to survive. In the memoir "Digging In," the author's family made significant adjustments to the way they lived after his father lost his job. The author describes his father's "willingness to take any job" and his mother's "ability to stretch every available dollar" (Hastings). For example, the author's father inconsistently earned small amounts of money by creating several different odd jobs for himself like cutting hair, gardening, and painting houses. The author's mother also demonstrated resourcefulness when she "would find someone who was a year ahead of [the author] in school, and buy his used books" (Hastings). By buying used copies of the school books, the author's mother found a way to provide her child with what he needed and help the family save money at the same time. The author's family also avoided wasting anything: instead of throwing away cotton bags, the material was "washed, bleached, and cut into dish cloths and towels" (Hastings). These survival techniques helped his family get through the Great Depression.

Although the Great Depression forced many Americans to rely on their own resources, it also encouraged people to use the government assistance offered through President Franklin Delano Roosevelt's New Deal programs. As the newly elected president in 1932, Roosevelt immediately worked

with Congress to create the New Deal programs "to relieve poverty, reduce unemployment, and speed economic recovery" ("The New Deal"). People all across the country, from all walks of life, faced economic difficulty and turned to the government for support during the challenging times of the Great Depression.

Under the New Deal, millions of Americans tried to get jobs through the Civil Conservation Corps (CCC) and the Works Progress Administration (WPA). So many people tried to work for the CCC that the program had to turn away two-thirds of the people who applied ("The New Deal"). Nevertheless, the CCC and WPA together helped 11.5 million Americans make enough money to meet their basic needs ("The New Deal"). Additionally, people who were at risk of losing their homes used the newly formed Homeowner's Loan Corporation to avoid foreclosure ("The New Deal"). Farmers could take advantage of the Agricultural Adjustment Act, which "subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy" ("The New Deal"). Paying farmers to plant less and lending them money to support their farms helped farmers stay in business through the Great Depression. By offering work and relief, the New Deal programs encouraged Americans facing many different situations to look to the government for help surviving the Great Depression.

As the longest and most severe economic crisis of the twentieth century, the Great Depression deeply affected the people who lived through it. Millions of Americans struggled to meet their basic needs, but this struggle forced many people to find creative ways to survive and prompted them to use government programs for help. Although Americans faced unimaginably difficult times, their ability to use the resources available to them ultimately helped them persevere through the end of the Great Depression.

SUPPLEMENTAL SKILLS INSTRUCTION

WR.2.A INFORMATIVE

Integrating Evidence from Sources

Lessons WR.2.A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

This lesson is composed of four distinct but related activities that center on skills for integrating evidence from sources while using in-text citations. Each activity may last an entire class period.

Writing Instruction Options:

- Paraphrasing
- Integrating Quotations
- Punctuating Quotations
- In-Text Citations

In this lesson, the teacher provides direct instruction to students on how to integrate evidence and citations into informative papers in order to maintain the flow of ideas, avoid plagiarism, and follow a standard format for in-text citation. Students learn how to paraphrase text from a source, effectively integrate quotations, punctuate integrated quotations, or include proper in-text citations to avoid plagiarism. Students focus on revising their own informative drafts for well-integrated evidence or proper citations before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Integrating Evidence, on which each student records one example of a successful revision.

For homework, students choose three different passages from their informative papers and revise each passage focusing on paraphrasing, integrating quotations, punctuating quotations, or in-text citations. Students also write a few sentences explaining whether or not they will keep the revisions they drafted and the impact this decision has on their informative papers.

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.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
L.9-10.3.a	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. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.
Addressed Standard(s)	
W.9-10.2.b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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 *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.2 Revision Exit Slip: Integrating Evidence. Students record the original passage from their informative papers as well as the revised passage.

Students then explain why the revision is effective. ⓘ Consider assessing these revisions using the Informative Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Record the original passage (e.g., By 1932 so many people were without work. "One out of every four Americans came from a family that had no full-time breadwinner." (Hayes)). • Revise the original passage, focusing on paraphrasing, integrating quotations, punctuating quotations, or in-text citations (e.g., By 1932 so many people were without work that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).). • Explain why the revision is effective (e.g., I integrated the quotation into the sentence to improve the flow of my writing.). ⓘ See the Model WR.2 Revision Exit Slip: Integrating Evidence for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
• Standards: W.9-10.5, W.9-10.8, L.9-10.3.a, W.9-10.2.b, W.9-10.6, SL.9-10.1	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Writing Instruction Options:	3. 30%
• Paraphrasing	
• Integrating Quotations	
• Punctuating Quotations	
• In-Text Citations	
4. Informative Writing Checklist	4. 5%
5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR.2 Revision Exit Slip: Integrating Evidence	7. 5%
8. Closing	8. 5%

Materials

- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson 10 Model Informative Writing Checklist)
- Copies of the WR.2 Revision Exit Slip: _____ for each student
- Copies of the Tips for Integrating Quotations Handout for each student
- Copies of the Tips for Punctuating Quotations Handout for each student
- Copies of the MLA In-Text Citation 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.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students learn how to paraphrase, integrate quotations, punctuate quotations, or cite the sources in their informative papers. Students revise their own drafts before participating in a peer discussion about their individual revisions.

- ▸ Students look at the agenda.

Activity 2: Homework Accountability 0%

ⓘ Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction Options 30%

ⓘ Based on student need, select from the four options below:

- Paraphrasing (See Appendix 1)

- Integrating Quotations (See Appendix 2)
- Punctuating Quotations (See Appendix 3)
- In-Text Citations (See Appendix 4)

Activity 4: Informative Writing Checklist 5%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to take out their copies of the Informative Writing Checklist.

ⓘ Consider posting or projecting the Informative Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Informative Writing Checklist? In which categories do these items belong and why?

- Student responses will vary but should include points that address the following:
  - Integrate evidence (quotations and paraphrasing) to support the claim and develop subtopics? This item belongs in the Command of Evidence category, because it is about using evidence.
  - Cite sources using proper MLA style and formatting? This item belongs in the Control of Conventions category, because it is about following the conventions of MLA style.
  - Use proper punctuation for quotations and citations? This item belongs in the Control of Conventions category, because it is about using proper punctuation.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Informative Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Informative Writing Checklist.

- Students add new items in the appropriate categories to their copies of the Informative Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Informative Writing Checklist.

Activity 5: Individual Revision 30%

ⓘ The following activity addresses the expectations of W.9-10.2.b

Instruct students to independently revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Paraphrasing
- Integrating Quotations
- Punctuating Quotations
- In-Text Citations

ⓘ For example, if students completed the writing instruction activity on Paraphrasing, then their revisions will focus on paraphrasing rather than on integrating quotations, punctuating quotations, or in-text citations.

Instruct students to revise at least three passages for the smooth integration of evidence, proper punctuation of quotations, or proper inclusion of in-text citations. Remind students to refer to the Informative Writing Checklist as they revise their drafts.

Transition to individual revision.

- Students independently revise their drafts to ensure the smooth integration of evidence, proper punctuation of quotations, or proper inclusion of in-text citations.

For sample revisions, see the Model WR.2 Revision Exit Slip: Integrating Evidence.

Activity 6: Revision Discussion 20%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

ⓘ Refer to Lesson 8 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
2. Explain to your peers how the revision improves your draft.
3. Ask your peers to provide brief constructive criticism on your revisions.

- Students share and discuss with peers at least two effective revisions they made to their drafts.

ⓘ In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.2 Revision Exit Slip: Integrating Evidence 5%

Explain that for this lesson's assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.2 Revision Exit Slip: _____ to each student. Instruct students to fill in the title "Integrating Evidence" on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Informative Writing Checklist.

- See the High Performance Response and Model WR.2 Revision Exit Slip: Integrating Evidence for sample student responses.

Activity 8: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Paraphrasing
- Integrating Quotations
- Punctuating Quotations
- In-Text Citations

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

ⓘ If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

- Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on whichever of the following writing skills you learned in this lesson:

- Paraphrasing
- Integrating Quotations
- Punctuating Quotations
- In-Text Citations

Respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

Model Informative Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective informative paper established as a class.

Command of Evidence **Does my response…**	**Drafting** ✔	**Finalization** ✔
Use relevant and sufficient evidence to develop my subtopics?	☐	☐
Integrate evidence (quotations and paraphrasing) to support the claim and develop subtopics?*	☐	☐

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Clearly introduce a topic?	☐	☐
Develop a precise claim about the topic?	☐	☐
Include subtopics that develop the topic and support the claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Clearly state each subtopic?	☐	☐
Have an introduction that engages the reader's attention and interest?	☐	☐
Provide a conclusion that follows from and supports the informative paper?	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
Cite sources using proper MLA style and formatting?*	☐	☐
Use proper punctuation for quotations and citations?*	☐	☐

*Asterisks indicate new items added in this lesson.

WR.2 Revision Exit Slip: _____

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your informative paper. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation

Model WR.2 Revision Exit Slip: Integrating Evidence

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your informative paper. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
The author describes his father's "willingness to take any job" and his mother's "ability to stretch every available dollar" (Hastings). For example, the author's father inconsistently earned small amounts of money by creating several different odd jobs for himself: he "picked peaches, raised sweet potato slips, traded an occasional dozen of eggs at the grocery, hung wallpaper" (Hastings).	For example, the author's father inconsistently earned small amounts of money by creating several different odd jobs for himself like cutting hair, gardening, and painting houses (Hastings).	To avoid using too many quotations in a row, I paraphrased the second quotation.
By 1932 so many people were without work. "One out of every four Americans came from a family that had no full-time breadwinner" (Hayes).	By 1932 so many people were without work that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).	I integrated the quotation into the sentence to improve the flow of my writing.
The author's mother also demonstrated resourcefulness when she "would find someone who was a year ahead of me in school, and buy his used books" (Hastings).	The author's mother also demonstrated resourcefulness when she "would find someone who was a year ahead of [the author] in school, and buy his used books" (Hastings).	I replaced "me" with "the author" to ensure clarity.
As the newly elected president in 1932, Roosevelt immediately worked with Congress to create the New Deal programs "to relieve poverty, reduce unemployment, and speed economic recovery."	As the newly elected president in 1932, Roosevelt immediately worked with Congress to create the New Deal programs "to relieve poverty, reduce unemployment, and speed economic recovery" ("The New	I added parenthetical citation in proper MLA format.

	Deal”).	
The newly homeless endured awful living conditions “In larger cities, the homeless congregated in abandoned lots and constructed makeshift ‘homes’ of scrap wood” (Hayes).	The newly homeless endured awful living conditions: “In larger cities, the homeless congregated in abandoned lots and constructed makeshift ‘homes’ of scrap wood” (Hayes).	I revised to ensure proper punctuation.

Appendix 1: Paraphrasing

Explain to students that effective informative writing requires using evidence from sources to fully develop their subtopics. Explain that students must integrate evidence from other authors into their own informative papers by paraphrasing or quoting directly from a source. Explain to students that whether they choose to incorporate evidence by paraphrasing or quoting, they must always give credit to their sources by including a proper citation of the source.

ⓘ Students will see and discuss in-text citations as they learn to integrate evidence. See Appendix 4 for instruction on proper in-text citation methods, style, and formatting.

ⓘ **Differentiation Consideration:** If necessary, explain to students that the information about the source inside the parentheses in each of the examples on the handout is called a *parenthetical citation*.

- Students write the definition of *parenthetical citation* in the appropriate section of their vocabulary journals.

Explain to students that when they integrate evidence into their informative papers, they may paraphrase text from the original source instead of using direct quotations. To *paraphrase* means "to rephrase or restate the text in one's own words without changing the meaning of the text."

- Students write the definition of *paraphrase* in the appropriate section of their vocabulary journals.

Instruct students to take out their copies of the article "The New Deal" and reread paragraph 4 (from "The Civil Conservation Corps was one of" to "to build bridges, roads, public buildings, parks and airports").

- Students silently read paragraph 4 from the article "The New Deal."

Post or project the following examples.

ⓘ Example 1 is taken from paragraph 5 of the Model Informative Paper (refer to Lesson 10).

- **Example 1:** Under the New Deal, millions of Americans tried to get jobs through the Civil Conservation Corps (CCC) and the Works Progress Administration (WPA). So many people tried to work for the CCC that the program had to turn away two-thirds of the people who applied ("The New Deal"). Nevertheless, the CCC and WPA together helped 11.5 million Americans make enough money to meet their basic needs ("The New Deal").
- **Example 2:** The Civil Conservation Corps (CCC) was one New Deal program that "addressed the pressing problem of unemployment by sending 3 million single men from age 17 to 23 to the nations' forests to work" ("The New Deal"). The men who worked for the CCC "were paid $30 a month," and so many people wanted to work that "two-thirds" were "sent home" ("The New Deal").

The Works Progress Administration (WPA) was "Roosevelt's major work relief program" and while it was in action it "would employ more than 8.5 million people" ("The New Deal").

Instruct students to Think, Pair, Share about the following questions:

What is similar about the two examples? What is different?

- Student responses may include:
  - Both examples communicate the same idea from the source.
  - Both examples cite the source.
  - Example 1 is shorter than Example 2.
  - Example 1 paraphrases from the source while Example 2 includes lengthy quotes directly from the source.

Why might a writer choose to paraphrase the text from a source rather than quote it directly?

- Student response may include:
  - The direct quotation is long and provides information that is not relevant to the writer's topic or subtopic or that is too detailed for the writer's needs.
  - The direct quotation requires too many modifications to be integrated into the paper.
  - The information in the direct quotation is not organized in the same order as the writer's logical sequencing, so paraphrasing improves the flow of the writing.
  - The writer wants to condense a detailed explanation or description.

Lead a brief whole-class discussion of student responses.

Instruct students to return to paragraph 4 of "The New Deal." Post or project the following paraphrasing example. Then lead a brief whole-class discussion about the question below.

- **Example 3:** The Civil Conservation Corps (CCC), which was one of the New Deal's most successful programs, helped ease the problem of unemployment by giving 3 million men work on public projects and paying them $30 per month. The Works Progress Administration (WPA), a significant work relief program, also helped Americans meet their basic needs by providing 8.5 million people with jobs relating to building bridges, parks, airports, and other public projects.

Example 3 is not properly paraphrased. Why?

- Student responses may include:
  - Example 3 uses a lot of words and phrases that are exactly the same as the words and phrases in the text (e.g., "one of the New Deal's most successful programs" (par. 4)).
  - In Example 3, there are several words that are only slightly different from the text and the overall phrasing remains the same. In Example 3, the writer states, "helped ease the

problem of unemployment by giving 3 million men work on public projects," and the original text states, "addressed the pressing problem of unemployment by sending 3 million single men from age 17 to 23 to the nations' forests to work" (par. 4).

Explain to students that if they choose to paraphrase text, they cannot use the exact words or phrasing from the source or direct quotations without quotation marks. Inform students that replacing individual words in a quotation with synonyms is also not considered paraphrasing. To paraphrase properly, students should determine the overall meaning of the text they want to paraphrase and then rephrase the idea in their own words. Explain to students that one strategy for proper paraphrasing is to read the section of text that they want to paraphrase and then explain—either through writing or speaking—the idea to their audience without looking back at the section of text.

ⓘ **Differentiation Consideration:** If the skill of paraphrasing is new or challenging to students, consider posting or projecting several quotes from one of the unit's texts and instructing students to work in pairs or small groups to practice paraphrasing each quote. Lead a brief whole-class discussion of student responses, noting that there are many acceptable ways to paraphrase a quote.

Appendix 2: Integrating Quotations

Explain to students that as they develop the subtopics in their informative papers, they may integrate evidence by using direct quotations from a source text. Explain to students that the first step for integrating quotations is choosing an appropriate quotation that includes relevant and significant evidence for their subtopics.

Post or project the following quotation from paragraph 2 of the article "The New Deal" and lead a brief whole-class discussion about the question below.

- "A desperate Congress gave him carte blanche and rubber-stamped his proposals in order to expedite the reforms. During the first 100 days of his presidency, a never-ending stream of bills was passed, to relieve poverty, reduce unemployment, and speed economic recovery."

If a writer wanted to use information from this quotation to develop a subtopic about the circumstances of the Great Depression encouraging people to use government assistance, what are the most relevant and significant phrases from this quotation and why?

- The phrases "reforms," "to relieve poverty," and "reduce unemployment" (par. 2) are relevant and significant, because they give reasons for why people would turn to the government for support during the Great Depression.

Explain to students that the second step for integrating quotations is examining the quotation and then selecting the word(s) or phrase(s) that are the most important for developing their subtopics.

Post or project the following examples and instruct students to Think, Pair, Share about the questions below.

ⓘ Example 2 is taken from paragraph 4 of the Model Informative Paper (refer to Lesson 10).

- **Example 1:** "During the first 100 days of his presidency," President Roosevelt and Congress passed "a never-ending stream of bills" intended "to relieve poverty, reduce unemployment, and speed economic recovery" ("The New Deal").
- **Example 2:** As the newly elected president in 1932, Roosevelt immediately worked with Congress to create the New Deal programs "to relieve poverty, reduce unemployment, and speed economic recovery" ("The New Deal"). People all across the country, from all walks of life, faced economic difficulty and turned to the government for support during the challenging times of the Great Depression.

What is the same about the way these two examples integrate the same evidence? What is different?

- Student responses should include:

- The first example is only one sentence that is almost entirely made up of the quotation from the article, while the second example is two sentences and uses a smaller part of the quotation from the article.
- Because it is mostly the quotation from the article, the first example does not include any of the writer's thoughts, while the second example includes the writer's thoughts.

Which example more effectively integrates the evidence to develop a subtopic? Why?

- Student responses may include:
  - The second example is more effective because it analyzes and gives context to the quotation, while the first example inserts the quotation without any context.
  - The second example is more effective because it uses the most relevant and significant information from the quotation rather than including most of the quotation like the first example does. This allows the reader to focus on the most important parts of the evidence.
  - The second example more effectively integrates the evidence, because the writer included a sentence after the quotation that makes it clear why the evidence is important and how it develops a subtopic about the effects of the Great Depression.

Lead a brief whole-class discussion of student responses. Then, explain to students that both examples use quotations from "The New Deal," but that the second example demonstrates how to effectively integrate a quotation into a section of an informative paper to develop a subtopic. Explain to students that there are several different ways to integrate quotations into their informative papers, but they should always introduce a quotation, then include the important information from a quotation, and finally, connect the evidence from the quotation either to the subtopic or the claim. Smooth, appropriate integration of evidence is necessary for creating a cohesive informative paper. In informative writing, integrating quotations allows the reader to easily follow the logic of the writer. It allows the reader to "see" the writer's thinking.

Distribute the Tips for Integrating Quotations Handout. Encourage students to use this handout as a step-by-step review of how to effectively integrate quotations into their informative papers.

- Students follow along.

ⓘ See Appendix 3 for instruction on punctuating integrated quotations.

Tips for Integrating Quotations Handout

Step 1: Select a quotation you would like to integrate into your piece.

- Example: "A desperate Congress gave him carte blanche and rubber-stamped his proposals in order to expedite the reforms. During the first 100 days of his presidency, a never-ending stream of bills was passed, to relieve poverty, reduce unemployment, and speed economic recovery." ("The New Deal")

Step 2: Select a word, or several words, from that quotation that carry significant ideas.

- Example: "desperate Congress," "expedite the reforms," "first 100 days," "never-ending steam of bills was passed," "to relieve poverty, reduce unemployment, and speed economic recovery" ("The New Deal")

Step 3: Compose a sentence that includes those words and the point you want to make. Include your thoughts to give the quotation context and demonstrate why the quote is relevant to the topic, subtopic, or claim in your informative paper. There are several ways to do this, and the punctuation rules differ depending on the context.

Appendix 3: Punctuating Quotations

Inform students that using proper punctuation when integrating quotations is essential for creating clarity and establishing credibility. Improper punctuation can hinder the reader's understanding or make the writing seem unprofessional.

Distribute the Tips for Punctuating Quotations Handout. Instruct students to form pairs or small groups to read through the examples and notes on proper punctuation before and after quotes.

Post or project the examples below of integrated quotations that are improperly punctuated. Instruct student pairs or groups to discuss how to correct each example, referring to their handouts for guidance. Explain to students that each example has one or two errors.

ⓘ Example 3 is taken from paragraph 2 of the Model Informative Paper (refer to Lesson 10).

- **Example 1:** Another New Deal program specifically helped farmers "The Agriculture Adjustment Act subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy." ("The New Deal").
- **Example 2:** The author states "we cut back on everything possible," (Hastings).
- **Example 3:** By 1932, so many people were without work that, "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).
- **Example 4:** Even the beginning of the Great Depression was so hard for many Americans, because, "[p]eople had started buying things such as cars and refrigerators on credit:" (Hayes).
- **Example 5:** During the Great Depression, people made every regular household item last as long as possible, "Every cotton cloth was used over as a dish cloth, wash cloth, dust cloth," (Hastings) because families did not have enough money to buy new household items.

For each example, ask volunteers to share their corrections and explain their decisions.

Student responses should include:

- **Example 1:** Another New Deal program specifically helped farmers: "The Agriculture Adjustment Act subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy" ("The New Deal").
  - A colon should introduce the quotation, because both the sentence preceding the quotation and the quotation itself are independent clauses. There should only be one period outside of the quotation marks and after the parenthetical citation.
- **Example 2:** The author states, "we cut back on everything possible" (Hastings).
  - A comma should introduce the quotation, since the quotation is something the author of the text wrote. There should not be a comma at the end of the quotation.

- **Example 3:** By 1932, so many people were out of work that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).
  - No comma should introduce the quotation, since the word "that" precedes the quotation.
- **Example 4:** Even the beginning of the Great Depression was so hard for many Americans, because "[p]eople had started buying things such as cars and refrigerators on credit" (Hayes).
  - No comma should introduce the quotation, because it is not grammatically necessary for the sentence. Even though there is a colon at the end of the quoted text in the original source, it is not grammatically correct to include it in the integrated sentence.
- **Example 5:** During the Great Depression, people made every regular household item last as long as possible: "Every cotton cloth was used over as a dish cloth, wash cloth, dust cloth" (Hastings), because families did not have enough money to buy new household items.
  - The comma before the quotation should be replaced with a colon, because the phrase before the quotation and the quotation itself are both complete sentences. The comma at the end of the quotation should come after the parenthetical citation, because it is grammatically correct even though there is a comma after the word "cloth" in the original source.

Explain to students that when they integrate quotations into their writing, they may need to make small changes to the quotation so that the reader can easily follow and understand the writer's thoughts. Post or project the following examples and instruct students to Think, Pair, Share about the questions below.

ⓘ Examples 1 and 2 are taken from paragraphs 3 and 2, respectively, of the Model Informative Paper (refer to Lesson 10).

- **Example 1:** The author's mother also demonstrated resourcefulness when she "would find someone who was a year ahead of [the author] in school, and buy his used books" (Hastings).
- **Example 2:** By 1932 so many people were without work that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).
- **Example 3:** One New Deal program was the Civil Conservation Corps, which "sen[t] 3 million single men . . . to work . . . . [and] paid $30 a month" ("The New Deal").

How does the writer modify the text included in the quotation? Why might the writer make these changes?

Student responses should include:

- In example 1, the quotation includes the phrase "the author" in brackets. The original text does not have this phrase. The writer may have added "the author," so that the reader understands to whom that section of the quote refers.
- In example 2, the word "[o]ne" has the letter "o" lower case and in brackets. In the original text, this word was at the beginning of the sentence. Because the quote is integrated into a sentence, the writer may have made the letter "o" lower case, since a capital word in the middle of a sentence would have been incorrect.
- In example 3, there are two ellipses (. . .) in the middle of the quotation. It appears that the writer chose not to include some of the text that was in the original and used the ellipses to show that some of the text is missing. The writer may have chosen to do this, because the text that was left out was not as important in developing the subtopic.
- In example 3, the word "sen[t]" has the letter "t" in brackets. In the original text, this word was "sending." Because the quote is integrated into a sentence that is already in the past tense ("was"), the writer may have changed "sending" to "sen[t]," so that the verb tense was the same throughout the sentence.
- In example 3, the word "and" is added in brackets after an ellipsis shows that some of the original text is not included. The word "and" is not in the original text. The writer may have included the word "and," because it clarifies the meaning of the sentence.

ⓘ **Differentiation Consideration:** If necessary, explain to students that the three periods together is called an *ellipsis* (plural: *ellipses*) and is used to show where text has been removed from a quotation.

- Students write the definition of *ellipsis* in the appropriate section of their vocabulary journals.

Explain to students that writers may make small changes to a quotation so that the quotation's inclusion makes sense grammatically and contextually. Students may also need to replace a pronoun in a quotation if it is unclear to whom or what the pronoun refers. Explain to students that in some cases, the whole quotation is too long or only some parts of it are relevant for developing their subtopics or supporting their claims, so they may want to exclude unnecessary phrases in the middle of the quotation. While small changes are acceptable, explain to students that in order to increase the readability of their writing they should try to integrate quotations in a way that avoids a lot of modifications. Too many modifications can be distracting and detract from the power of the writer's informative paper. Inform students that if they must replace or clarify a pronoun in a quotation, modify a verb, or shorten the quotation, they should use the following marks to show that they edited the quotation. Remind students that when making these edits, it is necessary to preserve the quotation's original meaning:

- Brackets to replace or clarify pronouns, align capitalization, replace indirect references with specific references, or to modify verbs.

- Ellipses to replace unnecessary text, such as phrases and clauses that do not impact meaning in the quotation.

Tips for Punctuating Quotations Handout

There are several ways to include quotations in a sentence, and the punctuation rules differ depending on the context:

Introduce the quote with a colon.

- Use a colon to introduce the quote when both the quote and the clause preceding it are independent clauses (i.e., complete sentences).
    - Example: Roosevelt and Congress worked quickly to implement much needed reforms: "During the first 100 days of his presidency, a never-ending stream of bills was passed" ("The New Deal").

Introduce the quote with a comma.

- Write a phrase followed by a comma to introduce the quote when the phrase would require a comma at the end even if no quote were integrated (e.g., the phrase begins with a preposition).
    - Example: With the desire to ease Americans' suffering during the Great Depression, "a never-ending stream of bills was passed, to relieve poverty, reduce unemployment, and speed economic recovery" ("The New Deal").
- Write a phrase followed by a comma to introduce a quote when the phrase indicates that the quote is something an author wrote or a person said:
    - Example: The writer of the article "The New Deal" states, "A desperate Congress gave [Roosevelt] carte blanche and rubber-stamped his proposals in order to expedite the reforms."

Introduce the quote with a phrase ending in *that*.

- Use the word *that* to introduce a quote when the word *that* contributes to the clarity and accuracy of the entire sentence. Do not use a comma after the word *that*.
    - Example: Americans were so seriously in need of relief that "Congress gave [Roosevelt] carte blanche and rubber-stamped his proposals in order to expedite the reforms" ("The New Deal").

Insert short quotations into your own sentence.

- Use quoted words or short phrases within your own complete sentence. Use the punctuation that would be required even if no quote were integrated.
    - Example: "A desperate Congress" worked with President Roosevelt to pass reforms "to relieve poverty, reduce unemployment, and speed economic recovery" ("The New Deal").

Notes on Punctuating After Quotes

- When the sentence includes a parenthetical citation, place the proper punctuation for the sentence—a period, question mark, exclamation point, comma, colon, or semicolon—after the citation, not inside the quotation marks. Even if the quote is a complete sentence or uses the end of a sentence, do not include the period from the original source inside of the quotation marks.
    - Example: As the newly elected president in 1932, Roosevelt immediately worked with Congress to create the New Deal programs "to relieve poverty, reduce unemployment, and speed economic recovery" ("The New Deal").
- When the sentence includes a parenthetical citation, only include a question mark or exclamation point inside of the quotation mark when those punctuation marks are included in the original source.
    - Example: The author's family worked hard to conserve everything, which helped them "stretch [a] piece of ice . . . maybe four days!" (Hastings).
- When the sentence does not include a parenthetical citation, periods and commas that are appropriate for the sentence go inside the quotation mark. However, if a quotation mark, exclamation point, colon, or semicolon is appropriate for the sentence but not in the original source, these punctuation marks go outside of the quotation mark.
    - Example: According to the author of "The New Deal," Roosevelt's "experimental programs helped the American people immeasurably by taking care of their basic needs."
    - Example: According to the author of "The New Deal," Roosevelt's "experimental programs helped the American people immeasurably by taking care of their basic needs"; however, many Americans could not rely only on the government to survive the difficulties of the Great Depression.
- A punctuation mark after a quotation—whether or not a parenthetical citation is included—is not always necessary. Sometimes, no punctuation mark is the proper choice. One strategy for determining if punctuation is necessary is to consider whether the punctuation mark is correct had the phrase not been a quotation.
    - Example: "A desperate Congress" worked with President Roosevelt to pass reforms "to relieve poverty, reduce unemployment, and speed economic recovery" ("The New Deal").

Appendix 4: In-Text Citations

Remind students that although they are the authors of their own papers, they are drawing on other authors' writing in order to develop their informative papers. Inform students that failing to give other authors credit when referencing their work is called *plagiarism*. Explain that *plagiarism* is taking someone else's work or ideas and passing it off as one's own.

- Students write the definition of *plagiarism* in the appropriate section of their vocabulary journals.

ⓘ Consider asking students to share examples of *plagiarism*.

Explain to students that someone can plagiarize by copying the exact words from a source without citing the source, even if they use quotation marks. *Plagiarism* also occurs when a writer uses different words to express the same idea as another author (e.g., if someone takes the claim and evidence from another paper and writes it with different words, it is still *plagiarism* if the original source is not cited). Remind students that even though they might have similar opinions or views as the author of one of their sources, they must create an original claim based on all the evidence available to them and cite sources wherever possible.

ⓘ Consider reminding students that the goal of their writing in this unit is for students to construct their own claim and support it with the information from supplementary texts like "Firing, Not Hiring," not for students to repeat the information in these texts verbatim.

Inform students that *plagiarism* is an ethical offense and often results in serious consequences. In addition to disciplinary consequences, *plagiarism* is counterproductive to the learning process, as stealing someone else's ideas will not build the deep understanding that results from learning on one's own.

Inform students they can avoid *plagiarism* by always *citing* works properly. Proper *citation* gives credit to the author one is quoting, paraphrasing, or referencing.

Provide students with the following definition: *citation* means "quoting or referencing a book, paper, or author."

- Students write the definition of *citation* in the appropriate section of their vocabulary journals.

Explain to students that they will use a specific format for citing sources, called MLA citation. Distribute the MLA In-Text Citation Handout. Instruct students to examine the handout and Think, Pair, Share about the following questions:

Describe how the writer cites each example, including any punctuation used. What rules for MLA in-text citation can be inferred from these example?

- Student responses should include:

- In Example 1, the writer includes a parenthetical citation at the end of the sentence that includes the author's last name and the page number. There is no punctuation mark between the author's last name and the page number. This example shows that if the information is available, the writer should cite the author's last name and the page number.
- In Example 2, the writer includes a parenthetical citation at the end of the sentence with only the page number but no author's last name; however, the writer uses the author's last name earlier in the same sentence. This example shows that if the writer refers to the author by name in the same sentence, then the parenthetical citation only needs the page number.
- In Example 3, the writer includes a parenthetical citation at the end of the sentence that includes the author's last name and no page number. This example shows that if no page number is available, the writer should cite the author's last name.
- In Example 4, the writer does not include a parenthetical citation at the end of the sentence; however, the writer uses the author's last name earlier in the same sentence. This example shows that if the writer refers to the author by name in the same sentence and no page number is available, then no parenthetical citation is needed.
- In Example 5, the writer includes the title of the article and the page number in the parentheses. This example shows that if there is no author, the writer must include the title of the article and page number in the parentheses.

Lead a brief whole-class discussion of in-text citations, ensuring that students understand the rules for proper citations and punctuation.

MLA In-Text Citation Handout

Name:		Class:		Date:	

In-Text Citations
For in-text citations for an online source, use the following examples as a guide: • Example 1 (page numbers provided): The author's family also avoided wasting anything; instead of throwing away cotton bags, the material was "washed, bleached, and cut into dish cloths and towels" (Hastings 2). • Example 2 (page numbers provided): Hastings' family also avoided wasting anything; instead of throwing away cotton bags, the material was "washed, bleached, and cut into dish cloths and towels" (2). • Example 3 (no page numbers): The author's family also avoided wasting anything; instead of throwing away cotton bags, the material was "washed, bleached, and cut into dish cloths and towels" (Hastings). • Example 4 (no page numbers): Hastings' family also avoided wasting anything; instead of throwing away cotton bags, the material was "washed, bleached, and cut into dish cloths and towels." • Example 5 (no author): Hastings' family also avoided wasting anything; instead of throwing away cotton bags, the material was "washed, bleached, and cut into dish cloths and towels" ("Digging In" 2).

SUPPLEMENTAL SKILLS INSTRUCTION

WR.2.B INFORMATIVE Audience, Style, and Tone

Lessons WR.2.A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

This lesson is composed of two distinct but related activities that center on skills for producing writing that is appropriate for the particular audience. Each activity may last an entire class period.

Writing Instruction Options:

- Addressing an Audience's Knowledge Level
- Formal Style and Objective Tone

In this lesson, the teacher provides direct instruction to students on how to address an audience's knowledge level in an informative paper. Students also learn how to identify and use formal style and objective tone. Students focus on revising their own informative drafts to ensure that they have appropriately addressed the audience's knowledge level or used formal style and objective tone before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Audience, Style, and Tone on which each student records one example of a successful revision.

For homework, students choose three different passages from their informative papers and revise each passage focusing on addressing the audience's knowledge level or formal style and objective tone. Students also write a few sentences explaining whether or not they will keep the revisions they drafted and the impact this decision has on their informative papers.

Standards

Assessed Standard(s)	
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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)	
W.9-10.2.b, e	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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 *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.2 Revision Exit Slip: Audience, Style, and Tone. Students record the original passage from their informative papers as well as the revised passage. Students then explain why the revision is effective. ⓘ Consider assessing these revisions using the Informative Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Record the original passage (e.g., The Great Depression's difficult economic conditions forced you to become more resourceful in order to survive.). • Revise the original passage, focusing on addressing the audience's knowledge level or using formal style and objective tone (e.g., The Great Depression's difficult economic conditions forced people to become more resourceful in order to survive.).

- Explain why the revision is effective (e.g., I removed the second person "you" to make my writing less personal and more objective.).

ⓘ See the Model WR.2 Revision Exit Slip: Audience, Style, and Tone for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
• Standards: W.9-10.4, W.9-10.5, W.9-10.2.b, e, W.9-10.6, SL.9-10.1	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Writing Instruction Options:	3. 30%
• Addressing an Audience's Knowledge Level	
• Formal Style and Objective Tone	
4. Informative Writing Checklist	4. 5%
5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR.2 Revision Exit Slip: Audience, Style, and Tone	7. 5%
8. Closing	8. 5%

Materials

- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson A Model Informative Writing Checklist)
- Copies of the WR.2 Revision Exit Slip: _____ for each student (refer to WR.2 Lesson A)—students will need additional blank copies

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students learn how to take their audience's knowledge level into account or how to identify and use formal style and objective tone when writing an academic informative paper. Students revise their own drafts before participating in a peer discussion of their individual revisions.

- ▸ Students look at the agenda.

Activity 2: Homework Accountability 0%

ⓘ Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction Options 30%

ⓘ Based on student need, select from the two options below:

- Addressing an Audience's Knowledge Level (See Appendix 1)
- Formal Style and Objective Tone (See Appendix 2)

Activity 4: Informative Writing Checklist 5%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to take out their copies of the Informative Writing Checklist.

ⓘ Consider posting or projecting the Informative Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Informative Writing Checklist? In which categories do these items belong and why?

- ❍ Student responses will vary but should include points that address the following:

- Anticipate and address the audience's knowledge level? This item belongs in the Command of Evidence category, because this item is about anticipating the audience's knowledge level to use the right level of detail and the most meaningful and compelling evidence for the specific audience in order to support claims and develop subtopics.
- Establish and maintain a formal style and objective tone? This item belongs in the Coherence, Organization, and Style category, because formal style and objective tone are about how the writer expresses the content of the informative paper.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Informative Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Informative Writing Checklist.

- Students add new items to the appropriate section of their copies of the Informative Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Informative Writing Checklist.

Activity 5: Individual Revision 30%

ⓘ The following activity addresses the expectations of W.9-10.2.b, e

Instruct students to independently revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Addressing an Audience's Knowledge Level
- Formal Style and Objective Tone

ⓘ For example, if students completed the writing instruction activity on Addressing an Audience's Knowledge Level, then their revisions will focus on addressing an audience's knowledge level rather than on formal style and objective tone.

Explain to students that they should revise at least three passages to ensure that they have appropriately addressed the audience's knowledge level, and used formal style and objective tone. Remind students to refer to the Informative Writing Checklist as they revise their drafts.

Transition to individual revision.

- Students independently revise their drafts to ensure that they address their audience's knowledge level or that they use formal style and objective tone throughout their informative papers.

- For sample revisions, see the Model WR.2 Revision Exit Slip: Audience, Style, and Tone.

Activity 6: Revision Discussion 20%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

ⓘ Refer to Lesson 8 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
2. Explain to your peers how the revision improves your draft.
3. Ask your peers to provide brief constructive criticism on your revisions.
   - Students share and discuss with peers at least two effective revisions they made to their drafts.

ⓘ In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.2 Revision Exit Slip: Audience, Style, and Tone 5%

Explain that for this lesson's assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.2 Revision Exit Slip: _____ to each student. Instruct students to fill in the title "Audience, Style, and Tone" on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Informative Writing Checklist.

- See the High Performance Response and Model WR.2 Revision Exit Slip: Audience, Style, and Tone for sample student responses.

Activity 8: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Addressing an Audience's Knowledge Level
- Formal Style and Objective Tone

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

ⓘ If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6).

- Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on whichever of the following writing skills you learned in this lesson:

- Addressing an Audience's Knowledge Level
- Using Formal Style and Objective Tone

Respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

Model Informative Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective informative paper established as a class.

Command of Evidence **Does my response…**	**Drafting** ✔	**Finalization** ✔
Use relevant and sufficient evidence to develop my subtopics?	☐	☐
Integrate evidence (quotations and paraphrasing) to support the claim and develop subtopics?	☐	☐
Anticipate and address the audience's knowledge level?*	☐	☐

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Clearly introduce a topic?	☐	☐
Develop a precise claim about the topic?	☐	☐
Include subtopics that develop the topic and support the claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Clearly state each subtopic?	☐	☐
Have an introduction that engages the reader's attention and interest?	☐	☐
Provide a conclusion that follows from and supports the informative paper?	☐	☐
Establish and maintain a formal style and objective tone?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
Cite sources using proper MLA style and formatting?	☐	☐

Use proper punctuation for quotations and citations?	☐	☐

*Asterisks indicate new items added in this lesson.

Model WR.2 Revision Exit Slip: Audience, Style, and Tone

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your informative paper. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
By 1932, so many people didn't have work that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).	By 1932, so many people were without work that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).	I replaced the contraction to make my writing more formal.
Farmers could take advantage of the Agricultural Adjustment Act, which "subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy" ("The New Deal"). By offering work and relief, the New Deal programs encouraged Americans facing many different situations to look to the government for help surviving the Great Depression.	Farmers could take advantage of the Agricultural Adjustment Act, which "subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy" ("The New Deal"). Paying farmers to plant less and lending them money to support their farms helped farmers stay in business through the Great Depression.	After the quotation, I included an explanatory sentence that was more directly relevant to the quote to ensure my teacher and classmates understand the evidence.
The Great Depression's difficult economic conditions forced you to become more resourceful in order to survive.	The Great Depression's difficult economic conditions forced people to become more resourceful in order to survive.	I removed the second person "you" to make my writing less personal and more objective.

Appendix 1: Addressing an Audience's Knowledge Level

Remind students that in Lesson 2, they learned that effective writers always take the audience's knowledge level into account when they construct informative papers. Review the importance of this skill by instructing students to Think, Pair, Share about the following question:

Why is it important to consider the specific audience when writing an informative paper?

- Student responses may include:
  - Writers should consider their audience so that they provide the right information and the right level of detail about a topic based on what the audience may or may not already know.
  - Writers should consider their audience so that they can adapt their writing to include the information that is most important for an audience to be able to gain a deeper understanding of the topic.

ⓘ **Differentiation Consideration:** If students struggle to provide reasons for why it is important to consider the specific audience when writing an informative paper, consider conducting a brief role-playing exercise. Instruct students to form pairs and present them with the following scenario.

You just started writing a blog. Both your friend and your grandparent want you to tell them about it, including how they can read it and interact with it.

Instruct student pairs to take turns acting as the blog writer and audience. Inform students that when they are acting as the blog writer, they should think about what their particular audience (i.e., either the friend or the grandparent) needs to know about reading and interacting with the blog. Remind students that a friend might have more knowledge than a grandparent about blogs. When students are acting as the friend or grandparent, encourage them to ask the blog writer for information that they think the friend or grandparent might need to know. Consider asking volunteer student pairs to perform their role-plays in front of the class.

- Student pairs role-play the scenario, taking turns acting as the teenager, friend, and grandparent.

ⓘ Consider other examples for a similar role-playing exercise, such as video calls, texting, social media posts, etc.

Lead a brief whole-class discussion of student responses. Then remind students that different audiences have different knowledge levels about particular topics. Explain to students that anticipating their audience's knowledge level can help students support their claim and develop their subtopics appropriately. Inform students that they will apply these considerations in revising their drafts.

Instruct students to Turn-and-Talk in pairs to discuss the following questions:

What do you think your teacher's and classmates' knowledge levels of the topic are? Are there any terms or concepts in your draft that you should explain?

- Student responses will vary but may include:
  - It seems likely that my teacher knows a significant amount of information about the Great Depression, and my classmates are reading the same information that I am, so I do not need to use a lot of space in my paper to discuss the causes of the Great Depression or the historical events of that time period.
  - I bring up the New Deal and some of the programs under the New Deal, but I do not need to explain these in detail, since my classmates have a similar level of background knowledge about these programs as I do.

Lead a brief whole-class discussion of student responses. Explain to students that anticipating an audience's *knowledge level* (background knowledge related to the informative paper topic) allows the writer to include the appropriate level of information to contextualize any claim, subtopics, or evidence. The writer can also address an audience's knowledge level by including definitions or explanations of any terms or concepts essential for understanding the informative paper.

- Students write the definition of *knowledge level* in the appropriate section of their vocabulary journals.

Appendix 2: Formal Style and Objective Tone

Explain to students that it is important to maintain a formal style in academic writing. Inform students that a formal style is used for writing academic papers in college and is often expected or required in the workplace.

Post or project the following examples for students.

ⓘ Example 2 is taken from paragraph 3 of the Model Informative Paper (refer to Lesson 10). Example 1 has been modified from the model.

- **Example 1:** For example, the author's dad got some money here and there by doing a bunch of different things like cutting hair, gardening, and painting houses.
- **Example 2:** For example, the author's father inconsistently earned small amounts of money by creating several different odd jobs for himself like cutting hair, gardening, and painting houses.

Instruct students to Turn-and-Talk to discuss the following questions:

Which example is formal and which is informal? Which example is more appropriate for an academic informative paper? Why?

Student responses should include:

- The first example is informal and the second is formal. The first example uses conversational words and phrases like "dad," "got," "here and there," and "a bunch." The first example also uses imprecise words and phrases like "some," "here and there," and "different things." These words sound more casual, like someone is talking to a friend. Using informal words is appropriate for a conversation with a friend.
- The second example uses more formal and academic words and phrases like "father," "inconsistently," and "earned." The second sentence also uses more precise words and phrases: instead of "got some money here and there" the second example uses "inconsistently earned small amounts of money"; instead of "doing a bunch of different things," the second sentence uses "creating several different odd jobs." These differences give the second example a more authoritative and academically credible tone. Using academic words and phrases is appropriate for a formal informative paper.

ⓘ If necessary, remind students that they learned the definitions for *style*, *formal,* and *informal* in Lesson 2.

ⓘ Consider informing students that they will learn about choosing precise words to improve the strength of their informative papers in Lesson C.

How might using a formal style help a writer craft an effective informative paper?

- Student responses may include:
  - Using a formal style helps a writer craft an effective informative paper, because a formal style makes the writer seem like a believable authority on the topic.
  - Using a formal style helps a writer craft an effective informative paper, because a formal style makes the paper seem professional and encourages the reader to take the writer's claim and analysis of the subtopics seriously.

Lead a brief whole-class discussion of student responses. Explain to students that a formal style establishes credibility and makes the writing professional, appealing, and accessible to the audience. A formal style uses correct and specific language, correct grammar, and complete sentences. Remind students to avoid the use of contractions (e.g., don't), abbreviations (e.g., gov't), or slang (e.g., ain't), unless they are directly quoting from a text that uses such words.

Explain to students that along with using a formal style in their papers, it is equally important to use an objective tone. Inform students that writing with an *objective tone* is "a style of writing that is based on fact and makes use of the third-person point of view."

- Students write the definition and attributes of *objective tone* in the appropriate section of their vocabulary journals.

Post or project the following examples for students.

ⓘ Example 1 is taken from paragraph 2 of the Model Informative Paper (refer to Lesson 10). Example 2 has been modified from the model.

- **Example 1:** Lacking an income, many people could no longer afford to live in their homes, and were forced into the street.
- **Example 2:** To me, it seems like a lack of income meant you weren't responsible enough to live in your home anymore, so you were forced into the street.

Instruct students to Turn-and-Talk about the following questions:

Which example uses an objective tone and which does not?

- Student responses should include:
  - The first example uses an objective tone because it does not have "me" or "you" in the sentence. The first example conveys information about what would happen when people could not afford to stay in their houses. Without making any judgment, the first sentence describes a cause and an effect in the third person.

- The second example uses words and phrases like "to me," "you weren't," "your home," and "you were," which makes it personal and less objective. The sentence sounds like someone is describing his or her interpretation of situation to a peer or friend. The second example's use of the second person "you" makes it sound even more conversational and less academic than the first sentence.

ⓘ Consider explaining to students that the use of first- and second-person point of view (i.e., *I, we, our, you,* and *your*) is not forbidden in all informative writing, but its usage is not appropriate in all contexts. In more formal, academic writing, writers typically use third person, though journalists, bloggers, politicians, and other writers may use first and second person as a rhetorical strategy. Students should carefully consider their task, purpose, and audience to determine whether the use of first- and second-person point of view is appropriate.

How might using an objective tone help a writer craft an effective informative paper?

- Student responses may include:
  - Using an objective tone helps a writer craft an effective informative paper, because an objective tone helps the writer seem neutral by focusing on presenting real, accurate evidence rather than making statements about what he or she believes without any evidence.
  - Using an objective tone helps a writer craft an effective informative paper, because it makes the informative writing seem more professional and less conversational.

Lead a brief whole-class discussion of student responses. Explain to students that as with using a formal style, using an objective tone helps the writer establish credibility. Writing with an objective tone helps writers convey respect for their audience and avoid expressing their unverified personal opinions by focusing on presenting the evidence they gathered to develop their subtopics and support their claims. Because students are using evidence from other sources to develop their subtopics, writing with an objective tone for this assignment 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.e., *I, we*) or the second person point-of-view (i.e., *you*). Using an objective tone with the third-person point-of-view keeps the paper academic and helps the writer avoid making the paper personal or conversational.

SUPPLEMENTAL SKILLS INSTRUCTION

WR.2.C INFORMATIVE Working with Words

Lessons WR.2.A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

This lesson is composed of two distinct but related activities that center on skills for implementing effective word choice to improve informative writing. Each activity may last an entire class period.

Writing Instruction Options:

- Word Choice
- Using a Dictionary and Thesaurus

In this lesson, the teacher provides direct instruction to students on using precise and specific words to improve their informative writing. Instruction also includes work with dictionaries and thesauruses to help students accurately convey thoughtful and complex ideas. Students focus on revising their own informative drafts for word choice before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Working with Words, on which each student records one example of a successful revision.

For homework, students choose three different passages from their informative papers and revise each passage focusing on effectively incorporating word choice. Students also write a few sentences explaining whether they will keep the revisions they drafted and the impact this decision has on their informative papers.

Standards

Assessed Standard(s)	
W.9-10.2.d	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

	d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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 *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.2 Revision Exit Slip: Working with Words. Students record the original passage from their informative papers as well as the revised passage. Students then explain why the revision is effective. ⓘ Consider assessing these revisions using the Informative Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Record the original passage (e.g., Americans did not have a lot of money, so they had some difficulty paying for things.). • Revise the original passage, focusing on precise and specific word choices (e.g., Without a paycheck or savings, many Americans struggled to meet their basic needs.). • Explain why the revision is effective (e.g., I used more precise words to highlight the fact that Americans did not have money coming in or money to fall back on. The precise words show how Americans could not pay for the most basic necessities, not extra goods.). ⓘ See the Model WR.2 Revision Exit Slip: Working with Words for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
• Standards: W.9-10.2.d, W.9-10.5, W.9-10.6, SL.9-10.1	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Writing Instruction Options:	3. 30%
• Word Choice	
• Using a Dictionary and Thesaurus	
4. Informative Writing Checklist	4. 5%
5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR.2 Revision Exit Slip: Working with Words	7. 5%
8. Closing	8. 5%

Materials

- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson B Model Informative Writing Checklist)
- Copies of the WR.2 Revision Exit Slip: _____ for each student (refer to WR.2 Lesson A)—students will need additional blank copies
- One dictionary or thesaurus for each pair or small group of students (online or print copies)

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students learn how to incorporate precise and specific words into their writing or use dictionaries and thesauruses to strengthen word choice in their informative writing. Students revise their own drafts before participating in a peer discussion of their individual revisions.

- Students look at the agenda.

Activity 2: Homework Accountability 0%

ⓘ Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction Options 30%

ⓘ Based on student need, select from the two options below:

- Word Choice (See Appendix 1)
- Using a Dictionary and Thesaurus (See Appendix 2)

Activity 4: Informative Writing Checklist 5%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to take out their copies of the Informative Writing Checklist.

ⓘ Consider posting or projecting the Informative Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Informative Writing Checklist? In which categories do these items belong and why?

🗨 Student responses will vary but should include points that address the following:

- Use precise language to clearly explain the topic? This item belongs in the Coherence, Organization, and Style category, because precise language helps explain topics more clearly, which contributes to coherence and style.

- Use domain-specific vocabulary to clearly explain the topic? This item belongs in the Coherence, Organization, and Style category, because specific vocabulary helps explain topics more clearly, which contributes to coherence and style.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Informative Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Informative Writing Checklist.

- Students add new items in the appropriate categories to their copies of the Informative Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Informative Writing Checklist.

Activity 5: Individual Revision 30%

Instruct students to independently revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Word Choice
- Using a Dictionary and Thesaurus

ⓘ For example, if students completed the writing instruction activity on Word Choice, then their revisions will focus on word choice rather than on using a dictionary or thesaurus.

Explain to students that they should revise at least three passages to ensure that they have included precise language and domain-specific vocabulary to clearly explain the topic. Remind students to refer to the Informative Writing Checklist as they revise their drafts.

Transition to individual revision.

- Students independently revise the drafts of their informative papers to include precise language and domain-specific vocabulary to clearly explain the topic.

For sample revisions, see the Model WR.2 Revision Exit Slip: Working with Words.

Activity 6: Revision Discussion 20%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment.

Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

ⓘ Refer to Lesson 8 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
2. Explain to your peers how the revision improves your draft.
3. Ask your peers to provide brief constructive criticism on your revisions.
   - Students share and discuss with peers at least two effective revisions they made to their drafts.

ⓘ In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: Revision Exit Slip: Working with Words 5%

Explain that for this lesson's assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.2 Revision Exit Slip: _____ to each student. Instruct students to fill in the title "Working with Words" on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Informative Writing Checklist.

- See the High Performance Response and Model WR.2 Revision Exit Slip: Working with Words for sample student responses.

Activity 8: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Word Choice
- Using a Dictionary and Thesaurus

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

ⓘ If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

- Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on whichever of the following writing skills you learned in this lesson:

- Word Choice
- Using a Dictionary and Thesaurus

Respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

Model Informative Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective informative paper established as a class.

Command of Evidence **Does my response…**	**Drafting** ✔	**Finalization** ✔
Use relevant and sufficient evidence to develop my subtopics?	☐	☐
Integrate evidence (quotations and paraphrasing) to support the claim and develop subtopics?	☐	☐
Anticipate and address the audience's knowledge level?	☐	☐

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Clearly introduce a topic?	☐	☐
Develop a precise claim about the topic?	☐	☐
Include subtopics that develop the topic and support the claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Clearly state each subtopic?	☐	☐
Have an introduction that engages the reader's attention and interest?	☐	☐
Provide a conclusion that follows from and supports the informative paper?	☐	☐
Establish and maintain a formal style and objective tone?	☐	☐
Use precise language to clearly explain the topic?*	☐	☐
Use domain-specific vocabulary to clearly explain the topic?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
Cite sources using proper MLA style and formatting?	☐	☐
Use proper punctuation for quotations and citations?	☐	☐

*Asterisks indicate new items added in this lesson.

Model WR.2 Revision Exit Slip: Working with Words

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your informative paper. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
With widespread and long-lasting effects, the Great Depression ruined Americans' livelihoods, yet it also drove them to be creative and use government assistance to survive.	With widespread and long-lasting effects, the Great Depression ruined Americans' livelihoods, yet it also drove them to be resourceful and use government assistance to survive.	I replaced "creative" with the word "resourceful" to better highlight how Americans had to find different ways of providing for themselves because of their financial situations.
Americans did not have a lot of money, so they had some difficulty paying for things.	Without a paycheck or savings, many Americans struggled to meet their basic needs.	I used more precise words to highlight the fact that Americans did not have money coming in or money to fall back on. The precise words show how Americans could not pay for the most basic necessities, not extra goods. Also, the words "paycheck" and "savings" are more concrete and easier to picture than "did not have a lot of money."
Without money from a job, many people could no longer pay to live in their homes, and were made to live in the street.	Lacking an income, many people could no longer afford to live in their homes, and were forced into the street.	I used a thesaurus to replace some of the words with words that have a more negative connotation to emphasize how much Americans were suffering.

Appendix 1: Word Choice

Post or project the following examples of a sentence that includes specific words and phrases and one that does not.

ⓘ Example 1 is taken from paragraph 2 of the article "The New Deal" (refer to Lesson 3). Example 2 has been modified from the article.

- **Example 1:** A desperate Congress gave Roosevelt carte blanche and rubber-stamped his proposals in order to expedite the reforms.
- **Example 2:** Congress allowed Roosevelt to do what he wanted in order to make changes happen more quickly.

ⓘ **Differentiation Consideration:** If students struggle with the vocabulary in the first example, remind them of the definitions for *carte blanche, rubber-stamped,* and *expedite* from Lesson 3 that are on their copies of text or in their vocabulary journals.

Instruct students to Think, Pair, Share about the following questions:

Which of these examples most effectively uses precise language? Why is the language more effective in this example?

- Student responses may include:
  - The first example uses precise language more effectively. The word "desperate" conveys the dire situation of the American economy and contributes to an understanding of the willingness of Congress to "rubber-stamp[] proposals."
  - The word of "expedite" shows that Congress allowed Roosevelt to speed up the process of passing proposals because the situation was so desperate.
  - The precise words in the first example explain how bad the problem was and exactly what Congress and Roosevelt did to try to solve it.
  - The second example does not include any precise language, and a reader without any background knowledge of Roosevelt or the New Deal would not necessarily understand what Roosevelt did.

Which of these examples most effectively uses domain-specific vocabulary? Why is the vocabulary more effective in this example?

- Student responses may include:
  - The first example uses words like "carte blanche," "rubber-stamped," "proposals," and "reforms." These words have specific contextual meaning in politics.

- The use of domain-specific words helps readers understand the specific steps Congress and Roosevelt took to try to help resolve a desperate situation: Congress gave Roosevelt permission to do whatever he wanted without needing its approval, so he could pass laws to begin changes in government.
- The second example does not explain the details of what Congress and Roosevelt did to make changes.

ⓘ **Differentiation Consideration:** Provide students with the following definition: *domain-specific vocabulary* means "words that are unique to a certain content area or subject."

- Students write the definition of *domain-specific vocabulary* in the appropriate section of their vocabulary journals.

Lead a brief whole-class discussion of student responses. Then explain to students that using precise words and domain-specific vocabulary can help convey the complexity of a topic and make a complex topic seem simpler or easier for the reader to understand. Explain to students that they should use precise words and domain-specific vocabulary throughout their papers.

Post or project the following example sentence.

- Americans did not have a lot of money, so they had some difficulty paying for things.

Instruct students to work in pairs or small groups to replace the imprecise or unspecific words and phrases with more precise and specific ones. Instruct students to also explain why replacing imprecise or unspecific words and phrases makes the sentence more effective.

- Student responses will vary but should demonstrate students' ability to replace the words and phrases "a lot of," "some," and "things" with more specific words and phrases. A possible student response:
  - Without a paycheck or savings, many Americans struggled to meet their basic needs.
  - This revised sentence highlights the fact that Americans did not have money coming in or money to fall back on. It also conveys how Americans could not pay for the most basic necessities, not extra goods.

ⓘ **Differentiation Consideration:** If students struggle, consider identifying the words and phrases "a lot of," "some," and "things" for students to practice replacing.

Lead a brief whole-class discussion of student responses.

Explain to students that "precise" and "specific" do not necessarily mean more words or longer sentences. Explain that sometimes writers can inadvertently weaken their writing by adding imprecise or nonspecific descriptive words.

Post or project the following paragraph and instruct students to Think, Pair, Share about the questions below.

- Although the Great Depression forced many Americans to rely on their own resources, it sort of encouraged people to use the government assistance offered through President Franklin Delano Roosevelt's New Deal programs. As the newly elected president in 1932, Roosevelt worked with Congress almost right away to create the New Deal programs "to relieve poverty, reduce unemployment, and speed economic recovery" ("The New Deal"). Most people everywhere faced a lot of economic difficulty and turned to the government to get a little support during the challenging times of the Great Depression.

What words or phrases seem weak or vague in this passage?

- Student responses should include:
  - "sort of"
  - "almost"
  - "most people everywhere"
  - "a lot of"
  - "a little"

How do these words and phrases weaken the paragraph?

- These words and phrases are not specific or precise. The words suggest that the ideas are not fully supported by sources or that the writer does not have a full understanding of the information.

Lead a brief whole-class discussion of student responses. Explain to students that words that increase emphasis (e.g., "a lot of") or decrease emphasis (e.g., "sort of," "a little") can be avoided by using more specific nouns, verbs, and adjectives.

Explain to students that in order to make appropriate word choices in their writing, they must have an understanding of connotation, as well as the explicit or primary meaning of the word. Explain to students that *connotation* refers to the feelings associated with a word. Provide students with the following example: The words "cheap" and "inexpensive" both describe something that does not cost a lot of money. The connotation of "inexpensive" suggests this same meaning, but the connotation of "cheap" implies that the object is also of low quality.

- Students write the definition of *connotation* in the appropriate section of their vocabulary journals.

Post or project the following examples and ask students to Think, Pair, Share about the questions below:

ⓘ Example 1 is taken from paragraph 3 of the Model Informative Paper (refer to Lesson 10). Example 2 has been modified from the model.

- **Example 1:** The Great Depression's difficult economic conditions forced people to become more resourceful in order to survive.
- **Example 2:** The Great Depression's complicated economic conditions encouraged people to become more creative in order to live.

How are the examples similar and different?

- Student responses may include:
  - Both sentences are about the challenge people faced because of the economic situation during the Great Depression and how people had to act differently in their lives in order to make it through hard times.
  - The sentences use different words to describe the same situation. The first sentence includes the words "difficult," "forced," "resourceful," and "survive," but the second example includes the words "complicated," "encouraged," "creative," and "live."

Which example is more effective? How does connotation contribute to the effectiveness of this example?

- Student responses may include:
  - While both "difficult" and "complicated" have similar meanings, "difficult" is more appropriate in this context because it has a more negative connotation.
  - While both "forced" and "encouraged" have similar meanings, "forced" has a stronger, more negative connotation and better conveys the seriousness of the situation.
  - While both "resourceful" and "creative" have similar meanings, "resourceful" works better in this context because its connotation is more desperate: people who are resourceful are creative in how they use their resources when they do not have much to work with.
  - While both "survive" and "live" have similar meanings, "survive" has a more desperate connotation. People who survive are just barely living or have just gotten through a tough or desperate moment.
  - The first sentence includes words with stronger, more negative connotations, so it better conveys the desperation of the people and the seriousness of their situation.

Lead a brief whole-class discussion of student responses.

Appendix 2: Using a Dictionary and Thesaurus

Instruct students to form pairs or small groups. Explain to students that as they try to remove imprecise and nonspecific words from their writing, they may want to consult a dictionary or thesaurus to find powerful, specific words to incorporate in a way that makes their writing more sophisticated and compelling. Explain to students that they can use dictionary definitions to rework sentences and phrases in their writing, and they can use thesauruses to replace words with synonyms. Remind students that just because a word appears as a synonym in a thesaurus or dictionary, it may not necessarily be the right fit for the context of the writing, and they should consider the connotation of the words in context.

ⓘ **Differentiation Consideration:** If necessary, explain to students that *connotation* refers to the feelings associated with a word. Provide students with the following example: The words "cheap" and "inexpensive" both describe something that does not cost a lot of money. The connotation of "inexpensive" suggests this same meaning, but the connotation of "cheap" implies that the object is also of low quality.

- Students write the definition of *connotation* in the appropriate section of their vocabulary journals.

Explain to students that with the correct use of dictionaries and thesauruses, they have the opportunity to expand not just their written vocabulary but also their active vocabulary, which they use on an everyday basis.

ⓘ **Differentiation Consideration:** If necessary, explain to students that dictionaries generally provide definitions and synonyms of words, whereas thesauruses generally only provide synonyms. Students who need both definition and synonym suggestions should consult a dictionary. Consider explaining that the dictionary and thesauruses each classify words by parts of speech, so students should ensure that they are looking up the correct part of speech for the word, based on the context in which it appears.

Encourage students to use credible online dictionaries like http://dictionary.com and http://learnersdictionary.com as well as an online thesaurus like http://www.thesaurus.com as they adapt their vocabulary.

ⓘ Consider explaining the benefits of online dictionaries and thesauruses as they allow students to quickly and easily access definitions and synonyms.

Post or project the following example sentence.

- Without money from a job, many people could no longer pay to live in their homes, and were made to live in the street.

Instruct student pairs or small groups to consult a dictionary and/or a thesaurus to determine which words or phrases in the sentence can be replaced to strengthen the accuracy and effectiveness of the sentence.

- Student responses may vary but should demonstrate students' ability to use a dictionary or thesaurus to make writing more precise or specific. Possible student responses include:
  - The word "without" can be replaced by "lacking" which has a more negative connotation and works better to describe this sad situation.
  - The phrase "money from a job" can be replaced by "income" because it is more specific and a better word for an academic paper.
  - The word "pay" can be replaced by "afford" because it is more precise and makes more sense in this context.
  - The word "made" can be replaced by "forced" because it has a stronger, more negative connotation.
  - The word "live" is used twice in the sentence; the second time it can be replaced by "survive" because it has a more desperate connotation.

Instruct students to record different ways to revise the example sentence with the words or phrases they identified in the dictionary and/or thesaurus.

- Student responses may vary but should demonstrate students' ability to use a dictionary or thesaurus to make writing more precise or specific. Possible student response:
  - Lacking an income, many people could no longer afford to live in their homes, and were forced to survive in the street.

ⓘ The possible student response above is taken from paragraph 2 of the Model Informative Paper (refer to Lesson 10).

ⓘ **Differentiation Consideration:** If students have little experience using a thesaurus or dictionary, explain the steps of replacing words: first students identify words in the sentence that seem nonspecific or imprecise (*without, job, pay, made, live*). Then students look up each word in the dictionary or thesaurus and choose more precise or powerful words. Explain to students that they must choose words that they understand, so they can be sure they have the correct meaning and connotation. Students can check the meaning of words in a dictionary. Consider modeling this process with the word *without* in the sentence above.

Lead a brief whole-class discussion of student responses. Then post or project the students' suggested versions of the same sentence and lead a discussion comparing the original sentence with their suggested revisions.

Instruct students to discuss how each of the more specific words impacts the meaning or emphasis of the sentence. For example, ask:

How does the word "forced" impact the meaning or emphasis of the sentence?

- The word "forced" adds strength to the sentence because the word has a stronger and more negative connotation. It shows that people did not choose to leave their homes; they were so poor that they were "forced" to leave.

Lead a brief whole-class discussion of student responses.

SUPPLEMENTAL SKILLS INSTRUCTION

WR.2.D INFORMATIVE Cohesion and Flow

Lessons WR.2.A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

This lesson is composed of two distinct but related activities that center on skills for creating cohesion and flow to improve informative writing. Each activity may last an entire class period.

Writing Instruction Options:

- Varied Syntax
- Transitional Words and Phrases

In this lesson, the teacher provides direct instruction to students on identifying and using varied syntax and transitional words and phrases. Students focus on revising their own informative papers for varied syntax or transitional words and phrases before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Cohesion and Flow, on which each student records one example of successful revision.

For homework, students choose three different passages from their informative papers and revise each passage focusing on effectively using varied syntax or transitional words and phrases. Students also write a few sentences explaining whether or not they will keep the revisions they drafted and the impact this decision has on their informative papers.

Standards

Assessed Standard(s)	
W.9-10.2.c	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. c. Use appropriate and varied transitions to link the major sections of the text, create

	cohesion, and clarify the relationships among complex ideas and concepts.
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)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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 *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.2 Revision Exit Slip: Cohesion and Flow. Students record the original passage from their informative papers as well as the revised passage. Students then explain why the revision is effective. ⓘ Consider assessing these revisions using the Informative Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Record the original passage (e.g., So many people were without work in 1932 that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).). • Revise the original passage, focusing on appropriate and effective use of varied syntax or transitional words and phrases (e.g., By 1932, so many people were without work that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).). • Explain why the revision is effective (e.g., I varied the syntax to put the emphasis on the year rather than the people.). ⓘ See the Model WR.2 Revision Exit Slip: Cohesion and Flow for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
• Standards: W.9-10.2.c, W.9-10.5, W.9-10.6, SL.9-10.1	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Writing Instruction Options:	3. 30%
• Varied Syntax	
• Transitional Words and Phrases	
4. Informative Writing Checklist	4. 5%
5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR.2 Revision Exit Slip: Cohesion and Flow	7. 5%
8. Closing	8. 5%

Materials

- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson C Model Informative Writing Checklist)
- Copies of the WR.2 Revision Exit Slip: _____ for each student (refer to WR.2 Lesson A)—students will need additional blank copies
- Copies of the Transitions 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.
	Bold text indicates questions for the teacher to ask students.

	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students learn how to incorporate varied syntax or transitional words and phrases to strengthen the cohesion and flow of their informative papers. Students revise their own drafts before participating in a peer discussion of their individual revisions.

- ▸ Students look at the agenda.

Activity 2: Homework Accountability 0%

ⓘ Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction Options 30%

ⓘ Based on student need, select from the two options below:

- Varied Syntax (See Appendix 1)
- Transitional Words and Phrases (See Appendix 2)

Activity 4: Informative Writing Checklist 5%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to take out their copies of the Informative Writing Checklist.

ⓘ Consider posting or projecting the Informative Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Informative Writing Checklist? In which categories do these items belong and why?

- 🗨 Student responses will vary but should include points that address the following:

- Include varied syntax to contribute to a cohesive informative paper? This item belongs in the Coherence, Organization, and Style category, because it is about making clear connections among ideas in informative writing.
- Include transitional words and phrases that clearly show the relationship between sentences and paragraphs? This item belongs in the Coherence, Organization, and Style category, because it is about cohesion and clarity in informative writing.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Informative Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Informative Writing Checklist.

- Students add new items in the appropriate categories to their copies of the Informative Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Informative Writing Checklist.

Activity 5: Individual Revision 30%

Instruct students to independently revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Varied Syntax
- Transitional Words and Phrases

ⓘ For example, if students completed the writing instruction activity on Varied Syntax, then their revisions will focus on varied syntax rather than on transitional words and phrases.

Explain to students that they should revise at least three passages for varied syntax or transitional words and phrases. Remind students to refer to the Informative Writing Checklist as they revise their drafts.

Transition to individual revision.

- Students independently revise their drafts to include varied syntax or transitional words and phrases.

For sample revisions, see the Model WR.2 Revision Exit Slip: Cohesion and Flow.

Activity 6: Revision Discussion 20%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

ⓘ Refer to Lesson 8 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
2. Explain to your peers how the revision improves your draft.
3. Ask your peers to provide brief constructive criticism on your revisions.
   - Students share and discuss with peers at least two effective revisions they made to their drafts.

ⓘ In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.2 Revision Exit Slip: Cohesion and Flow 5%

Explain that for this lesson's assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.2 Revision Exit Slip: _____ to each student. Instruct students to fill in the title "Cohesion and Flow" on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Informative Writing Checklist.

- See the High Performance Response and Model WR.2 Revision Exit Slip: Cohesion and Flow for sample student responses.

Activity 8: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Varied Syntax
- Transitional Words and Phrases

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

ⓘ If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

- Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on whichever of the following writing skills you learned in this lesson:

- Varied Syntax
- Transitional Words and Phrases

Respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

Model Informative Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective informative paper established as a class.

Command of Evidence **Does my response…**	**Drafting** ✔	**Finalization** ✔
Use relevant and sufficient evidence to develop my subtopics?	☐	☐
Integrate evidence (quotations and paraphrasing) to support the claim and develop subtopics?	☐	☐
Anticipate and address the audience's knowledge level?	☐	☐

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Clearly introduce a topic?	☐	☐
Develop a precise claim about the topic?	☐	☐
Include subtopics that develop the topic and support the claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Clearly state each subtopic?	☐	☐
Have an introduction that engages the reader's attention and interest?	☐	☐
Provide a conclusion that follows from and supports the informative paper?	☐	☐
Establish and maintain a formal style and objective tone?	☐	☐
Use precise language to clearly explain the topic?	☐	☐
Use domain-specific vocabulary to clearly explain the topic?	☐	☐
Include varied syntax to contribute to a cohesive informative paper?*	☐	☐

Include transitional words and phrases that clearly show the relationship between sentences and paragraphs?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
Cite sources using proper MLA style and formatting?	☐	☐
Use proper punctuation for quotations and citations?	☐	☐

*Asterisks indicate new items added in this lesson.

Model WR.2 Revision Exit Slip: Cohesion and Flow

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your informative paper. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
The author's father earned money inconsistently. He created several different odd jobs for himself like cutting hair, gardening, and painting houses. The author's mother also demonstrated resourcefulness. She "would find someone who was a year ahead of [the author] in school, and buy his used books" (Hastings). The author's mother bought used copies of the schoolbooks. The author's mother found a way to provide her child what he needed. She also helped the family save money.	For example, the author's father inconsistently earned small amounts of money by creating several different odd jobs for himself like cutting hair, gardening, and painting houses. The author's mother also demonstrated resourcefulness when she "would find someone who was a year ahead of [the author] in school, and buy his used books" (Hastings). By buying used copies of the school books, the author's mother found a way to provide her child what he needed and help the family save money at the same time.	I varied the syntax of this paragraph. I used transitional words to combine some sentences and I changed the way I began some sentences, as in "by buying" for example. This helps to focus on the measures that people had to take to be resourceful during the Great Depression.
The 1920s in America were prosperous times. Starting in 1929 and lasting over a ten-year period, the Great Depression affected all Americans, rich and poor alike. The American economy had overcome economic depressions in the past. Americans' lives changed forever. With widespread and long-lasting effects, the Great Depression ruined Americans' livelihoods. It also drove them to be resourceful and use government assistance to	The 1920s in America were prosperous times. But starting in 1929 and lasting over a ten-year period, the Great Depression affected all Americans, rich and poor alike. Although the American economy had overcome economic depressions in the past, this time Americans' lives changed forever. With widespread and long-lasting effects, the Great Depression ruined Americans' livelihoods, yet it also drove them to be resourceful and use government	I added transitional words and phrases "But," "Although," "this time," and "yet." These words and phrases help clarify my ideas and make the time frame of the events clear.

survive.	assistance to survive.	
So many people were without work in 1932 that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).	By 1932, so many people were without work that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).	I varied the syntax to put the emphasis on the year rather than the people.

Appendix 1: Varied Syntax

Explain to students that *syntax* refers to the arrangement of words and phrases to create well-formed sentences. *Syntax* also relates to the impact that this arrangement has on a reader's understanding of an author's purpose or point of view.

ⓘ Consider asking students to volunteer the definition of *syntax* before providing it to the class.

- Students write the definition of *syntax* in the appropriate section of their vocabulary journals.

Post or project the following examples.

ⓘ Example 2 is taken from paragraph 2 of the Model Informative Paper (refer to Lesson 10). Example 1 has been modified from the model.

- **Example 1:** So many people were without work in 1932 that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).
- **Example 2:** By 1932, so many people were without work that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).

Instruct students to Turn-and-Talk about the following questions:

Compare how the words and phrases are arranged in each example.

- In the first example, the sentence begins with the phrase "So many people" and ends with "in 1932"; whereas, in the second example, the sentence begins with the phrase "By 1932" and then is followed by the phrase "so many people."

What is the effect of word order on the emphasis and meaning in each sentence?

- Student responses may include:
  - In the first example, the phrase about people is first, so the emphasis is on the amount of people who did not have jobs. The phrase with the date comes at the end, right before the quote, so the date seems less important to the meaning of the overall sentence.
  - In the second example, the phrase "By 1932" is first, which emphasizes the date by which "so many people" did not have jobs.

Lead a brief whole-class discussion of student responses. Then explain to students that sentences with simple syntax are short (with few phrases). Sentences with complex syntax may be longer (with many phrases). Changes in word order or sentence length and complexity are called *variations in syntax*. Explain to students that writers vary syntax to emphasize certain ideas and/or create a stylistic effect. For example, a writer can vary syntax to quicken the pace with short sentences or lengthen the pace with longer sentences.

- Students write the definition of *variations in syntax* in the appropriate section of their vocabulary journals.

Post or project the following examples.

ⓘ Example 2 is taken from paragraph 3 of the Model Informative Paper (refer to Lesson 10). Example 1 has been modified from the model.

- **Example 1:** The author's father earned money inconsistently. He created several different odd jobs for himself like cutting hair, gardening, and painting houses. The author's mother also demonstrated resourcefulness. She "would find someone who was a year ahead of [the author] in school, and buy his used books" (Hastings). The author's mother bought used copies of the schoolbooks. The author's mother found a way to provide her child what he needed. She also helped the family save money.
- **Example 2:** For example, the author's father inconsistently earned small amounts of money by creating several different odd jobs for himself like cutting hair, gardening, and painting houses. The author's mother also demonstrated resourcefulness when she "would find someone who was a year ahead of [the author] in school, and buy his used books" (Hastings). By buying used copies of the school books, the author's mother found a way to provide her child what he needed and help the family save money at the same time.

Instruct students to read the examples and Turn-and-Talk about the following questions.

How does the writer vary syntax in these paragraphs?

- Student responses may include:
  - The first example uses mostly short, simple sentences. Also, the writer repeats the same syntax in every sentence as the words and phrases are ordered in the same way, so the syntax is not varied.
  - In the second example, the writer varies syntax by using both long, complex sentences and short, simple sentences in which the order of words in each sentence is different.

ⓘ **Differentiation Consideration:** If students struggle, consider using a masterful reading of this example set. This practice supports students' understanding of varied syntax by allowing them to hear the effect of structure on the rhythm of the sentence.

What is the effect of the varied syntax on meaning, style, and emphasis in these examples?

- Student responses may include:
  - The repetitive syntax in the first example makes the paragraph sound choppy. The lack of varied syntax in the first example makes the paragraph more difficult to read, and the

connections between ideas are less clear. The lack of variation also makes the paragraph less engaging to read, which takes away from the power of the writing.

- In the second example, the varied syntax makes the connections between ideas clear, which contributes to the overall cohesiveness of the paragraph. The variations in syntax make the paragraph easier to read, because the sentences are not choppy, which adds to the power of the writing.

ⓘ **Differentiation Consideration:** If students struggle to answer these questions, consider providing more examples from the model informative paper (complete model in Lesson 10) or other student essays to assist in their understanding of how variations in syntax can affect the meaning, emphasis, and style of a piece of writing.

Lead a brief whole-class discussion of student responses. Explain to students that varied syntax can give significant strength to their informative writing. Varying the length and structure of sentences can help readers engage with the text and strengthen the power, pacing, and flow of informative writing.

Appendix 2: Transitional Words and Phrases

Introduce students to the ideas of *cohesion* and *transitions*. Explain to students that *cohesion* in writing refers to how well the paragraphs and sentences link the claims and evidence of a text together into a coherent whole. Explain to students that *transitions* are words and phrases that are used to create cohesion.

- Students write the definitions of *cohesion* and *transitions* in the appropriate section of their vocabulary journals.

Explain to students that achieving cohesion and successfully using transitions are important aspects of careful revision. Explain to students that cohesion should exist between paragraphs as well as between sentences. In both cases, transitional words and phrases can help link ideas and support the logic of the paper.

Distribute the Transitions Handout. Explain that the handout provides a variety of transitional words to use in specific cases. Explain to students that the words are grouped together by the way they are used. For example, words like *furthermore* and *besides* are used for addition, which means they can be used to continue a line of reasoning or sustain a thought between sentences or paragraphs. Phrases like *in the same way* or the word *likewise* can be used to show that ideas are similar.

- Students listen and examine the handout.

Instruct students to form pairs or small groups. Post or project the following two paragraphs and instruct student pairs or groups to identify and record words and phrases that support transition and cohesion between sentences and paragraphs.

ⓘ Example 1 is taken from paragraph 1 of the Model Informative Paper (refer to Lesson 10). Example 2 is modified from paragraph 3 of the article "The New Deal" (refer to Lesson 3).

- **Example 1:** The 1920s in America were prosperous times. But starting in 1929 and lasting over a ten-year period, the Great Depression affected all Americans, rich and poor alike. Although the American economy had overcome economic depressions in the past, this time Americans' lives changed forever. With widespread and long-lasting effects, the Great Depression ruined Americans' livelihoods, yet it also drove them to be resourceful and use government assistance to survive.
- **Example 2:** Roosevelt's first act as president was to declare a four-day bank holiday. Congress drafted the Emergency Banking Bill of 1933. The banking system was stabilized. The public's faith in the banking industry was restored. He signed the Glass-Steagall Act, which created the FDIC, federally insuring deposits.

Instruct students to answer the following questions in their pairs or groups before sharing out with the class. Instruct students to use the Transitions Handout as a reference.

Which of these paragraphs is more cohesive and why?

- The first paragraph is more cohesive. The language is easier to follow and ideas are connected. The paragraph relies on transitional words and phrases, like "But," "alike," "Although," "this time," "With," and "yet it also" to help link ideas.

Which of these paragraphs is less cohesive and why?

- The second paragraph is less cohesive. The paragraph contains valuable information, but there are no transitional words and phrases that help connect either the ideas or the timeline. Because of the lack of transitions, the sentences are disjointed and do not speak to the difficulty of Americans at the time. The sentences read like isolated examples of things Roosevelt did once in office.

ⓘ **Differentiation Consideration:** If students struggle to identify differences between the paragraphs, consider preparing a highlighted version of the paragraphs, annotating the transitional words and phrases in the first example and the lack of transitional words and phrases in the second example.

ⓘ **Differentiation Consideration:** If students need additional practice using transitional words and phrases, instruct students to work in pairs or small groups to add transitions to the second example paragraph above.

- Students add transitional words and phrases.

Lead a brief whole-class discussion of student responses.

What specific words and phrases in the more cohesive paragraph create effective transitions and contribute to cohesion?

- Student responses should include:
  - "but"
  - "alike"
  - "although"
  - "this time"
  - "with"
  - "yet it also"

How does each transitional word or phrase contribute to the paragraph?

- Student responses may include:

- The word "but" shows that there is going to be a change or shift of information that is different from information that came before. In this example, "but" indicates that although "the 1920s in America were prosperous times," life after that was difficult.
- The word "alike" indicates how everyone was affected and is used to link both rich and poor people. This is significant because it speaks to the seriousness of the Great Depression, which affected people from all incomes.
- The word "although" is used to transition from previous information about how to handle a depression to the things that made the Great Depression more devastating, and in that sense, unique.
- The phrase "this time" is used to convey how unique the Great Depression was, compared to previous American depressions.
- The word "with" is used to transition from the idea of the struggles of the Great Depression to more specific examples of how it ruined American lives.
- The phrase "yet it also" is used to transition from the idea of America being crushed by the Great Depression to the idea of Americans discovering new ways to adapt in the face of adversity.

Lead a brief whole-class discussion of student responses. Explain to students that creating effective transitions is crucial to conveying complex ideas. Effective use of transitional words and phrases improves the logical presentation of information and is important for making clear connections among the claim, subtopics, and evidence in an informative paper.

Transitions Handout

Name:		Class:		Date:	

Addition (to add an idea)	Illustration (to give an example)	Comparison (to show how ideas are similar)	Contrast (to show how ideas are different)	Explanation (to explain an idea)
again also besides finally first furthermore in addition lastly secondly	e.g., for example for instance specifically such as to demonstrate to illustrate	equally in the same way likewise similarly	although at the same time however in contrast nevertheless nonetheless on the contrary otherwise yet	i.e., in other words that is to clarify to explain
Emphasis (to highlight an idea)	**Conclusion (to end a passage)**	**Cause and Effect (to show why)**	**Time (to show when and where)**	**Concession (to introduce counterclaims)**
especially importantly indeed in fact of course significantly surely	finally in conclusion in the end lastly to conclude	as a result because consequently for this reason hence so that therefore	after during meanwhile next simultaneously then when while	admittedly even so granted it is true of course on the other hand regardless

SUPPLEMENTAL SKILLS INSTRUCTION

WR.2.E INFORMATIVE Varying Sentence Length

Lessons WR.2.A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

This lesson is composed of two distinct but related activities that center on skills for effectively varying sentence length to improve informative writing. Each activity may last an entire class period.

Writing Instruction Options:

- Combining Sentences Using Semicolons and Colons
- Splitting Sentences

In this lesson, the teacher provides direct instruction to students on combining sentences using semicolons and colons. Students also practice splitting sentences to improve the clarity of their writing. Students focus on revising their own informative drafts for effectively combining sentences using semicolons and colons or for splitting sentences before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Varying Sentence Length, on which each student records one example of a successful revision.

For homework, students choose three different passages from their informative papers and revise each passage focusing on effectively combining sentences using semicolons and colons or splitting sentences as necessary to strengthen their writing. Students also write a few sentences explaining whether or not they will keep the revisions they drafted and the impact this decision has on their informative papers.

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	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2.a, b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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.
Addressed Standard(s)	
W.9-10.2.c	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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 *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.2 Revision Exit Slip: Varying Sentence Length. Students record the original passage from their informative papers as well as the revised passage. Students then explain why the revision is effective. ⓘ Consider assessing these revisions using the Informative Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Record the original passage (e.g., The author's family also avoided wasting anything. Instead of throwing away cotton bags, the material was "washed, bleached, and cut into dish cloths and towels" (Hastings).). • Revise the original passage, focusing on combining sentences using semicolons and/or colons or

splitting sentences (e.g., The author's family also avoided wasting anything: instead of throwing away cotton bags, the material was "washed, bleached, and cut into dish cloths and towels" (Hastings).).

- Explain why the revision is effective (e.g., I combined these sentences using a colon to highlight how the second part of the sentence provides information to support the first part.).

ⓘ See the Model WR.2 Revision Exit Slip: Varying Sentence Length for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
• Standards: W.9-10.5, L.9-10.1, L.9-10.2.a, b, W.9-10.2.c, W.9-10.6, SL.9-10.1	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Writing Instruction Options:	3. 30%
• Combining Sentences Using Semicolons and Colons	
• Splitting Sentences	
4. Informative Writing Checklist	4. 5%
5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR.2 Revision Exit Slip: Varying Sentence Length	7. 5%
8. Closing	8. 5%

Materials

- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson D Model Informative Writing Checklist)
- Copies of the WR.2 Revision Exit Slip: _____ for each student (refer to WR.2 Lesson A)—students will need additional blank copies
- Copies of the Semicolon and Colon 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.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students learn how to combine sentences using semicolons and colons or how to split sentences to strengthen their writing. Students revise their own drafts before participating in a peer discussion of their individual revisions.

- Students look at the agenda.

Activity 2: Homework Accountability 0%

ⓘ Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction Options 30%

ⓘ Based on student need, select from the two options below:

- Combining Sentences Using Semicolons and Colons (See Appendix 1)
- Splitting Sentences (See Appendix 2)

Activity 4: Informative Writing Checklist 5%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to take out their copies of the Informative Writing Checklist.

ⓘ Consider posting or projecting the Informative Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Informative Writing Checklist? In which categories do these items belong and why?

- Student responses will vary but should include points that address the following:
  - Correctly incorporate semicolons and colons to make my writing clearer? This item belongs in the Control of Conventions category, because it is about proper use of punctuation.
  - Include sentences of varied length that contribute to the cohesion and clarity of my informative writing? This item belongs in the Coherence, Organization, and Style category, because varying sentence length affects both the coherence and style of informative writing.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Informative Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Informative Writing Checklist.

- Students add new items in the appropriate categories to their copies of the Informative Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Informative Writing Checklist.

Activity 5: Individual Revision 30%

ⓘ The following activity addresses the expectations of W.9-10.2.c.

Instruct students to independently revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Combining Sentences Using Semicolons and Colons
- Splitting Sentences

ⓘ For example, if students completed the writing instruction activity on Combining Sentences Using Semicolons and Colons, then their revisions will focus on using semicolons and colons to combine sentences rather than on splitting sentences.

Explain to students that they should revise at least three passages for effectively combining sentences using semicolons and colons or for splitting sentences. Remind students to refer to the Informative Writing Checklist as they revise their drafts.

Transition to individual revision.

- Students independently revise their drafts for effectively combining sentences using semicolons and colons or for splitting sentences.

For sample revisions, see the Model WR.2 Revision Exit Slip: Varying Sentence Length.

Activity 6: Revision Discussion 20%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

ⓘ Refer to Lesson 8 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
2. Explain to your peers how the revision improves your draft.
3. Ask your peers to provide brief constructive criticism on your revisions.
   - Students share and discuss with peers at least two effective revisions they made to their drafts.

ⓘ In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.2 Revision Exit Slip: Varying Sentence Length 5%

Explain that for this lesson's assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.2 Revision Exit Slip: _____ to each student. Instruct students to fill in the title "Varying Sentence Length" on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Informative Writing Checklist.

See the High Performance Response and Model WR.2 Revision Exit Slip: Varying Sentence Length for sample student responses.

Activity 8: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Combining Sentences Using Semicolons and Colons
- Splitting Sentences

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

ⓘ If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

- Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on whichever of the following writing skills you learned in this lesson:

- Combining Sentences Using Semicolons and Colons
- Splitting Sentences

Respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

Model Informative Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective informative paper established as a class.

Command of Evidence **Does my response…**	**Drafting** ✔	**Finalization** ✔
Use relevant and sufficient evidence to develop my subtopics?	☐	☐
Integrate evidence (quotations and paraphrasing) to support the claim and develop subtopics?	☐	☐
Anticipate and address the audience's knowledge level?	☐	☐

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Clearly introduce a topic?	☐	☐
Develop a precise claim about the topic?	☐	☐
Include subtopics that develop the topic and support the claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Clearly state each subtopic?	☐	☐
Have an introduction that engages the reader's attention and interest?	☐	☐
Provide a conclusion that follows from and supports the informative paper?	☐	☐
Establish and maintain a formal style and objective tone?	☐	☐
Use precise language to clearly explain the topic?	☐	☐
Use domain-specific vocabulary to clearly explain the topic?	☐	☐
Include varied syntax to contribute to a cohesive informative paper?	☐	☐

Include transitional words and phrases that clearly show the relationship between sentences and paragraphs?	☐	☐
Include sentences of varied length that contribute to the cohesion and clarity of my informative writing?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
Cite sources using proper MLA style and formatting?	☐	☐
Use proper punctuation for quotations and citations?	☐	☐
Correctly incorporate semicolons and colons to make my writing clearer?*	☐	☐

*Asterisks indicate new items added in this lesson.

Model WR.2 Revision Exit Slip: Varying Sentence Length

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your informative paper. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
Millions of Americans struggled to meet their basic needs. This struggle forced many people to find creative ways to survive and prompted them to use government programs for help.	Millions of Americans struggled to meet their basic needs; this struggle forced many people to find creative ways to survive and prompted them to use government programs for help.	I used a semicolon to combine independent clauses in order to show that these ideas are connected.
The author's family also avoided wasting anything. Instead of throwing away cotton bags, the material was "washed, bleached, and cut into dish cloths and towels" (Hastings).	The author's family also avoided wasting anything: instead of throwing away cotton bags, the material was "washed, bleached, and cut into dish cloths and towels" (Hastings).	I combined these sentences using a colon to highlight how the second part of the sentence provides information to support the first part.
The 1920s in America were prosperous times, but starting in 1929 and lasting over a ten-year period, the Great Depression affected all Americans, rich and poor alike.	The 1920s in America were prosperous times. But starting in 1929 and lasting over a ten-year period, the Great Depression affected all Americans, rich and poor alike.	I split this long sentence to emphasize and clarify the difference between the 1920s and what happened in 1929.

Appendix 1: Combining Sentences Using Semicolons and Colons

Explain to students that they can strengthen the clarity with which they communicate the claim, subtopics, and evidence in their informative papers by using semicolons and colons properly and effectively. Varying sentence length by combining sentences with semicolons or colons contributes to an engaging, cohesive informative paper.

ⓘ **Differentiation Consideration:** If necessary, explain that *cohesion* in writing refers to how well the paragraphs and sentences link the claims and evidence of a text together into a coherent whole.

- Students write the definition of *cohesion* in the appropriate section of their vocabulary journals.

Explain to students that they must understand what an *independent clause* is in order to use semicolons and colons properly.

ⓘ Students may be familiar with the components of an *independent clause*. Consider asking students to volunteer an explanation of what an *independent clause* is and provide an example before providing the definition of an *independent clause* to the class.

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." An *independent clause* communicates a complete thought.

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

Post or project the following example of an independent clause.

ⓘ The following example is taken from paragraph 1 of the article "The New Deal" (refer to Lesson 3).

- "Roosevelt worked quickly upon his election to deliver the New Deal."

Ask a student volunteer to identify the elements of the independent clause given above.

- Student responses should include:
  - The subject is "Roosevelt."
  - The predicate is everything following "Roosevelt" with "worked" as the main verb of the sentence.

ⓘ **Differentiation Consideration:** Students may need more support in understanding the components of a complete sentence in order to understand independent clauses. Consider reviewing and posting the definitions and examples for the parts of speech such as *subject, predicate,* and *verb*.

- Students write the definitions of *subject, predicate,* and *verb* in the appropriate section of their vocabulary journals.

Explain to students that semicolons are a type of punctuation that can be used to connect two independent clauses and show they are related. Post or project the following example for students:

ⓘ The following examples have been modified from paragraph 5 of the article "Firing, Not Hiring" by Nancy Hayes (refer to Lesson 5).

- **Example 1:** They postponed plans to expand. They reduced production levels, laid off employees, or closed stores and offices altogether.

Then, post or project the following example of the two sentences linked with a semicolon:

- **Example 2:** They postponed plans to expand; they reduced production levels, laid off employees, or closed stores and offices altogether.

Explain to students that it is possible to keep two distinct sentences instead of joining the independent clauses with a semicolon, but when the ideas are closely linked, combining the sentences can contribute to the cohesion and flow of the passage.

Inform students that semicolons are just one way of combining sentences. Writers can use commas and conjunctions or transitional words or phrases to combine independent clauses (e.g., They postponed plans to expand, and they reduced production levels, laid off employees, or closed stores and offices altogether.).

- Students follow along.

ⓘ Lesson D and Lesson F provide instruction on transitional words and phrases and comma usage, respectively.

Post or project the following paragraph and instruct students to work in pairs or small groups to practice combining sentences using semicolons, conjunctions, or transitional words or phrases. Encourage students to vary their methods of combining sentences. Explain to students that they may want to leave some short sentences to vary the length of sentences throughout the paragraph and to emphasize certain ideas with short sentences.

ⓘ The following example is modified from paragraph 6 of the Model Informative Paper (refer to WR.2 Lesson 10).

- The Great Depression was the longest and most severe economic crisis of the twentieth century. It deeply affected the people who lived through it. Millions of Americans struggled to meet their basic needs. This struggle forced many people to find creative ways to survive. This hardship prompted them to use government programs for help. Americans faced unimaginably difficult times. They had to use available resources. They were able to persevere through the end of the Great Depression.

Lead a brief whole-class discussion in which volunteers share how and why they combined sentences.

ⓘ The following sample student response is taken from paragraph 6 of the Model Informative Paper (refer to Lesson 10).

- Student responses may include:
  - As the longest and most severe economic crisis of the twentieth century, the Great Depression deeply affected the people who lived through it. Millions of Americans struggled to meet their basic needs, but this struggle forced many people to find creative ways to survive and prompted them to use government programs for help. Although Americans faced unimaginably difficult times, their ability to use the resources available to them ultimately helped them persevere through the end of the Great Depression.

ⓘ **Differentiation Consideration:** Some students may struggle to immediately grasp the proper use of semicolons. If students struggle, work with them individually to write out 5–10 examples of the proper use of semicolons.

Explain to students that a colon is another type of punctuation that is useful for combining related independent clauses. Post or project the following examples:

ⓘ The following examples can also be found on the Semicolon and Colon Handout.

- **Example 1:** The newly homeless endured awful living conditions: "In larger cities, the homeless congregated in abandoned lots and constructed makeshift 'homes' of scrap wood" (Hayes).
- **Example 2:** The men were all sent to do the following forestry work: digging ditches, building reservoirs, and planting trees.
- **Example 3:** In addition to losing jobs, many Americans also lacked any savings to use during such an emergency: millions of people lost their entire life savings when banks collapsed (Hayes).

ⓘ Consider informing students that in Example 3, a semicolon is also appropriate.

Instruct students to work in pairs or small groups to describe the three different uses for colons.

- Student responses should include:
  - In example 1, the colon links together one independent clause and a quotation that is a complete sentence. This suggests that a colon can be used to introduce a quotation after an independent clause when the quotation itself is also an independent clause.
  - In example 2, the colon comes after an independent clause and before a list. This shows that a colon can be used to introduce a list.

- In example 3, the colon is between two independent clauses. The second independent clause seems to explain the idea in the first clause that "many Americans also lacked any savings." This suggests that a colon can be used to link two independent clauses when the second clause provides more detail about or emphasizes the first clause.

Lead a brief whole-class discussion of student responses.

Distribute the Semicolon and Colon Handout to each student. Encourage students to use this handout as a reference for proper and common uses of semicolons and colons.

- Students examine the handout.

ⓘ **Differentiation Consideration:** Some students may struggle to immediately grasp the proper use of colons. If students struggle, work with them individually to write out 5–10 examples of the proper use of colons.

Semicolon and Colon Handout

Remember that an *independent clause* is "a clause that can stand alone as a sentence, containing a subject and a predicate with a finite verb." An *independent clause* communicates a complete thought.

Common and Proper Uses of the Semicolon:

- Use a semicolon to connect two independent clauses that are related to one another.
    - Example: They postponed plans to expand; they reduced production levels, laid off employees, or closed stores and offices altogether.

Common and Proper Uses of the Colon:

- Use a colon when introducing a quotation after an independent clause. The quotation must also be an independent clause.
    - Example: The newly homeless endured awful living conditions: "In larger cities, the homeless congregated in abandoned lots and constructed makeshift 'homes' of scrap wood" (Hayes).
- Use a colon when introducing a list.
    - Example: The men were all sent to do the following forestry work: digging ditches, building reservoirs, and planting trees.
- Use a colon between two independent clauses when the second clause provides more detail about or emphasizes the first clause.
    - Example: In addition to losing jobs, many Americans also lacked any savings to use during such an emergency: millions of people lost their entire life savings when banks collapsed (Hayes).

Further reference: The Purdue University Online Writing Lab (OWL): http://owl.english.purdue.edu (search terms: semi-colons and colons).

Appendix 2: Splitting Sentences

Explain that writers often combine sentences to show connections between ideas and to make writing flow smoothly; however, sometimes writers split long sentences into shorter sentences in order to vary sentence length or make ideas stand out. Splitting long sentences can also help writers express complex ideas in a clearer way that may be easier to read and understand.

Post or project the following paragraph and instruct students to work in pairs or small groups to practice splitting sentences by replacing commas and conjunctions or transitional words and phrases with periods. Explain to students that they may not want to split all of the sentences in order to vary the length of sentences throughout the paragraph.

ⓘ The following example is taken from paragraph 5 of the Model Informative Paper (refer to Lesson 10).

- Farmers could take advantage of the Agricultural Adjustment Act, which "subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy" ("The New Deal"). Paying farmers to plant less and lending them money to support their farms helped farmers stay in business through the Great Depression. By offering work and relief, the New Deal programs encouraged Americans facing many different situations to look to the government for help surviving the Great Depression.

Lead a brief whole-class discussion in which volunteers share how and why they split sentences.

- Student responses may include:
  - Farmers could take advantage of the Agricultural Adjustment Act. The act "subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy" ("The New Deal"), and farmers stayed in business through the Great Depression. They were paid to plant less and were lent money to support their farms. New Deal programs encouraged Americans to look to the government for help surviving the Great Depression.

SUPPLEMENTAL SKILLS INSTRUCTION

WR.2.F INFORMATIVE Ensuring Sentence Accuracy

Lessons WR.2.A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

In this lesson, the teacher provides direct instruction to students on using commas and repairing sentence fragments and run-on sentences. Students focus on revising their own informative drafts for using commas effectively and repairing fragments and run-on sentences before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Ensuring Sentence Accuracy, on which each student records one example of a successful revision.

For homework, students choose three different passages from their informative papers and revise each passage focusing on effectively using commas and repairing sentence fragments and run-on sentences. Students also write a few sentences explaining whether or not they will keep the revisions they drafted and the impact this decision has on their informative papers.

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.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Addressed Standard(s)	
W.9-10.2.c	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. c. Use appropriate and varied transitions to link the major sections of the text, create

	cohesion, and clarify the relationships among complex ideas and concepts.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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 *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.2 Revision Exit Slip: Ensuring Sentence Accuracy. Students record the original passage from their informative papers as well as the revised passage. Students then explain why the revision is effective. ⓘ Consider assessing these revisions using the Informative Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Record the original passage (e.g., Gordon Parks, who eventually became a famous artist. He lost his job in 1929 and was forced to quit school in order to find some form of income (Hayes).). • Revise the original passage, focusing on using commas and repairing sentence fragments and run-on sentences (e.g., Gordon Parks, who eventually became a famous artist, lost his job in 1929 and was forced to quit school in order to find some form of income (Hayes).). • Explain why the revision is effective (e.g., I added a comma after the phrase "who eventually became a famous artist" and deleted the word "he" to link the clauses, repair the fragment, and clarify my ideas.). ⓘ See the Model WR.2 Revision Exit Slip: Ensuring Sentence Accuracy for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: • Standards: W.9-10.5, L.9-10.2, W.9-10.2.c, W.9-10.6, SL.9-10.1	

Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Writing Instruction: Commas, Fragments, and Run-ons	3. 30%
4. Informative Writing Checklist	4. 5%
5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR.2 Revision Exit Slip: Ensuring Sentence Accuracy	7. 5%
8. Closing	8. 5%

Materials

- Copies of the Comma Handout for each student
- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson E Model Informative Writing Checklist)
- Copies of the WR.2 Revision Exit Slip: _____ for each student (refer to WR.2 Lesson A)—students will need additional blank copies

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students learn how to effectively incorporate commas into their writing, as well as how to repair sentence fragments and run-on sentences. Students revise their own drafts before participating in a peer discussion of their individual revisions.

- Students look at the agenda.

Activity 2: Homework Accountability 0%

ⓘ Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction: Commas, Fragments, and Run-ons 30%

Explain to students that they can strengthen the clarity with which they communicate the claim, subtopics, and evidence in their informative papers by using commas properly and effectively. Explain that commas are a type of punctuation that can be used to connect related clauses and ideas. Explain to students that they can use commas to help them combine clauses, especially when they encounter errors with sentence fragments and run-on sentences.

Post or project the following examples:

ⓘ The following examples can also be found on the Comma Handout.

- **Example 1:** The Great Depression ruined Americans' livelihoods, yet it also drove them to be resourceful and use government assistance to survive.
- **Example 2:** Under the New Deal, millions of Americans tried to get jobs through the Civil Conservation Corps (CCC) and the Works Progress Administration (WPA).
- **Example 3:** A never-ending stream of bills was passed to relieve poverty, reduce unemployment, and speed economic recovery.

Instruct students to work in pairs or small groups to describe the different uses for commas.

- Student responses should include:
  - In example 1, the comma comes before a conjunction and links two independent clauses. This suggests that a comma and a conjunction can be used to connect two independent clauses.
  - In example 2, the comma is between two clauses in the sentence. This indicates that a comma can be used to set off introductory elements like clauses, phrases, or words that come before the main independent clause.
  - In example 3, the commas separate items in a list. This shows that commas can be used to separate three or more words, phrases, or clauses written in a series.

ⓘ **Differentiation Consideration:** Consider providing students with the following definition: *independent clause* means "a clause that can stand alone as a sentence, containing a subject and a predicate." This means that an *independent clause* communicates a complete thought. Post or

project the following example of an independent clause: "These survival techniques helped his family get through the Great Depression."

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

Lead a brief whole-class discussion of student responses.

Distribute the Comma Handout to each student. Encourage students to use this handout as a reference for proper and common uses of commas.

- Students examine the handout.

ⓘ **Differentiation Consideration:** Some students may struggle to immediately grasp the proper use of commas. If students struggle, work with them individually to write out 5–10 examples of the proper use of commas.

Explain to students that while effective writing includes varied sentence length, it is important that the sentences are correct and complete. Explain to students that a *sentence fragment* is an incomplete sentence and is usually a part of a sentence that has become disconnected from the main clause. Because fragments are incomplete thoughts, they can leave readers confused.

- Students write the definition of *sentence fragment* in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration:** Students may need more support in understanding the components of a complete sentence in order to understand sentence fragments and run-ons. Consider reviewing and posting the definitions and examples for the parts of speech such as *subject*, *verb*, and *object*.

- Students write the definitions of *subject*, *verb*, and *object* in the appropriate section of their vocabulary journals.

Explain to students that often, repairing a sentence fragment is as simple as combining the fragment with the main clause by using a comma.

Post or project the following example:

- With widespread and long-lasting effects. The Great Depression ruined Americans' livelihoods.

Instruct students to Turn-and-Talk about the following question:

How can the sentence fragments in this example be repaired?

- Student responses will vary but may include:

- Replacing the first period with a comma can repair this example. The corrected sentence can be: "With widespread and long-lasting effects, the Great Depression ruined Americans' livelihoods."
- Combining the sentences and rearranging the phrases can repair this example. The corrected sentence can be: "The Great Depression had widespread and long-lasting effects and ruined Americans' livelihoods."

Lead a brief whole-class discussion in which volunteers share how they repaired the fragment.

Explain to students that sometimes they will need to add or subtract words or phrases in order to effectively combine clauses and avoid a fragment. Post or project the following example:

- Buying used copies of the school books. The author's mother found a way to provide her child with what he needed. Help the family save money at the same time.

Instruct students to Turn-and-Talk about the following question:

How can the sentence fragments in this example be repaired?

- Student responses will vary but may include:
  - Adding the word "By" to the beginning of the first fragment can repair this example. Then, a comma is needed after "books" to connect the first two fragments. Last, the conjunction "and" is needed before "Help." The corrected sentence can be: "By buying used copies of the school books, the author's mother found a way to provide her child with what he needed and help the family save money at the same time."

Lead a brief whole-class discussion in which volunteers share how they repaired the fragment.

Explain to students that sometimes fragments are not necessarily pieces of sentences separated from the main clause. Often these fragments are written as main clauses but do not have a subject or main verb. Post or project the following example:

- Jobs through the Civil Conservation Corps (CCC) and the Works Progress Administration (WPA).

Instruct students to Turn-and-Talk about the following questions:

Why is this example a fragment and not a complete sentence?

- There is no main verb in this fragment.

How can the sentence fragment in this example be repaired?

- Student responses will vary but may include:

- The fragment in this example can be repaired with the addition of a main verb or main verb phrase. The corrected sentence can be: "Millions of Americans tried to get jobs through the Civil Conservation Corps (CCC) and the Works Progress Administration (WPA)."

Lead a brief whole-class discussion of student responses.

Explain to students that while they need to be mindful of sentence fragments in their writing, they also need to avoid run-on sentences. Explain that *run-on sentences* are compound sentences that are punctuated incorrectly, or they are two or more sentences incorrectly written as one. Run-on sentences can leave readers confused and make them struggle to make connections in the text.

- Students write the definition of *run-on sentence* in the appropriate section of their vocabulary journals.

Explain to students that incorporating the proper punctuation can repair run-on sentences that are punctuated incorrectly. When two or more sentences are incorrectly written as one, using a period or using a comma, semicolon, or colon (perhaps with a conjunctive adverb) to separate the clauses can repair a run-on sentence.

ⓘ Lesson E provides instruction on the proper and common uses of semicolons and colons.

ⓘ **Differentiation Consideration:** Provide students with the following definition and examples for *conjunctive adverb*: an adverb (word that modifies a verb, adjective, or another adverb) that connects ideas in a sentence (e.g., *also, besides, consequently, finally, however, instead, meanwhile, next, otherwise, similarly, still, then*).

- Students write the definition of *conjunctive adverb* in the appropriate section of their vocabulary journals.

Post or project the following example:

- President Herbert Hoover tried to reassure the nation that what had happened on Wall Street was only a temporary problem after all the nation had experienced economic depressions before in the 1870s and the 1890s.

Instruct students to Turn-and-Talk about the following question:

Considering the techniques to avoid run-on sentences, how can this run-on sentence be repaired?

- Student responses may include:
  - This run-on can be repaired by adding a period after the word "problem." Then a second sentence starts with the transitional phrase "After all." There should also be a comma after

the word "before" to set off the dates. The corrected sentences can be: "President Herbert Hoover tried to reassure the nation that what had happened on Wall Street was only a temporary problem. After all, the nation had experienced economic depressions before, in the 1870s and 1890s."

- This run-on can be repaired by adding a semicolon after the word "problem." Then the second independent clause after the semicolon starts with the transitional phrase "after all." There should also be a comma after the word "before" to set off the dates. The corrected sentence can be: "President Herbert Hoover tried to reassure the nation that what had happened on Wall Street was only a temporary problem; after all, the nation had experienced economic depressions before, in the 1870s and 1890s."

Lead a brief whole-class discussion of student responses.

Activity 4: Informative Writing Checklist 5%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to take out their copies of the Informative Writing Checklist.

ⓘ Consider posting or projecting the Informative Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Informative Writing Checklist? In which categories do these items belong and why?

- Student responses will vary but should include points that address the following:
  - Correctly incorporate commas? This item belongs in the Control of Conventions category, because it is about proper use of punctuation.
  - Avoid sentence fragments and run-on sentences? This item belongs in the Control of Conventions category, because it is about correcting sentences.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Informative Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Informative Writing Checklist.

- Students add new items in the appropriate categories to their copies of the Informative Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Informative Writing Checklist.

Activity 5: Individual Revision 30%

ⓘ The following activity addresses the expectations of W.9-10.2.c.

Instruct students to independently revise their drafts, focusing on using commas effectively and repairing fragments and run-ons. Explain to students that they should revise at least three passages for using commas effectively and repairing fragments and run-ons. Remind students to refer to the Informative Writing Checklist as they revise their drafts.

ⓘ If students cannot identify three passages that need to be revised to repair fragments and run-ons, consider instructing students to experiment with the use of commas and combining sentences.

Transition to individual revision.

- Students independently revise their drafts for using commas effectively and repairing fragments and run-ons.

- For sample revisions, see the Model WR.2 Revision Exit Slip: Ensuring Sentence Accuracy.

Activity 6: Revision Discussion 20%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

ⓘ Refer to Lesson 8 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
2. Explain to your peers how the revision improves your draft.
3. Ask your peers to provide brief constructive criticism on your revisions.

- Students share and discuss with peers at least two effective revisions they made to their drafts.

ⓘ In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.2 Revision Exit Slip: Ensuring Sentence Accuracy 5%

Explain that for this lesson's assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.2 Revision Exit Slip: _____ to each student. Instruct students to fill in the title "Ensuring Sentence Accuracy" on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Informative Writing Checklist.

- See the High Performance Response and Model WR.2 Revision Exit Slip: Ensuring Sentence Accuracy for sample student responses.

Activity 8: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on using commas effectively and repairing sentence fragments and run-on sentences.

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

ⓘ If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

- Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on using commas effectively and repairing sentence fragments and run-on sentences.

Respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

Comma Handout

Remember that an *independent clause* is "a clause that can stand alone as a sentence, containing a subject and a predicate with a finite verb." An *independent clause* communicates a complete thought.

Common and Proper Uses of the Comma

- Use a comma and a conjunction to connect two independent clauses.
    - Example: The Great Depression ruined Americans' livelihoods, yet it also drove them to be resourceful and use government assistance to survive.
- Use a comma to set off introductory elements like clauses, phrases, or words that come before the main clause.
    - Example: Under the New Deal, millions of Americans tried to get jobs through the Civil Conservation Corps (CCC) and the Works Progress Administration (WPA).
- Use commas to separate three or more words, phrases, or clauses written in a series.
    - Example: A never-ending stream of bills was passed to relieve poverty, reduce unemployment, and speed economic recovery.

Further reference: The Purdue University Online Writing Lab (OWL): http://owl.english.purdue.edu (search terms: commas).

Model Informative Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective informative paper established as a class.

Command of Evidence **Does my response…**	**Drafting** ✔	**Finalization** ✔
Use relevant and sufficient evidence to develop my subtopics?	☐	☐
Integrate evidence (quotations and paraphrasing) to support the claim and develop subtopics?	☐	☐
Anticipate and address the audience's knowledge level?	☐	☐

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Clearly introduce a topic?	☐	☐
Develop a precise claim about the topic?	☐	☐
Include subtopics that develop the topic and support the claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Clearly state each subtopic?	☐	☐
Have an introduction that engages the reader's attention and interest?	☐	☐
Provide a conclusion that follows from and supports the informative paper?	☐	☐
Establish and maintain a formal style and objective tone?	☐	☐
Use precise language to clearly explain the topic?	☐	☐
Use domain-specific vocabulary to clearly explain the topic?	☐	☐
Include varied syntax to contribute to a cohesive informative paper?	☐	☐

Include transitional words and phrases that clearly show the relationship between sentences and paragraphs?	☐	☐
Include sentences of varied length that contribute to the cohesion and clarity of my informative writing?	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
Cite sources using proper MLA style and formatting?	☐	☐
Use proper punctuation for quotations and citations?	☐	☐
Correctly incorporate semicolons and colons to make my writing clearer?	☐	☐
Correctly incorporate commas?*	☐	☐
Avoid sentence fragments and run-on sentences?*	☐	☐

*Asterisks indicate new items added in this lesson.

Model WR.2 Revision Exit Slip: Ensuring Sentence Accuracy

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your informative paper. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
Gordon Parks, who eventually became a famous artist. He lost his job in 1929 and was forced to quit school in order to find some form of income (Hayes).	Gordon Parks, who eventually became a famous artist, lost his job in 1929 and was forced to quit school in order to find some form of income (Hayes).	I added a comma after the phrase "who eventually became a famous artist" and deleted the word "he" to link the clauses, repair the fragment, and clarify my ideas.
Jobs through the Civil Conservation Corps (CCC) and the Works Progress Administration (WPA).	Under the New Deal, millions of Americans tried to get jobs through the Civil Conservation Corps (CCC) and the Works Progress Administration (WPA).	I added a prepositional phrase and verb phrase to make the fragment a complete sentence.
President Herbert Hoover tried to reassure the nation that what had happened on Wall Street was only a temporary problem after all the nation had experienced economic depressions before in the 1870s and the 1890s.	President Herbert Hoover tried to reassure the nation that what had happened on Wall Street was only a temporary problem; after all, the nation had experienced economic depressions before, in the 1870s and the 1890s.	I added a semicolon to break up the run-on sentence as well as a comma after the introductory phrase "after all" in the second independent clause.

SUPPLEMENTAL SKILLS INSTRUCTION

WR.2.G INFORMATIVE Adding Variety and Interest

Lessons WR.2.A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

This lesson is composed of two distinct but related activities that center on using parallel structure and varied phrases to improve informative writing. Each activity may last an entire class period.

Writing Instruction Options:

- Parallel Structure
- Varied Phrases

In this lesson, the teacher provides direct instruction to students on how to incorporate parallel structure and varied phrases into their writing. Students focus on revising their own informative drafts for parallel structure or varied phrases before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Adding Variety and Interest, on which each student records one example of a successful revision.

For homework, students choose three different passages from their informative papers and revise each passage focusing on incorporating parallel structure or varied phrases. Students also write a few sentences explaining whether or not they will keep the revisions they drafted and the impact this decision has on their informative papers.

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. 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)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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 *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Adding Variety and Interest. Students record the original passage from their informative papers as well as the revised passage. Students then explain why the revision is effective. ⓘ Consider assessing these revisions using the Informative Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Record the original passage (e.g., For example, the author's father inconsistently earned small amounts of money by creating jobs for himself like cutting hair, gardening, and painting houses.). • Revise the original passage, focusing on incorporating parallel structure or varied phrases (e.g., For example, the author's father inconsistently earned small amounts of money by creating several different odd jobs for himself like cutting hair, gardening, and painting houses.). • Explain why the revision is effective (e.g., I added the adjectival phrase "several different odd" to the sentence which helps the transition to more specific examples of the jobs.). ⓘ See the Model WR.2 Revision Exit Slip: Adding Variety and Interest for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
• Standards: W.9-10.5, L.9-10.1.a, b, W.9-10.6, SL.9-10.1	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Writing Instruction Options:	3. 30%
• Parallel Structure	
• Varied Phrases	
4. Informative Writing Checklist	4. 5%
5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR.2 Revision Exit Slip: Adding Variety and Interest	7. 5%
8. Closing	8. 5%

Materials

- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson F Model Informative Writing Checklist)
- Copies of the WR.2 Revision Exit Slip: _____ for each student (refer to WR.2 Lesson A)—students will need additional blank copies

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students learn how to effectively incorporate parallel structure or varied phrases into their writing. Students revise their own drafts before participating in a peer discussion of their individual revisions.

- Students look at the agenda.

Activity 2: Homework Accountability 0%

ⓘ Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction Options 30%

ⓘ Based on student need, select from the two options below:

- Parallel Structure (See Appendix 1)
- Varied Phrases (See Appendix 2)

Activity 4: Informative Writing Checklist 5%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to take out their copies of the Informative Writing Checklist.

ⓘ Consider posting or projecting the Informative Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Informative Writing Checklist? In which categories do these items belong and why?

- Student responses will vary but should include points that address the following:
  - Correctly incorporate the use of parallel structure? This item belongs in the Control of Conventions category, because it is about language conventions.
  - Include varied phrases, where appropriate? This item belongs in the Coherence, Organization, and Style category, because it is about conveying meaning, as well as creating variety and building interest.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Informative Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Informative Writing Checklist.

- Students add new items in the appropriate categories to their copies of the Informative Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Informative Writing Checklist.

Activity 5: Individual Revision 30%

Instruct students to independently revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Parallel Structure
- Varied Phrases

ⓘ For example, if students completed the writing instruction activity on Parallel Structure, then their revisions will focus on using parallel structure rather than on varied phrases.

Explain to students that they should revise at least three passages for parallel structure or varied phrases. Remind students to refer to the Informative Writing Checklist as they revise their drafts.

Transition to individual revision.

- Students independently revise their drafts for parallel structure or varied phrases.

For sample revisions, see the Model WR.2 Revision Exit Slip: Adding Variety and Interest.

Activity 6: Revision Discussion 20%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

ⓘ Refer to Lesson 8 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
2. Explain to your peers how the revision improves your draft.
3. Ask your peers to provide brief constructive criticism on your revisions.
   - Students share and discuss with peers at least two effective revisions they made to their drafts.

ⓘ In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.2 Revision Exit Slip: Adding Variety and Interest 5%

Explain that for this lesson's assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.2 Revision Exit Slip: _____ to each student. Instruct students to fill in the title "Adding Variety and Interest" on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Informative Writing Checklist.

- See the High Performance Response and Model WR.2 Revision Exit Slip: Adding Variety and Interest for sample student responses.

Activity 8: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Parallel Structure
- Varied Phrases

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

ⓘ If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

- Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on whichever of the following writing skills you learned in this lesson:

- Parallel Structure
- Varied Phrases

Respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

Model Informative Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective informative paper established as a class.

Command of Evidence **Does my response…**	**Drafting** ✔	**Finalization** ✔
Use relevant and sufficient evidence to develop my subtopics?	☐	☐
Integrate evidence (quotations and paraphrasing) to support the claim and develop subtopics?	☐	☐
Anticipate and address the audience's knowledge level?	☐	☐

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Clearly introduce a topic?	☐	☐
Develop a precise claim about the topic?	☐	☐
Include subtopics that develop the topic and support the claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Clearly state each subtopic?	☐	☐
Have an introduction that engages the reader's attention and interest?	☐	☐
Provide a conclusion that follows from and supports the informative paper?	☐	☐
Establish and maintain a formal style and objective tone?	☐	☐
Use precise language to clearly explain the topic?	☐	☐
Use domain-specific vocabulary to clearly explain the topic?	☐	☐
Include varied syntax to contribute to a cohesive informative paper?	☐	☐

Include transitional words and phrases that clearly show the relationship between sentences and paragraphs?	☐	☐
Include sentences of varied length that contribute to the cohesion and clarity of my informative writing?	☐	☐
Include varied phrases, where appropriate?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
Cite sources using proper MLA style and formatting?	☐	☐
Use proper punctuation for quotations and citations?	☐	☐
Correctly incorporate semicolons and colons to make my writing clearer?	☐	☐
Correctly incorporate commas?	☐	☐
Avoid sentence fragments and run-on sentences?	☐	☐
Correctly incorporate the use of parallel structure?*	☐	☐

*Asterisks indicate new items added in this lesson.

Model WR.2 Revision Exit Slip: Adding Variety and Interest

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your informative paper. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
Gordon Parks, who eventually became a famous artist, loses his job in 1929 and is forced to quit school in order to find some form of income (Hayes).	Gordon Parks, who eventually became a famous artist, lost his job in 1929 and was forced to quit school in order to find some form of income (Hayes).	I changed this sentence to have parallel structure in the verbs.
The Great Depression's difficult economic conditions forced people to survive.	The Great Depression's difficult economic conditions forced people to become more resourceful in order to survive.	I added the adverbial phrase "more resourceful" so that the new sentence conveys how Americans had to use what they had in order to survive the Great Depression.
For example, the author's father inconsistently earned small amounts of money by creating jobs for himself like cutting hair, gardening, and painting houses.	For example, the author's father inconsistently earned small amounts of money by creating several different odd jobs for himself like cutting hair, gardening, and painting houses.	I added the adjectival phrase "several different odd" to the sentence, which helps the transition to more specific examples of the jobs.

Appendix 1: Parallel Structure

Explain to students that *parallel structure* is using the same pattern of words to show that two or more ideas are equally important. This pattern can happen at the word, phrase, or clause level. Parallel structures are usually joined by coordinating conjunctions like "and" or "but." Three or more parallel structures in a row require using commas with a coordinating conjunction.

- Students write the definition of *parallel structure* in the appropriate section of their vocabulary journals.

Post or project the following examples:

ⓘ Example 1 is taken from paragraph 5 of the article "The New Deal" (refer to Lesson 3). Example 2 has been modified from the original.

- **Example 1:** The Agricultural Adjustment Act subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy.
- **Example 2:** The Agricultural Adjustment Act subsidized farmers for reducing crops and had provided loans for farmers who faced bankruptcy.

Instruct students to Turn-and-Talk about the following questions:

Which sentence includes parallel structure? What is parallel in this sentence?

- The first sentence includes parallel structure in both phrases that begin with past tense verbs: "subsidized farmers" and "provided loans."

What is the effect of parallel structure on the clarity and meaning of the first sentence?

- Student responses may include:
  - The parallel structure suggests that the Agricultural Adjustment Act provided two, equally important forms of relief to help farmers.
  - Using parallel structure makes the sentence easy to read and the meaning of the sentence is clear to the reader.

ⓘ **Differentiation Consideration:** If students struggle, consider posing the following scaffolding questions:

How are the verbs "subsidized" and "provided" in the first example similar?

- They are both past tense verbs that tell what the Agricultural Adjustment Act was supposed to do for farmers.

How does this repeating pattern of verbs affect the ideas in the sentence?

- Because both verbs are in past tense, both ideas seem connected and of equal importance.

Lead a brief whole-class discussion of student responses. Ask the whole class the following question:

Explain why the second example is not parallel.

- The second example is not parallel, because the second verb in the pattern, "had provided," is not the same tense as the first verb in the patter: "subsidized."

ⓘ **Differentiation Consideration:** Review examples of parts of speech and verb tenses so that students can confidently discuss parallel structure.

Post or project the following paragraph.

ⓘ The following example is paragraph 5 of the Model Informative Paper (refer to Lesson 10).

ⓘ Consider numbering the sentences of the paragraph before it is posted or projected.

- 1. Under the New Deal, millions of Americans tried to get jobs through the Civil Conservation Corps (CCC). 2. So many people tried to work for the CCC that the program had to turn away two-thirds of the people who applied ("The New Deal"). 3. Nevertheless, the CCC and WPA together helped 11.5 million Americans make enough money to meet their basic needs ("The New Deal"). 4. Additionally, people who were at risk of losing their homes used the newly formed Homeowner's Loan Corporation to avoid foreclosure ("The New Deal"). 5. Farmers could take advantage of the Agricultural Adjustment Act, which "subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy" ("The New Deal"). 6. Paying farmers to plant less and lending them money to support their farms helped farmers stay in business through the Great Depression. 7. By offering work and relief, the New Deal programs encouraged Americans facing many different situations to look to the government for help surviving the Great Depression.

Instruct student pairs or small groups to read the paragraph and identify examples of parallel structure and explain which structure in each sentence is parallel.

- Student responses may include:
  - Sentence 5 includes parallel structure in the verbs "subsidized" and "provided."
  - Sentence 6 includes parallel structure with phrases "Paying farmers" and "lending them."
  - Sentence 6 includes parallel structure with phrases "to plant" and "to support."

ⓘ **Differentiation Consideration:** Explain to students how each example includes parallel structure. For example, the sixth sentence includes parallel structure because the phrases "to plant" and "to support" are structured the same way. This would not be parallel if the sentence read "Paying

farmers to plant less and lending them money supporting their farms helped farmers stay in business through the Great Depression."

Lead a brief whole-class discussion in which volunteers describe the effect of parallel structure on clarity and meaning of ideas in these examples.

- In these sentences parallel structure makes the ideas easier to read because the parts of speech patterns do not change mid-sentence. Also, because the parts of speech patterns are the same, the ideas seem more similar and connected.

Explain to students that although parallelism can be used for emphasis or as a rhetorical strategy, it should not be overused or it can lead to writing that is boring and repetitive.

ⓘ **Differentiation Consideration:** If students struggle with parallel structure because they do not understand subject-verb agreement, explain that subject-verb agreement means that the subject of a sentence matches in number (plural or singular) the verb of the sentence. The form of the verb has to correspond to the subject; a singular subject goes with a singular verb, and a plural subject goes with a plural verb. In its most basic form, a sentence like "She is happy" includes the singular verb "is" in agreement with singular subject "she." In the sentence "They are happy," the subject "they" is plural, so the verb "are" is also plural.

Post or project the following examples and instruct students to work in pairs or small groups to identify five different rules of subject-verb agreement. If necessary, consider underlining the subject and verb in each sentence to help students identify the rules.

- **Example 1:** In the memoir "Digging In," the author's family makes significant adjustments to their lifestyle.
- **Example 2:** The Great Depression, with widespread and long-lasting effects, ruins Americans' livelihoods.
- **Example 3:** Together with his "brain trust," Roosevelt seeks the best course of action for the struggling nation.
- **Example 4:** Nevertheless, the CCC and WPA help 11.5 million Americans.
- **Example 5:** Few savings or a small paycheck make little difference in American's lives; the government or its agencies have to help.

- Student responses should include:
  - In example 1, "family" is a collective noun that implies more than one person, but collective nouns are singular and take singular verbs.
  - In example 2, the sentence includes a phrase that come between the subject and the verb, but the verb agrees with the subject, not the noun or pronoun in the phrase.

- In example 3, the expression "together with" does not change the number of the subject. If the subject is singular, so is the verb.
- In example 4, two subjects joined by a conjunction "and" make a plural subject, so they take a plural verb.
- In example 5, two subjects joined by a conjunction like "or" do not make a plural subject, so the verb agrees with the second subject.

Lead a brief whole-class discussion of student responses.

Appendix 2: Varied Phrases

Inform students that effective writers use a variety of different types of phrases (e.g., noun, verb, adjectival, adverbial, etc.) to vary their sentences to emphasize ideas and keep readers engaged. Remind students that phrases are parts of a sentence comprised of more than one word.

Post or project the following paragraph. Then provide students with the definitions and examples below.

ⓘ The following example is paragraph 4 of the article "The New Deal" (refer to Lesson 3).

ⓘ Consider numbering the sentences of the paragraph before it is posted or projected.

- 1. The Civil Conservation Corps was one of the New Deal's most successful programs. 2. It addressed the pressing problem of unemployment by sending 3 million single men from age 17 to 23 to the nations' forests to work. 3. Living in camps in the forests, the men dug ditches, built reservoirs and planted trees. 4. The men, all volunteers, were paid $30 a month, with two-thirds being sent home. 5. The Works Progress Administration, Roosevelt's major work relief program, would employ more than 8.5 million people to build bridges, roads, public buildings, parks and airports.

A **noun phrase** is a phrase that acts as a noun within a sentence. For example, "work relief program" (sentence 5). While "program" is the noun in the sentence, the phrase "work relief program" is the noun phrase.

Similarly, an **adjectival phrase** is a phrase that describes the noun. For example, "most successful" (sentence 1) acts as an adjectival phrase that describes "programs."

A **verb phrase** is a phrase that assigns a verb to the subject of the sentence. For example, "were paid" (sentence 4). Because "were" and "paid" are both verbs, together, they make up a verb phrase.

An **adverbial phrase** is a phrase that modifies the verb in the sentence. For example, "Living in camps in the forests" (sentence 3). Because "living in camps" and "in the forest" modify how the subject ("the men") worked and lived, they are adverbial phrases.

- Students write the definitions and examples of *noun phrase, adjectival phrase, verb phrase,* and *adverbial phrase* in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration:** Students may need additional support with simple parts of speech (nouns, adjective, verbs, adverbs, etc.). Consider teaching them these one-word parts of speech before moving onto more complex, multi-word phrases.

Explain to students that using a variety of phrases makes their writing more interesting to read. Using the same type of sentence structure too often makes the writing dull and hard to follow.

Post or project the following paragraph.

ⓘ The following example is paragraph 13 of the article "Firing, Not Hiring" by Nancy Hayes.

ⓘ Consider numbering the sentences of the paragraph before it is posted or projected.

- 1. The new president's efforts to end the Depression gave new hope to many people. 2. The Great Depression, however, continued into the early 1940s. 3. And even after the country had recovered fully, workers had found steady employment, and lack of food was no longer an issue, people never forgot the hardships they had suffered. 4. The memories of the Depression left deep emotional, psychological, and physical scars on a generation of Americans.

Instruct student pairs or small groups to read the paragraph and identify examples of varied phrases in each sentence.

- Student responses may include:
  - Sentence 1 includes noun phrase "The new president's efforts."
  - Sentence 3 includes a verb phrase "had suffered."
  - Sentence 4 includes an adjectival phrase "deep emotional, psychological, and physical."
  - Sentence 4 includes noun phrases "memories of the Depression" and "a generation of Americans."

Lead a brief whole-class discussion of student responses. Then ask volunteers to describe the effect of varied phrases on the rhythm and flow of ideas in this paragraph.

- Student responses may include:
  - In this paragraph, varied phrases make the ideas seem more engaging because each sentence is unique and interesting.
  - In this paragraph, varied phrases make the text more interesting to read because no two sentences are structured the same.

Lead a brief whole-class discussion of student responses.

WR.2 INFORMATIVE Lesson 11 Peer Review

Introduction

In this lesson, students participate in a peer review activity during which they offer constructive criticism to their classmates about their informative drafts, using the Informative Writing Checklist to guide feedback and revisions. Students use the Peer Review Tool to record the feedback they receive during the process as well their final decisions about how to address the feedback. While students are participating in peer review, they also take turns meeting individually in teacher conferences. Student learning is assessed via completion of the WR.2 Lesson 11 Peer Review Exit Slip, on which they record one suggested revision that they plan to implement from the Peer Review Tool, as well as a sentence or two explaining why and how they will implement this peer suggestion.

For homework, students implement revisions based on peer and/or teacher feedback. Students also read their draft aloud to prepare for the next lesson's discussion.

ⓘ WR.2 Lessons A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

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)	
W.9-10.2.a-f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended

	definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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 *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via the completion of the WR.2 Lesson 11 Peer Review Exit Slip. Students record one example of a peer's suggestion for revision from their Peer Review Tool that they plan on implementing as well as a sentence or two explaining why and how they will implement this peer suggestion. ⓘ Revisions will be assessed using the Informative Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Include one example of a peer suggestion for revision from the Peer Review Tool. • Explain how and why the revision will be implemented. ⓘ See the Model Peer Review Tool and the Model WR.2 Lesson 11 Peer Review Exit Slip for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
• Standards: W.9-10.5, W.9-10.2.a-f, W.9-10.6, SL.9-10.1	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Instruction for Multiple-Peer Review	3. 20%
4. Multiple-Peer Review and Student-Teacher Conferences	4. 60%
5. WR.2 Lesson 11 Peer Review Exit Slip	5. 10%
6. Closing	6. 5%

Materials

- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson G Model Informative Writing Checklist)
- Copies of the Peer Review Tool for each student
- Copies of the WR.2 Lesson 11 Peer Review Exit Slip 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.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students participate in a peer review of each other's informative drafts. Students read drafts from three classmates and use the Informative Writing Checklist to guide feedback. Students provide feedback to their classmates in the form of constructive criticism. Students also have an opportunity to meet with their teacher in a conference about their writing.

- Students look at the agenda.

Activity 2: Homework Accountability 0%

ⓘ Students will be held accountable for homework during Activity 3: Instruction for Multiple-Peer Review.

Activity 3: Instruction for Multiple-Peer Review 20%

Inform students that in this lesson they peer review each other's drafts in small groups. Student reviewers suggest revisions based on the items in the Informative Writing Checklist. Ask students to take out their Informative Writing Checklist and review the items.

- Students take out and review their Informative Writing Checklist.

Provide students with an example of an appropriate way to give constructive criticism based on a checklist item. For instance, if a reviewer notices that a subtopic was not conveyed clearly and requires more evidence, the reviewer would suggest that more evidence is needed to help fully explain that subtopic.

Inform students that they will practice this kind of review as a class with a student volunteer. Instruct students to individually review their revisions of their informative papers from the previous lesson's homework assignment, looking for an issue still unresolved. Then ask for a student volunteer to share with the class an unresolved issue in their draft related to an item on the Informative Writing Checklist.

- A student volunteer shares an unresolved problem with the class.

Lead a whole-class discussion of suggestions for addressing this problem. Instruct students to provide concrete feedback in a positive and polite way.

ⓘ Consider noting these suggestions on the board.

Ask which suggestions the writer plans to use to address the problem, and why.

- The student volunteer discusses which suggestion to implement and why.

Instruct students to gather necessary review materials (their copies of the Informative Writing Checklist, sticky notes, and/or colored pens or pencils) and form small groups. Students remain in these groups throughout the peer review process in this lesson. Instruct students to take out their informative drafts.

- Students form small groups and take out their review materials and informative drafts.

Instruct students to number the paragraphs on their drafts in the left margin. Explain that this helps student peers to review one another's work.

- Students number the paragraphs of their informative drafts.

Remind students that they should provide constructive criticism to their peers during this peer review process.

ⓘ Refer to Lesson 8 for a discussion of constructive criticism.

Inform students that the following peer review activity involves reading three papers in three rounds of peer review. For each round of review, student reviewers suggest the most significant revisions to the original writer's draft based on the items on the Informative Writing Checklist. Each student reviewer in the group is assigned a category for which to review (e.g., Command of Evidence; Coherence, Organization, and Style; or Control of Conventions).

Distribute a blank copy of the Peer Review Tool to each student. Explain the peer review process:

- Peer reviewers use the Peer Review Tool to track the most significant revisions they suggest for each writer's paper.
- The same Peer Review Tool travels with the draft from reviewer to reviewer so that peer reviewers are noting their suggestions on the same tool for the writer to review.
- The writer addresses these suggestions on the same tool, and uses these suggestions to improve the draft for homework.

  - Students examine the Peer Review Tool.

ⓘ Consider allowing students to also make suggestions directly on their peers' papers. If they do so, they may want to use different colored pens or colored pencils to distinguish different reviewers' feedback. Students can also use color-coded sticky notes.

ⓘ If resources are available, consider allowing students to peer review by tracking their changes and commenting in a word processing program. (Students' use of online and word processing resources addresses the expectations of W.9-10.6.)

Inform students that while they peer review in groups they also begin to meet individually in teacher conferences to review their informative drafts. Assign each student an individual time for a teacher conference.

Activity 4: Multiple-Peer Review and Student-Teacher Conferences 60%

ⓘ The following activity addresses the expectations of W.9-10.2.a-f and SL.9-10.1

Instruct students to remain in the small groups they formed in the previous activity and begin the three rounds of peer review. Throughout this activity, students also individually meet with the teacher to discuss their writing.

- Students pass their drafts and Peer Review Tools to the peer on the right and begin reviewing a peer's draft.

Activity 5: WR.2 Lesson 11 Peer Review Exit Slip 10%

Instruct students to collect their draft and Peer Review Tool. Explain to students that when they receive feedback from their peers, they do not have to accept all the suggestions, but they should consider each suggestion carefully before revising their papers.

Remind students that they now have three or more revisions on the Peer Review Tool that their peers have identified as the most significant. Explain that in this activity, students begin to decide whether to implement the feedback and explain why they made that decision. Inform students that their revisions will be assessed using the Informative Writing Checklist.

Instruct students to read through all the constructive criticism carefully, and complete one column of the Peer Review Tool (Final Decision and Explanation) for a revision they plan to implement.

- Students examine their Peer Review Tools.

Distribute copies of the WR.2 Lesson 11 Peer Review Exit Slip to each student. Instruct students to independently copy one peer suggestion for revision from their Peer Review Tool onto the Exit Slip. Then, instruct students to write a sentence or two explaining why and how they will implement this peer suggestion.

- See the Model Peer Review Tool and Model WR.2 Lesson 11 Peer Review Exit Slip for sample student responses.

Activity 6: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to continue to implement revisions based on peer and/or teacher feedback. Additionally, instruct students to read their draft aloud (to themselves or someone else) to identify problems in syntax, grammar, or logic. Instruct students to prepare to discuss examples of how reading their paper aloud helped them to identify problems in the writing.

- Students follow along.

Homework

Continue to implement revisions based on peer and/or teacher feedback. Additionally, read your draft aloud (to yourself or someone else) to identify problems in syntax, grammar, or logic. Prepare to discuss examples of how reading your paper aloud helped you to identify problems in the writing.

Peer Review Tool

Name:		Class:		Date:	

Directions: Use this tool to record the most significant suggested revisions for your peer's informative draft. Peers provide the number of the suggested revision in the first column and the suggested revision in the second column. Peers include the checklist category for which they were reviewing in parentheses at the end of their suggested revision. Original writers provide an explanation of their decision about the final revision in the third column.

Comment Number	Peer Suggestion for Revision	Final Decision and Explanation

Model Peer Review Tool

Name:		Class:		Date:	

Directions: Use this tool to record the most significant suggested revisions for your peer's informative draft. Peers provide the number of the suggested revision in the first column and the suggested revision in the second column. Peers include the checklist category for which they were reviewing in parentheses at the end of their suggested revision. Original writers provide an explanation of their decision about the final revision in the third column.

Comment Number	Peer Suggestion for Revision	Final Decision and Explanation
1	In paragraph 4, the writer states that "the Great Depression . . . encouraged people to use the government assistance offered through President Franklin Delano Roosevelt's New Deal programs." This does not seem like a precise use of language, as the Great Depression didn't encourage people to use the resources of the government. Perhaps revise to say that people "had to" use the government's resources, or that the government encouraged them. (Coherence, Organization, and Style)	I can see the reviewer's point about the use of the word "encouraged" here. I will revise to be more precise about how the Great Depression forced people to seek government assistance.
2	The writer includes important evidence of how the newly homeless lived in terrible conditions. The writer should consider using a colon to link the introductory sentence and the quote together, because a colon would make it clearer that the quote emphasizes the terrible conditions. (Control of Conventions)	I will use a colon to join the introductory sentence and the quote. I agree that my point about the newly homeless and the conditions they lived in would be strengthened and the link between the sentence and the quote would be clearer if I used a colon to connect the two sentences.
3	The conclusion does a good job of supporting the information presented in the draft, but perhaps it would be stronger if the writer included evidence from one of the texts to further support the statements	I think the conclusion is strong as it is, but perhaps there is evidence that would add extra support to my statements. I will look for a relevant quote, and if I find one, incorporate it into the document.

	in the conclusion. (Command of Evidence)	

WR.2 Lesson 11 Peer Review Exit Slip

Name:		Class:		Date:	

Directions: In the first column, record the peer suggestion for revision to your informative draft. In the second column, record why and how you will implement this peer suggestion.

Peer Suggestion for Revision	Final Decision and Explanation

Model WR.2 Lesson 11 Peer Review Exit Slip

Name:		**Class:**		**Date:**	

Directions: In the first column, record the peer suggestion for revision to your informative draft. In the second column, record why and how you will implement this peer suggestion.

Peer Suggestion for Revision	Final Decision and Explanation
The conclusion does a good job of supporting the information presented in the draft, but perhaps it would be stronger if the writer included evidence from one of the texts to further support the statements in the conclusion. (Command of Evidence)	I think the conclusion is strong as it is, but perhaps there is evidence that would add extra support to my statements. I will look for a relevant quote, and if I find one, incorporate it into the document.

WR.2 INFORMATIVE Lesson 12 Editing

Introduction

In this lesson, students finalize their informative drafts. After a review of common editing symbols, students edit their drafts individually. Students then review the proper formatting for a Works Cited page in a class discussion. Student learning is assessed via changes made during the editing process.

For homework, students complete their editing and write or type clean copies of their final drafts, including a Works Cited page. Students also write two or three reflections on their experience of the writing process for discussion in the following lesson.

Standards

Assessed Standard(s)	
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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. 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.
L.9-10.2.a-c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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.
L.9-10.3.a	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. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.
Addressed Standard(s)	
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Assessment

Assessment(s)
Student learning is assessed via changes made during the editing process. ⓘ Edits will be assessed using the Control of Conventions portion of the Informative Writing Checklist at the end of the following lesson when students turn in their finalized drafts.
High Performance Response(s)
A High Performance Response should: • Demonstrate that students understand and utilize the conventions of the editing process (e.g., Unedited sentence: Instead of light sensitive chemicals light sensitive lenses and sensers record the image in a digital camera and reproduce it using the pixels or tiny dots on a digital screen. ("Evolution of Digital Cameras"). Compared to edited sentence: "Instead of light sensitive chemicals, light sensitive lenses and sensors record the image in a digital camera and reproduce it using the pixels, or tiny dots, on a digital screen ("Evolution of Digital Cameras").).

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: • Standards: W.9-10.2, W.9-10.5, L.9-10.1.a, b, L.9-10.2.a-c, L.9-10.3.a, W.9-10.4, W.9-10.6	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Writing Instruction: Editing Symbols	3. 45%
4. Writing Instruction: Works Cited Page	4. 35%
5. Closing	5. 5%

Materials

- Copies of the Common Editing Symbols Handout for each student
- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson G Model Informative Writing Checklist)
- Copies of the MLA Works Cited 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.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	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 lesson agenda. In this lesson, students review common editing symbols before individually editing and finalizing their drafts. Students also learn the proper formatting for a Works Cited page to include with the final paper.

- Students look at the agenda.

Activity 2: Homework Accountability 10%

Instruct students to take out their responses to the previous lesson's homework assignment. (Continue to implement revisions based on peer and/or teacher feedback. Additionally, read your draft aloud (to yourself or someone else) to identify problems in syntax, grammar, or logic. Prepare to discuss examples of how reading your paper aloud helped you to identify problems in the writing.)

Instruct students to form pairs or small groups to discuss the revisions they made and how reading aloud helped to identify problems in their writing.

- Student responses may include:
  - Reading aloud made it easier to find repetition of words.
  - Reading aloud made it easier to hear sentences that did not make sense.
  - Reading aloud helped identify if a sentence was too long.
  - Reading aloud helped identify if the order of the sentences was clear and logical.

Activity 3: Writing Instruction: Editing Symbols 45%

Inform students that in this lesson they independently edit and finalize their drafts. Explain that now that students have spent significant time *revising* the content and wording of their drafts, they will now focus on *editing*.

Provide students with the following definitions: *revising* means "altering something already written or printed, in order to make corrections, improve, or update" and *editing* means "preparing something written to be published or used; to make changes, correct mistakes, etc. in something written."

- Students write the definitions of *revising* and *editing* in the appropriate section of their vocabulary journals.

Explain to students that they will use a list of common symbols and abbreviations to guide their editing process. Display and distribute the Common Editing Symbols Handout for students to use to guide their editing. Review the handout with students, explaining each symbol as necessary.

- Students follow along with the handout.

Post or project the following example.

ⓘ This example is modified from paragraph 7 of the informative writing model "A Brief History of Photography" (refer to Lesson 2) to include errors.

- The final step in the evalution of photography was the transition to digital photography. Digital photography records light onto computer storage rather than chemicals. Instead of light sensitive chemicals light sensitive lenses and sensers record the image in a digital camera and reproduce it using the pixels or tiny dots on a digital screen. (Evolution of Digital Cameras) Nasa was the first use digital photography "as far back as the 1960s" to "map[s] the moon's surface" (Evolution of Digital Cameras). Stored on a disk or computer digital photographs can be easily changed and shared.

Lead the class through a review of this paragraph, using the editing symbols. For example, read the first sentence aloud and ask volunteers to suggest edits to the sentence. Record these suggestions using the appropriate editing symbols.

- Student responses should include (edits highlighted):
  - The final step in the evolution of photography was the transition to digital photography. Digital photography records light onto computer storage, rather than chemicals. Instead of light sensitive chemicals, light sensitive lenses and sensors record the image in a digital camera and reproduce it using the pixels, or tiny dots, on a digital screen (Evolution of Digital Cameras). NASA was the first use digital photography "as far back as the 1960s" to "map[] the moon's surface" (Evolution of Digital Cameras). Stored on a disk or computer, digital photographs can be easily changed and shared.

Transition to individual editing.

ⓘ The following activity addresses the expectations of W.9-10.4.

Instruct students to read their informative drafts quietly to themselves and use the Common Editing Symbols Handout to guide their editing. Remind students to consult the Control of Conventions portion of their Informative Writing Checklist as they edit their drafts. Inform students that they will be assessed on changes they make during the editing process, and they should circle parts of the draft where they have made changes or use track changes if they are using word processing programs.

- Students edit their writing, quietly reading aloud to themselves.

Activity 4: Writing Instruction: Works Cited Page 35%

Distribute the MLA Works Cited Handout to each student. Explain to students that a Works Cited page comes as the final page of an informative paper and is a list of all the sources cited in the paper. Explain to students that the in-text citations direct students to the Works Cited page where the source's full bibliographic information is listed. Instruct students to look at the example on their handout and notice the formatting differences between different types of sources.

- Students review the MLA Works Cited Handout.

Lead a brief whole-class discussion about the purpose of and difference between in-text citations and Works Cited pages.

- Student responses may include:
  - In-text citations provide readers with the exact location of information from a given source when it is referenced in a paper, while Works Cited pages provide extensive details about all cited sources used in the paper.
  - The in-text citations are directly linked to the sources in the Works Cited page.
  - The in-text citations are an abbreviated version of the source's information that can be found in the Works Cited page and the in-text citations lead readers to the source's full information in the Works Cited page.

ⓘ Some students may think that a Works Cited page is the same thing as a bibliography. Explain to students that the two are different: a Works Cited page lists only sources actually cited in a paper, while a bibliography lists every source used in the preparation of a paper, whether they are cited or not.

Explain that different source types require different citation formatting. Note the format used for citing a book:

Last Name, First Name. *Title of Book*. City of Publication: Publisher, Year of Publication. Medium of Publication.

Direct students' attention to the difference between this format and that of a website:

Editor, Author, or Compiler Name (if available). *Name of Site*. Version Number. Name of Institution/Organization Affiliated with the Site (Sponsor or Publisher), Date of Resource Creation (if available). Medium of Publication. Date of Access.

- Students examine the different source formatting for a Works Cited page.

Lead a brief whole-class discussion of the similarities and differences in the various source-dependent citation formats.

- Student responses may include:
  - Book citations include author and book name, but periodical articles have to include author, article title, and the name of the periodical.
  - Website citations need to include the date of creation, and the date the information was accessed.

Instruct students to create a Works Cited page for their informative paper.

ⓘ Students may complete the Works Cited page for homework.

ⓘ Consider leading a brief discussion of the online resources available to ensure alignment to MLA citation standards. Explain to students that there are different standards for citation depending on the type of writing that they are doing and that MLA is the preferred format for English Language Arts writing. As with any source on the Internet, students should evaluate the credibility and trustworthiness of the source. Those sources associated with universities, schools, or organizations such as the MLA tend to be the most reliable.

Activity 5: Closing 5%

Display and distribute the homework assignment. For homework, students complete their editing and write or type their final draft. Instruct students to complete a Works Cited page for their informative paper.

Additionally, instruct students to reflect on the writing process (from reading texts, to planning and drafting, to revising and editing). Instruct students to consider which steps of the writing process they found most and least effective in helping them improve their writing, as well as which steps of the writing process they can focus on more to continue to improve. Instruct students to write two or three reflections on their experience of the writing process for discussion in the following lesson.

- Students follow along.

ⓘ Students' use of online and word processing resources addresses the expectations of W.9-10.6.

Homework

Complete your editing, write or type your final draft, and complete a Works Cited page for your informative paper.

Additionally, reflect on the writing process (from reading texts, to planning and drafting, to revising and editing). Consider which steps of the writing process you found most and least effective in helping you improve your writing, as well as which steps of the writing process you can focus on more to continue to

improve. Write two or three reflections on your experience of the writing process for discussion in the following lesson.

Common Editing Symbols Handout

sp	Spelling needs to be changed.
frag	Fragment, or incomplete sentence
¶	Begin a new paragraph
ro	Run-on sentence: break up or revise
◯	Insert, change, or delete punctuation
^	Insert a word, phrase, or punctuation mark
∿	Switch order of words
wc	Word choice: choose a better or more appropriate word
a̲	Capitalize

MLA Works Cited Handout

Name:		Class:		Date:	

Print
Book Last Name, First Name. *Title of Book*. Place of Publication: Publisher, Year of Publication. Medium of Publication. Example: Smith, Joe. *Joe Smith's Theory of the Universe*. New York: Books Limited, 2013. Print.
Article in a Periodical (Magazine/Journal) Author(s). "Title of Article." *Title of Periodical* Day Month Year: Pages. Medium of Publication. Example: Smith, Joe. "Joe Smith's Theory of the Universe." *Universe Theories* 20 Apr. 1989: 100–109. Print.

Web
Article in a Web Magazine Author(s). "Title of Article." *Title of Periodical*. Publisher Name, Date of Resource Creation. Medium of Publication. Date of Resource Access. Example: Smith, Joe. "Joe Smith's Theory of the Universe." *Universe Theories*. Universal Theories Company, 24 May 2006. Web. 4 Sept. 2009.
Entire Website Editor, Author or Compiler Name (if available). *Name of Site*. Version Number. Name of Institution/Organization Affiliated with the Site (Sponsor or Publisher), Date of Resource Creation (if available). Medium of Publication. Date of Access. Example: Smith, Joe. *Guide to My Theory of the Universe*. UniverseBlogs, 16 Apr. 2001. Web. 19 Dec. 2013.
A Page on a Website Author (if available). "Title of Page." *Name of Site*. Version Number. Name of Institution/Organization Affiliated with the Site (Sponsor or Publisher), Date of Resource Creation (if available). Medium of Publication. Date of Access.

Example:

Smith, Joe. "Joe Smith's First Theory." *Guide to My Theory of the Universe*. UniverseBlogs, 16 Apr. 2001. Web. 19 Dec. 2013.

Notes:

- If the citation extends past one line, indent the second and subsequent lines half an inch.
- If no publisher name is available, use "n.p."
- If no publication date is available, use "n.d."

Model Works Cited Page

Works Cited

Hastings, Robert. *Dark Days: America's Great Depression*. Logan, Iowa: Perfection Learning Corp, 2014. Print.

Hayes, Nancy. "Firing, Not Hiring." *Cobblestone*. Sirs Discoverer, Mar. 2008. Web. 25 Jun. 2015.

"The New Deal." *PBS.* Public Broadcasting Service, n.d. Web. 25 Jun. 2015.

WR.2 INFORMATIVE Lesson 13 Reflection Activity

Introduction

In this brief activity, students reflect on the writing process, identifying strategies that helped them succeed as well as areas for improvement. Students complete a Quick Write on one of the following prompts: Quote a passage from your paper that you think is particularly strong and explain what makes it so strong. Or: Describe an important revision you made and explain why it was so important.

Students then form pairs or small groups and discuss questions to help them identify areas of strength and weakness and how they plan to improve in the future.

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)	
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Materials

- Student copies of the Short Response Rubric and Checklist (refer to WR.2 Lesson 4)

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	Plain text indicates teacher action.

symbol	**Bold text indicates questions for the teacher to ask students.**
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Homework Accountability 10%

Instruct students to take out their responses to the first part of the previous lesson's homework assignment. (Complete your editing, write or type your final draft, and complete a Works Cited page for your informative paper.) Circulate to review students' final drafts, and explain to students that they need their final draft for this lesson's Quick Write activity. Drafts will be collected for final assessment after that activity.

Instruct students to take out their responses to the second part of the previous lesson's homework assignment. (Reflect on the writing process (from reading texts, to planning and drafting, to revising and editing). Consider which steps of the writing process you found most and least effective in helping you improve your writing, as well as which steps of the writing process you can focus on more to continue to improve. Write two or three reflections on your experience of the writing process for discussion in the following lesson.)

ⓘ Students will be held accountable for this part of their homework in Activities 2 and 3.

Activity 2: Quick Write 50%

Instruct students to respond briefly in writing to one of the following prompts:

Quote a passage from your paper that you think is particularly strong and explain what makes it so strong.

OR

Describe an important revision you made and explain why it was so important.

Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▸ Students listen and read the Quick Write prompts.

ⓘ Display the prompts for students to see, or provide the prompts in hard copy.

Transition to the independent Quick Write.

- Students independently answer a prompt, using evidence from their papers.

ⓘ Collect the Quick Writes and the students' final informative papers.

Activity 3: Plan for Improving Writing 40%

ⓘ The following activity addresses the expectations of W.9-10.10.

Instruct students to form pairs or small groups to discuss the following questions. Instruct students to take notes during the discussion so they can share their ideas with the whole class.

Post or project the following questions for students to answer in their pairs or groups:

What helped you succeed most during the writing process?

What made it difficult for you to finish your task?

How did collaboration help you in the writing process?

Name two ways that peers helped you improve your writing.

Discuss one activity that you observed one of your peers doing during the writing process that you would like to try next time.

What is the most important step you think you can take to improve your writing?

Lead a brief whole-class discussion of student responses.

CAVE PAINTING

The oldest surviving works of art in the world are not found in a museum or even the private collection of a wealthy art dealer. Instead, some of the most important art in human history is on the stone walls of hundreds of caves around the world. Abstract figures in deep red and brown colors and mysterious geometric shapes painted by our ancestors cover the walls of prehistoric caves in Europe, Asia, and the Middle East. Cave paintings provide an illuminating look into human history, and scientists have much more to discover about this art form.

The Metropolitan Museum of Art describes the subjects of prehistoric art as "hundreds of sculptures and engravings depicting humans, animals, and fantastic creatures"(Tedesco). Many cave paintings depict animals that prehistoric humans may have hunted: bison, mammoth, deer, and other animals as well as geometric shapes and symbols of unknown meaning. Another common icon is a handprint made by placing a hand against the wall of the cave and blowing pigment around it, leaving the ghostly impression of a hand in a swirl of color. In an article for the *Smithsonian* magazine, archeologist Alistair Pike says, "simple hand stencils show up all over the world" (Thompson).

Scholar Laura Tedesco suggests that "the first human artistic representations, markings with ground red ocher, seem to have occurred about 100,000 B.C. in African rock art" (Tedesco). However cave paintings are likely to exist for a longer period of time than art left outside because of their relatively sheltered environment, away from the erosion of wind and rain. Thousands of years of art can exist in one cave. Images of bison can overlap handprints and geometric shapes spanning thousands of years of art. For example, "paintings in the Maros-Pangkep caves range from 17,400 to 39,900 years old" (Thompson).

Correctly identifying the origin and exact date of cave paintings has been a challenge for archeologists. Early dating techniques, such as comparisons with other dated sites, led to many conflicting reports of the age of individual cave paintings. Dating the paint itself is difficult because the paint "contains neither uranium nor the carbon needed for radiocarbon dating" (Than). Therefore, the exact date of many sites is still uncertain. However new technology has been developed in the last ten years that allows for more accurate dating of these artworks. A National Geographic article describing more accurate cave dating technology puts the oldest cave painting, an abstract red disk discovered in a cave called El Castillo in Spain, "at more than 40,800 years old" (Than). Scientists were able to use radiocarbon dating on the calcium deposits that have formed over the painted images.

Determining the meaning of cave art is as challenging as identifying the age. Some scholars believe that the carvings and paintings served as "'hunting magic'—representations of sought-after game animals and, therefore, survival tools, not works of art" (Curry). These scholars argue that prehistoric humans painted images of the animals they hunted in order to ensure that the animals would appear in greater number when it was time for the hunt. However, this explanation does not justify the existence of images of predatory animals like lions, as the prehistoric diet seems to have "consisted largely of reindeer, bison and horse meat, according to bones that archaeologists have found" (Curry). Other scholars suggest that the images might be "literal depictions of hallucinations experienced by tribal shamans" painted on the

wall during various rituals (Curry). Still other scholars argue that the drawings are, indeed, works of art. According to professor João Zilhão of the University of Barcelona, a "lengthy period of geometric or abstract art ... in both Africa and Europe, preceded the emergence of figurative representations" (Than). This evidence seems to suggest that the meaning of these artworks is more complex than simply representing a hopeful hunting outcome or a vivid hallucination.

Researchers do agree, however, that the cave paintings of the world are important and must be protected. Many of these paintings are currently in danger. Archeologists who want to preserve these sites must contend not only with natural erosion and weather damage but also with commercial development and vandalism. Additionally, the simple popularity of these sites as tourist destinations makes it difficult to preserve the artwork within. A cave painting site in Altamira had a waiting list "so long that visitors had to book three years in advance" (Govan). It takes very little to damage these ancient paintings: the government science agency in Spain notes, "the people who go in the cave have the bad habit of moving, breathing and perspiring" (Govan). Although partially intended as a humorous statement, the report does underscore how tremendously fragile these sites are.

Preservation of this art is an ongoing project, with many nations attempting to protect or repair these vital links to human history. Drastic measures are sometimes necessary. Scientists at the Lascaux cave in France "poured quicklime powder on the floors and wrapped the walls in cotton bandages soaked in fungicide and antibiotics" in attempts to preserve the artwork there (Moore). Some, like the site in Altimira, have been re-opened in the face of protests from the scientific community, which has argued that "to open them again is not a good idea. The risks are immeasurable" (Govan). People are clearly compelled to visit and see these paintings in person, regardless of potential dangers to the artwork.

The popularity of cave art with scientists and tourists alike demonstrates how crucial this art is as a link to human history and the origins of the human race. These early paintings provide a window into a world far removed from current civilization and give visitors a better understanding of the lives of prehistoric people, whatever the intentions of the artists may have been. From what we have learned so far it is clear that they, like modern humans, struggled to communicate life through art.

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A Brief History of Photography

It is difficult to imagine going through a day without encountering a photograph. Flashing on phones and computer screens, hanging on walls, featured in magazines and advertisements, and decorating many of the items for sale in stores, photographs are everywhere. On social media people use photographs to track what their friends are up to and share what they are doing. Yet photography is a relatively recent invention, even though humans have understood its basic elements for a long time. The word "photograph" comes from two Greek words: *photos* ("light") and *graph* ("to draw") (Gernsheim). The story of photography's invention, therefore, is a story of humans discovering how to use light to draw and preserve images of the world around them.

For thousands of years, humans' only way of capturing images was to draw or paint them by hand. It is possible, however, that even some of the first drawings were aided by some version of photography. Aristotle, a Greek philosopher who lived more than two thousand years ago was aware that "light passing through a small hole into a darkened room produces an image on the wall opposite" (Gernsheim). This effect would come to be known as a "camera obscura," which comes from Latin words meaning "darkened chamber" ("Camera Obscura"). A camera obscura is a darkened room or box with a small hole at one end (hence its other name, "pinhole camera"). The image of the object outside the hole is projected on the opposite wall of the room or box.

The camera obscura was "a great aid to artists in making sketches on location" (Gernsheim). Artists would use the device to make their drawings more realistic by tracing the outlines of the images or studying them for perspective. It was not until the nineteenth century, however, that scientists and artists made serious attempts to record the images that light made in these devices. Louis-Jacques-Mandé Daguerre, a French painter who had previously used the camera obscura to aid him in his art, created what are considered the first modern photographs. Daguerre teamed up with Nicéphore Niépce, who had also been trying to create lasting images from the light in camera obscuras and had produced "real results as early as 1826" (Daniel).

Niépce was able to record an image from a camera obscura using a two-step process. First, a plate coated with a chemical that was sensitive to light was exposed to the image inside the camera obscura. Then the plate was developed with another chemical that highlighted the changes the light had made. Niepce's process required eight hours of sunlight, however, and the results were blurry and impermanent. Niépce and Daguerre experimented with different kinds of chemicals and metals for the plates. Niépce died in 1833, but Daguerre carried on without him. Daguerre finally settled on a silver coated copper plate, treated with iodide, which reacted to the light. He then developed this plate using mercury fumes. This process cut down the time of exposure to several minutes and produced much sharper and realistic images (Gernsheim). By 1838, Daguerre's experiments "progressed to the point where he felt comfortable showing examples of the new medium to selected artists and scientists" (Daniel).

On August 19, 1839, Daguerre presented his invention to the French academies of science and art, with "an eager crowd of spectators spilling over into the courtyard outside" (Daniel). According to Malcolm Daniel of the Met Museum, "The process revealed on that day seemed magical." The

"daguerreotype," as Daguerre had named it, was "a remarkably detailed, one-of-a-kind photographic image on a highly polished, silver-plated sheet of copper" (Daniel). With these "magical" images recorded on metal, Daguerre began the age of modern photography.

Of course, not even Daguerre could predict the effect that his invention would have on the world or how popular and important photography would become, but from the beginning he understood that photography could be used for "artistic expression and as a powerful scientific tool" (Daniel). Daguerre produced images of shells and fossils and used the magnifying power of the microscope to produce other images, allowing scientists to study the anatomy of spiders, for example (Daniel). Many advancements in the materials used to capture images followed, as scientists experimented with different types of metals and glass. George Eastman, an American inventor, sold the first flexible film roll, and "introduced the first Kodak camera with the slogan, 'You push the button and we do the rest.'" (Gernsheim). Eastman made portable cameras easy and available for anyone to use.

The final step in the evolution of photography was the transition to digital photography. Digital photography records light onto computer storage, rather than chemicals. Instead of light sensitive chemicals, light sensitive lenses and sensors record the image in a digital camera and reproduce it using the pixels, or tiny dots, on a digital screen ("Evolution of Digital Cameras"). NASA was the first use digital photography "as far back as the 1960s" to "map[] the moon's surface" ("Evolution of Digital Cameras"). Stored on a disk or computer, digital photographs can be easily changed and shared.

Less than two hundred years after Daguerre introduced photography to the world, his invention stands as one of the most important advancements of the modern age. Photography allows people to keep images of their friends and loved ones who are not with them, see events and places they could never go, and understand ideas that they previously were unable to study, such as how landforms change over time or how human memory compares to photographic images of places and events. These advancements are all possible because humans wondered how light, the very property of the world that allows humans to see it, can be used to capture and store images of that world forever.

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THE NEW DEAL

BY AMERICAN EXPERIENCE

In 1932 Franklin Delano Roosevelt was elected overwhelmingly on a campaign promising a New Deal for the American people. Roosevelt worked quickly upon his election to deliver the New Deal, an unprecedented number of reforms addressing the catastrophic effects of the Great Depression. Unlike his predecessor, Herbert Hoover, who felt that the public should support the government and not the other way around, Roosevelt felt it was the federal government's duty to help the American people weather these bad times.

Together with his "brain trust," a group of university scholars and liberal theorists, Roosevelt sought the best course of action for the struggling nation. A desperate Congress gave him carte blanche and rubber-stamped his proposals in order to expedite the reforms. During the first 100 days of his presidency, a never-ending stream of bills was passed, to relieve poverty, reduce unemployment, and speed economic recovery.

His first act as president was to declare a four-day bank holiday, during which time Congress drafted the Emergency Banking Bill of 1933, which stabilized the banking system and restored the public's faith in the banking industry by putting the federal government behind it. Three months later, he signed the Glass-Steagall Act which created the FDIC, federally insuring deposits.

The Civil Conservation Corps was one of the New Deal's most successful programs. It addressed the pressing problem of unemployment by sending 3 million single men from age 17 to 23 to the nations' forests to work. Living in camps in the forests, the men dug ditches, built reservoirs and planted trees. The men, all volunteers, were paid $30 a month, with two thirds being sent home. The Works Progress Administration, Roosevelt's major work relief program, would employ more than 8.5 million people to build bridges, roads, public buildings, parks and airports.

The National Industrial Recovery Act (NIRA) and the National Recovery Administration (NRA) were designed to address unemployment by regulating the number of hours worked per week and banning child labor. The Federal Emergency Relief Administration (FERA), created in 1933, gave $3 billion to states for work relief programs. The Agricultural Adjustment Act subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy. The Home Owners' Loan Corporation (HOLC) helped people save their homes from foreclosure.

While they did not end the Depression, the New Deal's experimental programs helped the American people immeasurably by taking care of their basic needs and giving them the dignity of work and hope.

DIGGING IN

BY ROBERT J. HASTINGS

The closing of Old West Side Mine meant the end of anything resembling a steady job for the next eight years. From 1930 on, it was a day's work here and a day's work there, a coal order from the welfare office, a few days on WPA, a garden in the back yard, and a few chickens and eggs.

We weathered the storm because of Dad's willingness to take any job and Mom's ability to stretch every available dollar. It was not so much a matter of finding a job as of filling in with odd jobs wherever and whenever you could, and most of the "jobs" were those you made for yourself.

My diary shows that Dad sold iron cords door to door, "worked a day in the hay," bought a horse to break gardens, rented an extra lot for a garden on the shares, picked peaches, raised sweet potato slips, traded an occasional dozen of eggs at the grocery, hung wallpaper, "painted Don Albright's house for $5," picked up a day or two's work at the strip mines, guarded the fence at the county fairgrounds, cut hair for boys in the neighborhood, sold coal orders, and when he had to and could, worked intermittently on WPA.

With no dependable income, we cut back on everything possible. We stopped the evening paper, turned off the city water and cleaned out our well, sold our four-door Model T touring car with the snap-on side curtains and isinglass, stopped ice and milk delivery, and disconnected our gas range for all but the three hot summer months. There was no telephone to disconnect, as we didn't have one to start with!

We did keep up regular payments on two Metropolitan Life Insurance policies. Page after page of old receipt books show entries of 10 cents per week on one policy and 69 cents a month on another. As long as we could, we made house payments to the Marion Building and Loan, but a day came when we had to let those go, too.

Fortunately, we were able to save our house from foreclosure. When so many borrowers defaulted, the Marion Building and Loan went bankrupt. Creditors were allowed to pay just about any amount to satisfy the receivers. But that was the catch – who had "just about any amount" to pay? A house behind ours sold for $25. Many good houses in Marion sold for $5 to $100 and were torn down and moved to nearby towns. We settled with the loan company for $125, or ten cents on the dollar for our $1250 mortgage. I'll never forget the day Dad cleared it all up, making two or three trips to town to bring papers home for Mom to sign. He was able to borrow the $125 from his aunt, Dialtha James, who as the widow of a Spanish-American war veteran had a small pension.

Looking back, I find it amazing what we did without. A partial list would include toothpaste (we used soda), toilet paper (we used the catalog), newspaper or magazine subscriptions, soft drinks, potato chips and snacks, bakery goods except bread and an occasional dozen of doughnuts, paper clips, rubber bands and restaurant meals. We had no water bill, sewer bill, telephone bill, no car expenses – gasoline, tires, batteries, licenses, insurance, repairs – no laundry service, no dry cleaning (we pressed woolens up with a hot iron and wet cloth), no bank service charge (no bank account), no sales or income tax. We sent no greeting cards except maybe half a dozen at Christmas…

Typical of the simple economies Mom practiced was keeping the electric bill to $1 a month and the gas bill to $1 a month in June, July, and August….Since our only appliance was an electric iron, the chief use of electricity was for lighting. With only a single bulb suspended by a cord from the ceiling of each room, there weren't many lights to burn…On winter evenings, Mom would turn on the kitchen light while she cooked supper. If I had lessons I brought them to the kitchen table or sprawled on the floor between the kitchen and dining room.

After supper we "turned off the light in the kitchen" and moved to the dining-sitting room, where another light was switched on. If we wanted to read on winter afternoons, we sat as near a window as possible, with the curtains pinned back, to save the lights until it was nearly dark…

Dad had some old-fashioned shoe lasts, and he would buy stick-'em-on soles at the dime store to patch our shoes in winter. With simple barber tools he cut my hair and that of other kids in the neighborhood, for maybe ten cents a head. In cold, wet weather, when he worked outdoors on WPA, he often cut strips of cardboard to stuff in the soles of his shoes and keep his feet warm.

We took care of what we had. Every cotton cloth was used over as a dish cloth, wash cloth, dust cloth, shoe-shining cloth, window-washing cloth, to scrub and wax floors, make bandages, make quilt pieces, make kite tails, or to tie boxes and papers together. The cotton bags from flour, salt, and cracked chicken feed were washed, bleached, and cut into dish cloths and towels. Some neighbors made curtains or even dresses from feed sacks. Every paper bag was saved for lunches or cut and used for wrapping paper. String was wound into balls for later use.

Each August Mom would find someone who was a year ahead of me in school, and buy his used books. One exception was a spelling book used in all eight grades. Since it was to be used for eight years, we decided it would be a wise investment to buy a new one when I started first grade. In the seventh grade, I dropped that speller in the snow. I thought Mom was unfair when she sent me all the way back to school, retracing my steps to look for the book…

Before the Depression, we hung a four-cornered black-and-white cardboard sign in the front window each morning. The figures in the corners told the iceman how many pounds to bring – 25, 50, 75, or 100. But ice was one of the casualties of the Depression, although we managed a small piece two or three times a week for iced tea. About eleven in the morning I would pull a little wagon, filled with a gunny sack and assorted old quilts and tarpaulins, down to the neighborhood ice house to buy a "nickel's worth of ice," which was half of a 25-pound chunk. By wrapping it carefully and storing it in a cool, damp spot under the house, we could stretch that piece of ice for two or three days. In rainy, cool weather, maybe four days! It

was our glistening prize, and any left over from tea was emptied back into a pitcher of ice water, or used for lemonade that afternoon. So as not to waste any, we chipped only what was needed, with much of the same care used by a diamond cutter.

Whatever was free was our recreation. This may have included playing records on our wind-up victrola or listening to the radio. You might watch a parachute jump at the airport or a free ball game at the city park, with perhaps a free band concert afterwards…the band concerts survived only the first two years of the Depression…

We liked music, and one of my earliest memories is of Dad singing to me:

Two arms that hold me tight,

Two lips that kiss goodnight;

To me he'll always be,

That little boy of mine.

No one can ever know,

Just what his coming has meant:

He's something heaven has sent,

That little boy of mine.

At one point in the Depression, the cupboard was literally bare of money. We weren't hungry, but we were penniless. Then Dad went back in the pantry and came out with a jar in which he had saved a few nickels and dimes for such an emergency.

Later, Mom said to me, "I've learned that whatever happens, your Daddy always has a little dab of money put back somewhere…"

FIRING, NOT HIRING

BY NANCY HAYES

Sixteen-year-old Gordon Parks—who would later become an award-winning photographer, film director, musician, writer, and activist—was putting himself through high school by working part-time at an exclusive social club in Minnesota. In the fall of 1929, he recorded the events that changed his life:

"Market Crashes—Panic Hits Nation!" one headline blared. The newspapers were full of it, and I read everything I could get my hands on, gathering in the full meaning of such terms as Black Thursday, deflation, and depression. I couldn't imagine such financial disaster touching my small world; it surely concerned only the rich. But by the first week of November I too knew differently: along with millions of others across the nation, I was without a job. All that next week I searched for any kind of work that would prevent my leaving school. Again it was, "We're firing, not hiring." Finally, on the seventh of November I went to school and cleaned out my locker, knowing it was impossible to stay on.

Black Thursday, as October 24, 1929, came to be known, dramatically changed the lives of many people. As stock prices dropped lower and lower that day, speculators desperately cashed in their stocks for whatever they were worth. Stocks were selling for a small fraction of what people had paid for them. Many people who had invested heavily in the stock market lost large fortunes.

President Herbert Hoover tried to reassure the nation that what had happened on Wall Street was only a temporary problem. After all, the nation had experienced economic depressions before, in the 1870s and the 1890s. But the 1920s had been a boom time. People had started buying things such as cars and refrigerators on credit: They didn't have the money on hand to pay for these goods, but they agreed to make regular future payments. This system meant that some Americans were in debt even before the stock market crashed.

Most Americans, of course, owned no stocks at all, so they were not in danger of going bankrupt overnight. But five days later, Black Thursday led to Black Tuesday, when even more shares were traded at a fraction of their worth.

It was not long before one person's misfortune led to another's in a downward economic spiral. As people began to cut down on their expenses and to go without new clothes, furniture, and other goods, businesses that depended on those customers were affected. Owners and managers lost confidence in the economy. They postponed plans to expand; they reduced production levels, laid off employees, or closed stores and offices altogether.

As the situation worsened, people disagreed on the best way to help the unemployed. Hoover, for one, felt that people should be self-reliant. He believed that if the government fed and sheltered the unemployed, it would go into debt. Hoover was widely criticized for providing public funds to pay for food for farmers' livestock but not for human beings.

Hoover and his advisors tried to come up with other ways to help. The President's Organization on Unemployment Relief (POUR), for example, encouraged people to help the needy by sharing food. Unfortunately, the number of people who needed help was so great that this program had little effect.

By March 1930, millions of people across the country were unemployed. In the fall of that year, the International Apple Shippers Association decided to sell fruit to the unemployed on credit. For the next few years, men, women, and children selling five-cent apples on street corners became a familiar sight across the land.

Before 1933, no federal or state programs existed to help families in hard times. Unable to pay the rent or to find work, some people found themselves and their furniture on the sidewalk. In larger cities, the homeless congregated in abandoned lots and constructed makeshift "homes" of scrap wood. These growing communities were sarcastically called "Hoovervilles."

Banks stopped lending money. In 1930 and 1931, many banks failed, and customers lost all their money. (Today, the federal government insures people's bank accounts through the Federal Deposit Insurance Corporation.) People who had put cash away under mattresses and in coffee cans lived off their savings. Others borrowed from friends or relatives or were forced to go to private charities for help. Still others wound up begging for food on street corners.

Businesses and public institutions were also affected by bank closings and failures. The Empire State Building in New York City was completed in 1931, but remained half empty for several years. Some schools closed, and despite child labor laws, youngsters could be found working in factories to help support their families whenever jobs were available.

The worst year of the Depression came in 1932. One out of every four Americans came from a family that had no full-time breadwinner. By that fall, three years after Black Thursday, people were ready for a change. Many Americans had grown impatient with Hoover. They hoped that a new national leader might solve the riddle of the Depression. In his campaign for the presidency, Franklin Delano Roosevelt (FDR) promised to do just that. On Inauguration Day 1933, FDR stressed the need for immediate action.

The new president's efforts to end the Depression gave new hope to many people. The Great Depression, however, continued into the early 1940s. And even after the country had recovered fully, workers had found steady employment, and lack of food was no longer an issue, people never forgot the hardships they had suffered. The memories of the Depression left deep emotional, psychological, and physical scars on a generation of Americans.

Speculators are people who buy or sell something with an element of risk for a chance at a profit.

WR.3	Unit Overview

Narrative Writing

Texts	"Return to July" (narrative writing model) College Application Essay (narrative writing model) "The Giant Leap" (narrative writing model) "Apollo 11 Mission Overview" "They Remember Where They Were That Night" by Denny Gainer "The Flight of Apollo 11" by Kenneth F. Weaver
Number of Lessons in Unit	19 (includes 6 Supplemental Skills Lessons)

Introduction

In this unit, students are introduced to the skills, practices, and routines of narrative writing by working collaboratively with their peers to examine narrative writing models, plan for their writing, and build their knowledge on the narrative writing topic. Students independently practice writing and revising and also engage in peer review to revise their work. Throughout the unit, the class will construct a Narrative Writing Checklist, which students will use to guide their drafting, review, and finalization. By the end of the unit, students will have produced fully developed narratives.

Students begin the unit by reading two model narratives, "Return to July" and a College Application Essay, exploring how each writer organizes the elements of a narrative to convey a real or imagined experience. Using the models as examples, students learn the components of effective narrative writing, focusing on the variety of techniques a writer can use to develop the elements of a narrative.

Students then analyze the prompt for this unit's narrative writing assignment, which asks them to write a narrative retelling the moment of the first lunar landing from one of the perspectives recommended in the prompt. In order to build their knowledge on the narrative writing topic and practice the skill of gathering details to develop settings, events, and characters, students read and analyze three articles

that discuss the lunar landing mission. In addition, students view and discuss a selection of iconic photographs and listen to audio from the lunar landing mission.

After gathering details about the lunar landing mission, students begin drafting. Students focus first on drafting an introduction that engages and orients the reader. Next, students draft body paragraphs using narrative techniques to develop their experiences, events, and characters. Students then draft a conclusion before revising their entire narrative to incorporate structural techniques and ensure that they have created a coherent whole.

To continue to strengthen their drafts, students engage in peer review and teacher conferences, incorporating constructive feedback into their revisions. Finally, students learn and apply the conventions of the editing process to finalize their narratives. To close the unit, students engage in a brief activity in which they reflect on the writing process, identifying strategies that helped them succeed as well as areas for improvement.

This unit contains a set of supplemental skills lessons, which provide direct instruction on discrete writing skills. Teachers can choose to implement all of these lessons or only those that address the needs of their students. Teachers also have the option of implementing activities from the module's vocabulary lesson throughout the unit to support students' comprehension.

Student learning is assessed based on demonstrated planning, drafting, revising, and editing throughout the writing process. At the end of the unit, students are assessed on the effectiveness of their finalized drafts according to the class-generated Narrative Writing Checklist.

Literacy Skills and Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Independently read and annotate text in preparation for evidence-based discussion
- Engage in productive evidence-based discussions about text
- Use vocabulary strategies to define unknown words
- Collect and organize details from texts to support narrative writing
- Write narratives to develop real or imagined experiences or events
- Write an effective introduction to a narrative essay
- Write an effective conclusion to a narrative essay
- Incorporate a range of narrative techniques, such as dialogue, pacing, description, and reflection

- Sequence events so that they build on one another to create a whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)
- Use precise words and phrases, telling details, and sensory language
- Plan for writing
- Produce writing that is appropriate to task, purpose, and audience
- Independently revise writing
- Independently practice the writing process outside of class
- Engage in constructive peer review
- Use editing conventions to finalize writing
- Use a checklist for self-assessment and peer review of writing

Standards for This Unit

College and Career Readiness Anchor Standards for Reading	
None.	
CCS Standards: Reading — Literature	
None.	
CCS Standards: Reading — Informational Text	
None.	
CCS Standards: Writing	
W.9-10.3.a-e	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** **a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.** **b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.** **c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.** **d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.** **e. Provide a conclusion that follows from and reflects on what is experienced,**

	observed, or resolved over the course of the narrative.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.**
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
W.9-10.9.a, b	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCS Standards: Speaking & Listening	
SL.9-10.1.c, d	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.** **c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.** **d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.**

CCS Standards: Language	
L.9-10.1.a, b	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** **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.**
L.9-10.2.a-c	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** **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.**

Note: Bold text indicates targeted standards that will be assessed in the unit.

Unit Assessments

Ongoing Assessment	
Standards Assessed	**W.9-10.3.a-e, W.9-10.5, SL.9-10.1.c, d, L.9-10.1.a, b, L.9-10.2.a-c**
Description of Assessment	Student learning is assessed based on demonstrated planning, drafting, revising, and editing throughout the writing process. At the end of the unit, students are assessed on the effectiveness of their finalized drafts according to the class-generated Narrative Writing Checklist.

Culminating Assessment	
Standards Assessed	**W.9-10.3.a-e, W.9-10.5, L.9-10.1.a, b, L.9-10.2.a-c**
Description of Assessment	Students write a multi-paragraph narrative in response to the following prompt: **Based on the texts and photographs provided, write a narrative retelling the moment of the first lunar landing from one of the following perspectives: a) Neil Armstrong, the first person on the moon; b) Buzz Aldrin, the second person on**

	the moon; c) Michael Collins, the astronaut who remained in the space craft orbiting the moon; d) a person in the control room in Houston, Texas; or e) a person (a child, a teenager, a solider, etc.) watching the live television broadcast.

Unit-at-a-Glance Calendar

Lesson	Text	Learning Outcomes/Goals
1	"Return to July" (narrative writing model)	In this first lesson, students are introduced to narrative writing. Students examine a narrative writing model, discussing what they notice about how the writer organizes the elements of the story. Through direct instruction, students explore the components of effective narrative writing using the model as an example. Student learning is assessed via participation in a pair or small group activity in which students brainstorm items for the class's Narrative Writing Checklist.
2	College Application Essay (narrative writing model)	In this lesson, students read a second narrative writing model and continue to analyze what makes the narrative effective. Through direct instruction, students discuss organization as well as the importance of considering the specific purpose and audience. Student learning is assessed via participation in a pair or small group activity in which students brainstorm items for the class's Narrative Writing Checklist. The teacher then leads the whole class in the creation of a uniform checklist.
3	"Apollo 11 Mission Overview"	In this lesson, students analyze this unit's narrative writing prompt to determine the writing task. Students also discuss how the purpose and audience influence their understanding of the task. Students then begin to build their knowledge of the narrative writing topic by reading and analyzing the "Mission Highlights" section of the article "Apollo 11." Student learning is assessed via completion of the WR.3 Lesson 3 Prompt Analysis Exit Slip.

Lesson	Text	Learning Outcomes/Goals
4	"The Flight of Apollo 11" by Kenneth F. Weaver	In this lesson, students continue to examine source material related to the moon landing in order to prepare for their own narrative drafts by reading and discussing the first third of the article "The Flight of Apollo 11" by Kenneth F. Weaver. In their pairs or groups, students also examine iconic photographs of the moon landing. Student learning is assessed via a Quick Write at the end of the lesson.
5	"The Flight of Apollo 11" by Kenneth F. Weaver	In this lesson, students finish reading and discussing the article "The Flight of Apollo 11" by Kenneth F. Weaver. In their pairs or groups, students continue to examine iconic photographs of the moon landing before completing a Quick Write on the sensory elements of a different photograph from the one they wrote about previously. Students are also introduced to audio and video sources to assist them in gathering material for their own narrative drafts. Student learning is assessed via a Quick Write at the end of the lesson.
6	None.	In this lesson students learn to craft an introduction that engages and orients the reader to a problem, situation, or observation; establishes a point of view; introduces characters or a narrator; and creates a smooth progression of experiences or events. Students examine effective introductions from the narrative writing models before individually drafting their own introductions. Student learning is self-assessed via annotations to their drafts, corresponding to the applicable items on the Narrative Writing Checklist.
7	None.	In this lesson, students begin to identify the use of narrative techniques to develop effective body paragraphs by examining the narrative writing models. Students then draft their own body paragraphs to practice using the narrative techniques of description and reflection to develop experiences, events, or characters. Student learning is self-assessed via annotations to their drafts, corresponding to the applicable items on the Narrative Writing Checklist.

Lesson	Text	Learning Outcomes/Goals
8	None.	In this lesson, students continue to identify the use of narrative techniques to develop effective body paragraphs by examining the narrative writing models. Students then draft their own body paragraphs to practice using the narrative techniques of pacing and dialogue to develop experiences, events, or characters. Student learning is self-assessed via annotations to their drafts, corresponding to the applicable items on the Narrative Writing Checklist.
9	None.	In this lesson, students learn to craft a conclusion that reflects on what is experienced, observed or resolved over the course of their narrative. Students examine effective conclusions from the narrative writing models. Then, students work individually to draft conclusions for their narratives. Student learning is self-assessed via annotations to their drafts, corresponding to the applicable items on the Narrative Writing Checklist.
10	None.	In this lesson, students learn how to strengthen their drafts by using structural techniques to sequence events so that they build on one another to create a coherent whole. Students examine effective structural techniques from the narrative writing models before individually revising their drafts. Student learning is self-assessed via annotations to their drafts, corresponding to the applicable items on the Narrative Writing Checklist.
A	None.	In this lesson, the teacher provides direct instruction on using precise words and phrases, telling details, or sensory language to provide a vivid picture of experiences, events, settings, and characters as they develop their narrative writing. Students focus on revising their own narratives for word choice before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.3 Revision Exit Slip: Working with Words.

Lesson	Text	Learning Outcomes/Goals
B	None.	In this lesson, the teacher provides direct instruction on identifying and using varied syntax or transitional words and phrases to sequence events and create a coherent whole. Students focus on revising their own narratives for varied syntax or transitional words and phrases before transitioning a peer discussion of revisions. Student learning is assessed via the completion of the WR.3 Revision Exit Slip: Cohesion and Flow.
C	None.	In this lesson, the teacher provides direct instruction on combining sentences using semicolons and colons or splitting sentences to improve the clarity of their writing. Students focus on revising their own narratives for effectively combining sentences using semicolons and colons or for splitting sentences before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.3 Revision Exit Slip: Varying Sentence Length.
D	None.	In this lesson, the teacher provides direct instruction on using commas and repairing sentence fragments and run-on sentences. Students focus on revising their own narratives for using commas effectively and repairing fragments and run-ons before transitioning a peer discussion of revisions. Student learning is assessed via the completion of the WR.3 Revision Exit Slip: Ensuring Sentence Accuracy.
E	None.	In this lesson, the teacher provides direct instruction on how to incorporate parallel structure or varied phrases into their writing. Students focus on revising their own narratives for parallel structure or varied phrases before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.3 Revision Exit Slip: Adding Variety and Interest.

Lesson	Text	Learning Outcomes/Goals
F	None.	In this lesson, the teacher provides direct instruction on how to punctuate the dialogue in a narrative in order to accurately and effectively convey the experiences the dialogue develops. Students focus on revising their own narrative drafts for properly punctuated dialogue before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.3 Revision Exit Slip: Punctuating Dialogue.
11	None.	In this lesson, students participate in a peer review activity during which they offer constructive feedback to their classmates about their narrative drafts. Students use the Narrative Writing Checklist to guide feedback and revisions. Students may also meet in one-on-one teacher conferences to receive feedback on their drafts. Student learning is assessed via completion of the WR.3 Lesson 11 Peer Review Exit Slip.
12	None.	In this lesson, students review common editing symbols and then edit their drafts individually in order to finalize their narratives.
13	None.	In this brief activity, students reflect on the writing process, identifying strategies that helped them succeed as well as areas for improvement.

Preparation, Materials, and Resources

Preparation

- Read and annotate the narrative writing models (see page 1).
- Read and annotate source texts (see page 1).
- Review the Sensory Writing Rubric and Checklist.
- Review all unit standards.

Materials and Resources

- Copies of narrative writing models (see page 1)
- Copies of source texts (see page 1)
- Chart paper
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Copies of handouts and tools for each student: see materials list in individual lesson plans
- Copies of the Sensory Writing Rubric and Checklist

WR.3 NARRATIVE

Lesson 1 Narrative Model

Introduction

Over the course of this unit, students learn how to write narratives by working collaboratively with their peers to examine narrative writing models, plan for their writing, and build their knowledge on the narrative topic. Students will practice writing independently and engage in peer review to revise their work. By the end of the unit, each student will have written a fully developed narrative.

In this first lesson, students are introduced to narrative writing. The lesson begins with an introduction to the writing process and to annotation. Then, student pairs or small groups examine a narrative model and discuss what they notice about the way the writer organizes the elements of the story. The teacher then provides direct instruction on the components of effective narrative writing, using the model as an example. Student learning is assessed via participation in a pair or small group activity in which students brainstorm items for the class's Narrative Writing Checklist.

For homework, students respond briefly in writing to the following question: What might have been the prompt for the narrative model "Return to July"? Give three reasons to support your answer.

ⓘ Based on students' familiarity with narratives and narrative writing, this lesson may extend beyond one class period.

Standards

Assessed Standard(s)	
SL.9-10.1.c, d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning

	presented.
Addressed Standard(s)	
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.9-10.9.a	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

Assessment

Assessment(s)
Student learning is assessed via participation in a pair or small group activity in which students brainstorm items for the class's Narrative Writing Checklist. ⓘ If individual accountability is desired, consider having each student use a different colored marker when adding an item to the pair's or group's chart paper.
High Performance Response(s)
A High Performance Response should: • Demonstrate participation in brainstorming for the pair's or group's Narrative Writing Checklist (e.g., the student recorded an item on the pair's or group's chart paper). • Record an item that is concise, specific, and actionable (e.g., Does my response develop real or imagined experiences or events?).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• sweltering (adj.) – very hot • punctuated (v.) – interrupted at intervals • relics (n.) – remaining parts or fragments
Vocabulary to teach (may include direct word work and/or questions)

• None.
Additional vocabulary to support English Language Learners (to provide directly)
• alleys (n.) – narrow streets or passages between buildings • grounded (v.) – stopped (a child) from leaving the house to spend time with friends as a form of punishment • thumbs up (n.) – a gesture in which you hold your hand out with your thumb pointed up in order to say yes, to show approval, etc. • suburb (n.) – a town or other area where people live in houses near a larger city • face-lift (n.) – changes made to something to make it more attractive or modern

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: SL.9-10.1.c, d, W.9-10.3, W.9-10.9.a	
• Text: "Return to July" (narrative model)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Introduction to Annotation	2. 10%
3. Reading and Discussion	3. 35%
4. Components of Effective Narrative Writing	4. 30%
5. Group Assessment: Narrative Writing Checklist	5. 15%
6. Closing	6. 5%

Materials

- Copies of narrative model "Return to July" for each student
- Chart paper for pairs or student groups
- Markers of various colors (optional)

ⓘ Consider numbering the paragraphs of "Return to July" before the lesson.

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.
	Italicized text indicates a vocabulary word.
▸	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 goal of this unit. Explain that over the course of this unit, students will compose a narrative. Explain that they will participate in focused narrative writing instruction and practice, which will help them develop and strengthen the skills required to craft narratives that clearly and effectively develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Explain to students that the writing process is iterative, which means that students frequently reassess their work or their thinking in order to make it more precise. Explain that writing is a process that takes many forms and students can accomplish it through a variety of methods. Though there are many different ways to approach the writing process, they all involve multiple drafts and revisions. Inform students that they will draft, revise, peer review, and edit throughout this unit to create a well-crafted narrative.

Review the agenda for this lesson. In this lesson, students read a narrative model, discussing what they notice about how the writer organizes the elements of the story. Through direct instruction and discussion, students explore the components of effective narrative writing using the model as an example. Students then begin to brainstorm items for a class-wide Narrative Writing Checklist.

- ▸ Students look at the agenda.

Activity 2: Introduction to Annotation 10%

ⓘ If students have completed WR.1 or WR.2, then this activity should be either skipped or reviewed as necessary.

ⓘ The following activity addresses the expectations of W.9-10.9.a.

Explain to students that they will mark texts throughout the unit as they read, beginning with their reading and discussion of the narrative model "Return to July." Discuss the importance of marking the text by asking students to Think, Pair, Share about the following question:

What are some purposes for marking the text?

- Student responses may include:

  Marking the text helps readers:

  - Focus on and remember what they are reading by recording their thoughts about the text
  - Keep track of important ideas or observations about the text
  - Mark sections that are surprising or illuminating
  - Keep track of unfamiliar words and/or familiar words used in an unfamiliar way
  - Keep a record of their thoughts about the text, including thoughts on content and style
  - See how the writer organized his or her thoughts on a topic
  - Question the text or make connections between ideas.
  - Interpret the ideas in the text
  - Identify specific components of effective writing (e.g., specific techniques, precise details, an engaging description, etc.) that readers may want to use in their own writing

Explain to students that marking the text, or *annotation*, is a skill for reading closely. Explain that it is important for students to include short notes or labels about their thinking along with any underlining, circling, or boxing when they annotate the text. Annotation provides an opportunity for students to keep a record of their thinking, and short notes or labels help students remember their thinking when they revisit a text. Explain to students that their annotations may focus on different elements of a text depending on the purpose of their reading. Explain that annotating the narrative models in this lesson and Lesson 2 will help them identify and analyze the components of effective narrative writing, preparing them to purposefully use these components in their own writing.

Activity 3: Reading and Discussion 35%

Instruct students to form pairs or small groups. Distribute a copy of the narrative model "Return to July" to each student. Explain to students that the goal of reading and discussing this model is to identify the effective elements of the narrative.

Explain to students that in this unit, they will learn new vocabulary specific to the writing process and to the texts they read. Instruct students to keep track of new vocabulary by recording it in a vocabulary journal. Students should divide the vocabulary journal into three sections, one for each of the following categories: "narrative terms," "writing terms," and "academic vocabulary."

ⓘ **Differentiation Consideration**: Consider informing students that "narrative terms" refer to the words they will encounter in this unit that describe aspects of a narrative writing assignment or the

process of writing it, including "setting," "characters," "plot," etc. (students encounter and define these words later in this lesson). "Writing terms" are words that refer to writing in general and may include techniques, grammatical features, and elements of writing. "Academic vocabulary" refers to the words that students may encounter in their reading and research that frequently appear in academic texts and dialogues. If students struggle to determine the appropriate category for the vocabulary provided in this lesson, consider explaining to students which words should be added to which category.

Provide students with the following definitions: *sweltering* means "very hot," *punctuated* means "interrupted at intervals," and *relics* means "remaining parts or fragments."

ⓘ Students may be familiar with these words. Consider asking students to volunteer the definitions before providing them to the class.

- Students write the definitions of *sweltering, punctuated*, and *relics* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration**: Consider providing students with the following definitions: *alleys* means "narrow streets or passages between buildings," *grounded* means "stopped (a child) from leaving the house to spend time with friends as a form of punishment," *thumbs up* means "a gesture in which you hold your hand out with your thumb pointed up in order to say yes, to show approval, etc.," *suburb* means "a town or other area where people live in houses near a larger city," and *face-lift* means "changes made to something to make it more attractive or modern."

- Students write the definitions of *alleys*, *grounded*, *thumbs up*, *suburb*, and *face-lift* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration:** If necessary to support comprehension and fluency, consider using a masterful reading of the model for the lesson.

Instruct students to read the narrative model in their pairs or groups. Instruct students to annotate the model for items they find interesting and engaging, such as an unusual word choice, beautiful phrase, illuminating insight, or surprising event.

After students read and annotate the model, post or project the following set of questions for students to discuss before sharing out with the class. Instruct students to annotate the model for how the writer organizes elements of the story as they discuss each question, remembering to include short notes or labels to record their thinking.

ⓘ **Differentiation Consideration**: If the skill of annotation is new or challenging to students, consider posting or projecting the text and asking student volunteers to share their annotations for how the writer organizes elements of the story. Consider posting or projecting the volunteered annotations.

What elements of the story does the writer introduce in the first two paragraphs?

- Student responses should include:
  - The writer introduces the setting of the story. It takes place sometime in the past during a hot night in July, since the writer establishes "[i]t was July" (par. 1).
  - The writer introduces the first-person point of view of the narrator by writing "I had been working" (par. 1).
  - The writer introduces a few of the characters. The narrator worked in an ice cream shop owned by the narrator's father at that time. The narrator's mother was sick, and she asked the narrator to bring her "hot soup" (par. 1).
  - The writer introduces the main problem in the story: the narrator "took something that didn't belong to [the narrator]" (par. 2).

ⓘ **Differentiation Consideration**: If students struggle to identify the information in the first paragraph as the setting, characters, point of view, and problem, explain to students that the elements of a story include the setting, characters, plot, point of view, and the problem, situation, or observation.

How does the reader learn about the narrator? Give at least one example from the model.

- The reader learns about the narrator's character from the narrator's first-person point of view, remembering himself or herself as a "well known and well liked" person (par. 3). The narrator gives examples of his or her typical actions, which demonstrate the narrator's character to the reader. For example, the narrator remembers himself or herself as the kind of "kid who shoveled sidewalk snow without any bribing" (par. 3).

How does the reader know that the act of stealing the figurine was significant to the narrator?

- Student responses may include:

  The reader knows that stealing the cat figurine was an important moment for the narrator because:

  - The first time the narrator mentions the act of stealing, the narrator expresses the fact in a single sentence: "It was the night I took something that didn't belong to me" (par. 2). Expressing this information in a single sentence in its own paragraph indicates that this moment is significant to the narrator.
  - The narrator described himself or herself as the kind of person who would "never [get] into any trouble" (par. 3).
  - Mr. Liu was not a stranger to the narrator or someone the narrator did not like. The narrator remembered eating "there at least twice a week" and always receiving "a cheerful pat on [the] back" (par. 4) after trying to say a few words in Chinese.
  - The narrator admits that the day he or she stole the figurine, he or she never went back to the restaurant, even though it was the "family's favorite nearby restaurant" (par. 5).

Describe the experience or event that the writer develops throughout the narrative. How does the writer establish the period of time over which the events take place?

- The writer develops the experience of the narrator stealing something from a Chinese restaurant and then returning the stolen object many years later. Towards the end of the piece, the narrator says that he or she is back in the neighborhood after "twenty years" (par. 6). This detail and the past tense the narrator uses in the beginning of the story makes it clear that the narrator is telling a story through a flashback to an event in the past. The narrator is remembering stealing a figurine many years ago as he or she enters the store to return it in the present moment.

Lead a brief whole-class discussion of student responses.

Activity 4: Components of Effective Narrative Writing 30%

ⓘ The following activity addresses the expectations of W.9-10.3.

Remind students that in this unit, they learn how to plan, draft, and revise their own narratives. Instruct students to Turn-and-Talk about the following question:

Considering what you have written in the past and your exploration of the model in this lesson, how would you describe a narrative?

- A narrative is a story about an experience or set of events. A narrative can tell a story about a real or imagined experience or event.

ⓘ **Differentiation Consideration**: If students struggle to describe a narrative, consider conducting the following activity: Instruct students to brainstorm a list of narratives that they have read recently. Then ask students to identify and explain the qualities that these narratives have in common.

Explain to students that a narrative develops real or imagined experiences or events by using effective technique, well-chosen details, and well-structured event sequences. The elements of a narrative include setting, characters, plot, point of view, and problems, situations, or observations.

Post or project the questions below. Remind students to draw on their work with the model in this lesson as well as their previous experiences with narrative writing. Instruct students to Turn-and-Talk about the following questions:

What techniques can a writer use to develop the elements of a narrative? Define each technique.

- Student responses should include:

  Writers can use:

- Dialogue, which refers to the "lines spoken by characters in drama or fiction; conversation between two or more characters"
- Pacing, which refers to the "how the author handles the passage of time in a narrative, moving through events either more quickly or slowly to serve the purpose of the text"
- Description, which refers to "a statement that tells you how something or someone looks or sounds"
- Reflection, which refers to the "consideration of a subject, idea, or past event"
- Multiple plot lines, which refers to the "different plots of a literary text"

ⓘ **Differentiation Consideration**: If students struggle to identify and describe narrative techniques, encourage them to revisit their answers to the questions in the Reading and Discussion activity, focusing on what the writer does to communicate specific information to the reader.

ⓘ Consider posting or projecting the definition of each technique.

What is the primary technique the writer uses to convey the setting in the model? Give an example that demonstrates the writer's use of this technique.

- The writer primarily uses description to convey the setting in the model. When the narrator returns to the "old neighborhood" (par. 6), the narrator describes the blocks between the apartment in which she or he grew up and the ice cream shop as being "punctuated by newer, cleaner apartment buildings full of younger, wealthier families" (par. 7), which gives the reader a sense of what the setting looks like.

Identify and explain an example of a technique the writer uses to develop the narrator's character in the model.

- Student responses may include:
  - The writer develops the narrator's character through description. The narrator tells the reader that the narrator was "well known and well liked" and "as good a kid as parents could want" (par. 3).
  - The writer develops the narrator's character by using reflection. The narrator thinks about his or her actions as a child, remembering that she or he "visited old people in the neighborhood because [she or he] genuinely liked their company and their stories" (par. 3).

Describe how the writer uses pacing to develop the importance of the event of stealing the figurine.

- Student responses may include:
  - In the second paragraph, the writer tells the reader that the narrator stole something that night, but then the writer gives a lot of detail about the narrator's character and the

narrator's relationship with the restaurant and Mr. Liu before describing the actual event of stealing the object. This pacing emphasizes the importance of the event, because it creates suspense.

- Then, the writer jumps ahead 20 years to describe the day the narrator returns to the restaurant. This sudden shift in pacing also highlights the importance of the event, because the writer skips over 20 years' worth of information to return to the event.

Explain to students that in narrative writing, a writer uses a variety of narrative techniques to develop the content of a story and create an engaging and nuanced experience for the reader. A writer may use multiple techniques simultaneously depending on the writer's purpose. On the other hand, effective narratives do not necessarily use all of these techniques in every section of a narrative; rather, effective writers use techniques in order to appropriately develop their settings, characters, and plots.

ⓘ Students will learn how to use these narrative techniques to develop their own narratives in Lessons 7 and 8.

Activity 5: Group Assessment: Narrative Writing Checklist 15%

ⓘ The following activity addresses the expectations of W.9-10.3.

Explain that in this unit, students will work together as a class to build the elements of a Narrative Writing Checklist. As students learn more about narrative writing, they will continue adding items to the class's Narrative Writing Checklist. Students will use this checklist as a guide while drafting, revising, and finalizing their narratives. In this lesson, students begin brainstorming ideas for items for the checklist. In the next lesson, the class will come to a consensus on what items to begin adding to the Narrative Writing Checklist.

Explain that the Narrative Writing Checklist is structured with yes-or-no questions that begin with "Does my response…" Items on the checklist should be concise, specific, and actionable. Post or project the following examples:

- **Example 1:** Does my response express to the reader what my real or imagined experience or event is about?
- **Example 2:** Does my response develop real or imagined experiences or events?

Explain that the first example is too long and unclear. The phrase "what my real or imagined experience or event is about" can be communicated with fewer words. The phrase "express to the reader" is not actionable, because it is not clear what the student should do to fulfill this item. The second example is precise and tells the student exactly what he or she needs to do to be able to check this item off the list.

Explain that the assessment for this lesson requires students first to individually brainstorm items that they believe should be included on the class's Narrative Writing Checklist and then collaborate in pairs or small groups to record their items on a piece of chart paper that will remain in the classroom for the next lesson. Remind students to use this lesson's discussions about the model and the components of effective narrative writing (i.e., narrative terms) to inform their thinking as they brainstorm items.

Instruct students to individually brainstorm items for the class's Narrative Writing Checklist using a piece of paper to record their ideas.

- Students individually brainstorm items for the class's Narrative Writing Checklist.

Instruct students to form pairs or small groups to discuss their individual ideas and decide what items to add to their chart paper. Remind students to focus on developing checklist items that directly address the components of effective narrative writing.

- Students work in pairs or small groups to discuss and decide on items appropriate for the class's Narrative Writing Checklist. Each student records an item on the chart paper.

- Student responses may include:
  - Develop real or imagined experiences or events?
  - Establish a point of view?
  - Include settings, characters, and plots that develop the experiences or events?
  - Use narrative techniques such as dialogue, pacing, description, reflection, or multiple plot lines to develop the narrative?

ⓘ Chart paper is not necessary for this activity. Groups may brainstorm on loose leaf paper. If students use loose leaf paper, consider collecting each group's list at the end of the activity in order to re-distribute them to each group again in the next lesson.

ⓘ If individual accountability is desired, consider having each student use a different colored marker when adding an item to the pair's or group's chart paper.

Activity 6: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to respond briefly in writing to the following question:

What might have been the prompt for the narrative model "Return to July"? Give three reasons to support your answer.

- Students follow along.

Homework

Respond briefly in writing to the following question:

What might have been the prompt for the narrative model "Return to July"? Give three reasons to support your answer.

WR.3 NARRATIVE

Lesson 2 Narrative Model

Introduction

In this lesson, students examine a second narrative model and continue discussing what makes a narrative effective, focusing in particular on organization and purpose. Student learning is assessed via participation in a pair or small group activity in which students brainstorm items for the class's Narrative Writing Checklist. The whole class then works together to create a uniform checklist.

For homework, students respond briefly in writing to the following question: What might have been the prompt for the model College Application Essay? Give three reasons to support your answer. Students also read the "Mission Objective" section of the text "Apollo 11 Mission Overview," boxing any unfamiliar words and looking up their definitions.

ⓘ Based on students' familiarity with narratives and narrative writing, this lesson may extend beyond one class period.

Standards

Assessed Standard(s)	
SL.9-10.1.c, d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
Addressed Standard(s)	
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Assessment

Assessment(s)
Student learning is assessed via participation in a pair or small group activity in which students brainstorm items for the class's Narrative Writing Checklist. ⓘ If individual accountability is desired, consider having each student use a different colored marker when adding an item to the pair or group's chart paper.
High Performance Response(s)
A High Performance Response should: • Demonstrate participation in brainstorming for the pair's or group's Narrative Writing Checklist (e.g., the student recorded an item on the pair's or group's chart paper). • Record an item that is concise, specific, and actionable (e.g., Does my response use time as the underlying structure of the narrative?).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• aficionado (n.) – fan, enthusiast • meticulously (adv.) – acting in a precise, thorough way • entrepreneur (n.) – a person who organizes and manages any enterprise, especially a business, usually with considerable initiative and risk • unscrupulous (adj.) – not honest or fair • arduous (adj.) – very difficult • surmount (v.) – deal with (a problem or a difficult situation) successfully

Vocabulary to teach (may include direct word work and/or questions)
• None.
Additional vocabulary to support English Language Learners (to provide directly)
• motif (n.) – something (such as an important idea or subject) that is repeated throughout a book, story, etc. • slinging (v.) – throwing (something) with a forceful sweeping motion • savvy (adj.) – having practical understanding or knowledge of something • conned (v.) – deceived or tricked (someone)

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: SL.9-10.1.c, d, W.9-10.3, W.9-10.9.b	
• Text: College Application Essay (narrative model)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Reading and Discussion	3. 25%
4. Components of Effective Narrative Writing	4. 20%
5. Group Assessment: Narrative Writing Checklist	5. 10%
6. Class Discussion of Narrative Writing Checklist	6. 15%
7. Closing	7. 10%

Materials

- Copies of narrative model College Application Essay for each student
- Student chart papers from WR.3 Lesson 1
- Markers of various colors (optional)
- Copies of the Narrative Writing Checklist Template for each student
- Copies of "Apollo 11 Mission Overview" for each student

ⓘ Consider numbering the paragraphs of the College Application Essay and "Apollo 11 Mission Overview" before the lesson.

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students read a narrative model, discussing what makes the narrative effective. Through instruction and discussion, students explore the components of successful narrative writing, focusing on organization and purpose. Students then continue to brainstorm items for a class-wide Narrative Writing Checklist before coming together as a whole class to create a uniform checklist. In closing, students briefly consider the purpose of annotating the texts in this unit.

- ▸ Students look at the agenda.

Activity 2: Homework Accountability 15%

Instruct students to take out their responses to the previous lesson's homework assignment. (Respond briefly in writing to the following question: What might have been the prompt for the narrative model "Return to July"? Give three reasons to support your answer.)

Instruct students to form pairs or small groups to discuss their responses.

- 🗨 Student responses may include:
  - The prompt may have been to develop a real or imagined experience in which a character demonstrates growth.
  - This may have been the prompt, because the narrator steals an object from a Chinese restaurant when he or she was a child, and at that time, the narrator cannot face his or her

wrongdoing. At the end of the narrative, the narrator returns to the restaurant 20 years later and gives the stolen object back to the restaurant owner. This final action demonstrates that the character matured between the beginning of the narrative and the end.

Display the actual prompt for the model "Return to July":

- Write a narrative to develop a real or imagined experience or event of a character growing, changing, or learning a lesson.

Lead a brief whole-class discussion on whether or not "Return to July" fulfilled the prompt.

Activity 3: Reading and Discussion 25%

Instruct students to remain in their pairs or small groups from the previous activity. Distribute a copy of the narrative model College Application Essay to each student. Inform students that this narrative was written as part of a college application. Explain to students that the goal of reading and discussing this model is to identify the effective elements of the narrative.

ⓘ **Differentiation Consideration:** If necessary to support comprehension and fluency, consider using a masterful reading of the model for the lesson.

Provide students with the following definitions: *aficionado* means "fan, enthusiast," *meticulously* means "acting in a precise, thorough way," *entrepreneur* means "a person who organizes and manages any enterprise, especially a business, usually with considerable initiative and risk," *unscrupulous* means "not honest or fair," *arduous* means "very difficult," and *surmount* means "deal with (a problem or a difficult situation) successfully."

ⓘ Students may be familiar with these words. Consider asking students to volunteer the definitions before providing them to the class.

- Students write the definitions of *aficionado*, *meticulously*, *entrepreneur*, *unscrupulous*, *arduous*, and *surmount* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration:** Consider providing students with the following definitions: *motif* means "something (such as an important idea or subject) that is repeated throughout a book, story, etc.," *slinging* means "throwing (something) with a forceful sweeping motion," *savvy* means "having practical understanding or knowledge of something," and *conned* means "deceived or tricked (someone)."

- Students write the definitions of *motif, slinging, savvy*, and *conned* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ The following activity addresses the expectations of W.9-10.9.b.

Instruct students to read the model in their pairs or groups. Instruct students to annotate the model for items they find interesting and engaging, such as an unusual word choice, beautiful phrase, illuminating insight, or surprising event.

After students read and annotate the model, post or project the following set of questions for students to discuss before sharing out with the class. Instruct students to annotate the model for how the writer organizes elements of the story as they discuss each question, remembering to include short notes or labels to record their thinking.

ⓘ **Differentiation Consideration:** If the skill of annotation is new or challenging to students, consider posting or projecting the text and asking student volunteers to share their annotations for how the writer organizes elements of the story. Consider posting or projecting the volunteered annotations.

Describe the main experience or event that the writer develops throughout the narrative.

- The main experience that the writer develops is the way shoes have influenced his life.

ⓘ Consider informing students that the writer of the model is male, so during discussion, they may refer to the writer as "he."

ⓘ Consider informing students that in this essay, the writer and the narrator are the same person.

Identify and describe the elements of a narrative in this model.

- Student responses should include:
  - The writer uses the first-person point of view, establishing himself as the narrator when he begins with "If my life" (par. 1).
  - The main observation is that "[s]hoes have made a huge impact on [the narrator's] life in ways varied and unexpected" (par. 1).
  - The main character in the model is the narrator, though other characters include the narrator's father and mother.
  - There are multiple settings in the model, including the narrator's bedroom and the community pool snack bar. The narrative takes place in the past over part of the narrator's life.
  - The plot of the model is that the narrator learned about shoes at an early age from his father and then got a summer job in order to build a shoe collection. The narrator then starts his own business selling shoes, and through the experience of buying and selling shoes, he becomes interested in a nonprofit that provides "used shoes for people in need around the world" (par. 5). At the end, the reader understands that narrator is a passionate and accomplished person.

What does the reader learn about the characters from the dialogue? How does the technique of using dialogue develop an element of the narrative?

- The reader learns that the narrator was presented with a choice. The narrator's mother tells the narrator that she and the narrator's father "'have decided that unless you would like to eat shoes, you will have to get a job'" (par. 2), which causes the narrator to reply "'I see your point'" (par. 3) and get a summer job at the community pool. This job allows the narrator to earn enough money to build his shoe collection, which allows him to start his own business. The writer uses the dialogue to advance the plot by creating a chain of cause and effect.

Considering the model is a college application essay, what is the writer's purpose?

- Because the model is a college application essay, the writer's purpose is to convince the people reviewing his application to accept him into college.

Describe how the writer sequences events in the narrative. How does this sequence support his purpose?

- The writer sequences events chronologically throughout the narrative. Each event builds upon the previous one to develop the narrator's (writer's) deepening experience with shoes and to highlight the narrator's abilities. By the end, the events together create a whole that provides a positive picture of the narrator's passion and skills, which he thinks will help him get into college.

ⓘ **Differentiation Consideration:** If students struggle to explain how the writer supports his purpose, consider asking the following scaffolding questions:

What does the reader learn about the narrator's character? Explain an example of a narrative technique that the writer uses to develop the narrator's character.

- Student responses may include:
  - The writer uses the narrative technique of description to develop the narrator's character. By describing his summer job "standing over a deep fryer slinging fries and onion rings" (par. 4), the reader learns that the narrator is hard working and dedicated.
  - Through the narrative technique of reflection, the reader discovers that the narrator has "learned that in some places, shoes are not a fashion statement or a status symbol. Rather, shoes enable a child to make an arduous trek to school and surmount a potential education barrier" (par. 5). This use of reflection develops the narrator's character as someone who is thoughtful and caring.

How does the writer's development of the narrator's character support his purpose?

- By developing the narrator's (writer's) positive qualities, the writer demonstrates why he is a strong college applicant. Developing the narrator's character this way supports his purpose to convince the people reading his application that he should be admitted to college.

Is the narrative logical, well-organized, and easy to understand? Why or why not?

- Student responses may include:
  - The writer organizes his narrative chronologically, which makes the narrative easy to understand.
  - The narrative is logical and well-organized, because the writer makes clear connections between each event. It is clear that the money he earned from his job at the pool allowed him to increase his stock of shoes, which encouraged him to start his own business online, which "fueled [his] decision to major in business" (par. 4).

ⓘ **Differentiation Consideration:** If necessary, inform students that *coherence* means "being logical, well organized, and easy to understand."

- Students write the definition of *coherence* in the appropriate section of their vocabulary journals.

Lead a brief whole-class discussion of student responses.

Activity 4: Components of Effective Narrative Writing 20%

ⓘ The following activity addresses the expectations of W.9-10.3.

Explain to students that, as they have seen in the narrative models from this lesson and the previous lesson, there are several different forms of narrative writing. In some forms of narrative writing, like the model College Application Essay, the elements of a narrative may be difficult to discern and some of the techniques of narrative writing may not be readily apparent. Explain to students that despite the wide variety of narrative writing forms, all narratives convey experiences or events that happen over a period of time.

ⓘ For clarity, it may be helpful to contrast narrative writing with argument or informational writing. In argument and informational writing, a writer examines an issue at a single point in time. Although a writer may support an argument or informative paper with evidence from different time periods, the passage of time does not provide the organizing structure. For example, an informative paper that describes the effects of the Great Depression may give evidence from both the beginning and end of the Great Depression, but the response is organized by subtopics and evidence rather than a sequence of events that develops a story.

Instruct students to Think, Pair, Share on the following question:

Describe how the writer of the model College Application Essay sequences the events he describes in the essay. How does this compare to the model "Return to July" in the previous lesson?

- Student responses should include:
  - The writer describes his experience of how shoes influenced his development over a period of time, specifically "[his] life to date" (par. 1). The writer uses the passage of time to organize the events of the narrative.
  - The writer sequences the events in chronological order. There is a beginning, when the writer first becomes interested in shoes; there is a middle, when the writer gets a summer job and then starts his own business; and there is an end, when the writer "unite[s] [his] shoe passion with [his] mission to contribute positively to the world around [him]" (par. 5) and looks forward to a future in college.
  - In "Return to July," the narrator is looking back on an event that happened "twenty years" ago (par. 6), and then switches to the present tense to describe what is happening as he or she returns the stolen item.

Lead a brief whole-class discussion of student responses.

Remind students that that the overall purpose of writing a narrative is to develop real or imagined experiences or events. Explain to students that beyond this overall purpose, narrative writers also have a more specific purpose.

Provide students with the following definition: *purpose* means "an author's reason for writing."

- Students write the definition of *purpose* in the appropriate section of their vocabulary journals.

Instruct students to Think, Pair, Share on the following question:

Compare the writer's specific purpose in the model College Application Essay to the writer's specific purpose in the model "Return to July."

- The writer's purpose in the model College Application Essay is to attempt to persuade the people reviewing the application that the writer should be admitted to the college. The writer's purpose in the "Return to July" model is less clear, though it seems that the purpose of the narrative is to inform or entertain, since the experience was either real or imagined.

Lead a brief whole-class discussion of student responses. Explain to students that narratives can be written to fulfill many different purposes, including informing, instructing, entertaining, persuading an audience, or making them think. Different narratives are intended to serve different purposes, so

understanding who the audience is can help writers develop their narratives with appropriate language and content. .

Activity 5: Group Assessment: Narrative Writing Checklist 10%

ⓘ The following activity addresses the expectations of W.9-10.3.

Instruct students to form the same pairs or small groups they established for the group assessment in Lesson 1. Explain that the assessment for this lesson requires students to continue collaborating with the pairs or groups from the previous lesson to brainstorm, discuss, and decide on items that they believe should be included on the class's Narrative Writing Checklist. Each pair or group adds their items to the existing list on a piece of chart paper. Instruct students to use this lesson's discussions about the narrative model and the components of effective narrative writing to inform their brainstorming. Explain to students that at the end of this activity, the whole class will discuss each other's checklists to come to a consensus on which items should be included on the class's Narrative Writing Checklist.

- Students work in pairs or small groups to brainstorm, discuss, and decide on items appropriate for the class's Narrative Writing Checklist. Each student records an item on the chart paper.

- Student responses may include:
  - Use the passage of time to structure the narrative?

ⓘ If individual accountability is desired, consider having each student use a different colored marker when adding an item to the group's chart paper.

Activity 6: Class Discussion of Narrative Writing Checklist 15%

ⓘ The following activity addresses the expectations of W.9-10.3.

Distribute a copy of the Narrative Writing Checklist Template to each student. Inform students that for the remainder of the unit, everyone in the class will use one uniform Narrative Writing Checklist composed of the suggestions from each pair or group. Explain that the checklist has rows for students to add each item after the class has decided together what will go on the checklist. The first rows of each section of the checklist are the categories and refer to the different types of items that students add to their checklists. Students write the item below the appropriate category, "Does my response…" In the second and third columns, there are checkboxes for students to mark whether or not the item was met.

- Students examine the Narrative Writing Checklist Template.

Instruct students to examine the categories on the checklist. Ask students to Turn-and-Talk to discuss what they think each category requires students to demonstrate.

- Student responses may include:

- "Coherence, Organization, and Style" means that students must demonstrate that they have the ability to link ideas, arrange ideas logically, and express ideas in a certain way.
- "Control of Conventions" means that students must demonstrate that they know proper English grammar, usage, capitalization, punctuation, and spelling.

ⓘ **Differentiation Consideration:** If necessary, provide the following definitions. Remind students that they learned the meaning of *coherence* during the Reading and Discussion activity in this lesson.

- *Style* is how the writer expresses content.
- *Organization* means being arranged or planned in a particular way.
- *Conventions* include grammar, usage, capitalization, punctuation, and spelling.

▸ Students write the definitions of *style*, *organization,* and *conventions* in the appropriate section of their vocabulary journals.

Instruct each pair or group in turn to share what they think their most important items for the checklist are and in which category each item belongs. Each pair or group should try to avoid repeating items that another pair or group has already offered for the class's list, though students may offer suggestions to improve the wording of an existing item as well.

Lead a whole-class discussion and guide students toward a consensus on which items students want to add to the class's Narrative Writing Checklist.

ⓘ **Differentiation Consideration:** If students struggle to determine the appropriate category for each of their suggested checklist items, consider explaining to students which items should be added to which category.

Record the items in a way that allows all students to read and copy the checklist on to their own templates. Explain to students that they will use columns 2 and 3 (the checkbox columns) when they are drafting, revising, and finalizing their drafts in Lessons 6–12.

▸ In turn, student pairs or groups offer suggestions for which items should be added to the class's Narrative Writing Checklist and in which category. As the class builds the checklist together, students copy the checklist items on to their own Narrative Writing Checklist Templates.

ⓘ If necessary, remind students to focus the discussion on what they have learned in this lesson and the previous lesson. Students will have the opportunity to add additional items in future lessons.

ⓘ Consider displaying an up-to-date copy of the Narrative Writing Checklist in every class.

Activity 7: Closing 10%

Inform students that in this unit they will write a narrative about the first lunar landing, when American astronauts first landed and walked on the moon. Explain to students that in order to build their knowledge on the narrative topic and collect details to develop their events, settings, and characters, they will read several texts that relate to the topic of the prompt. Inform students that they should annotate the texts as they read. Discuss the purpose of annotating texts by asking the following question:

Why might annotating the texts in this unit be useful?

- Student responses may include:

  Annotating these texts helps students:

  - Understand the details of the information presented in each piece
  - Focus on the information they need to build their knowledge on the narrative topic
  - Record their thinking on the narrative topic, like how they might develop characters or describe settings
  - Keep track of the information and details they may want to include when they write their own narratives

Explain to students that annotating the texts in this unit will help them analyze the narrative topic and prepare for writing their own narratives. Annotating the texts will help students see patterns in their notes on the topic and guide them in determining what to write and how to organize their writing.

Display and distribute the homework assignment. For homework, instruct students to respond briefly in writing to the following question:

What might have been the prompt for the model College Application Essay? Give three reasons to support your answer.

Additionally, instruct students to read the "Mission Objective" section of the text "Apollo 11 Mission Overview" (from "The primary objective of Apollo 11" to "emerged in a trans-Earth return trajectory"). Also, instruct students to box any unfamiliar words and look up their definitions. Instruct them to choose the definition that makes the most sense in context and write a brief definition above or near the word in the text.

- Students follow along.

Homework

Respond briefly in writing to the following question:

What might have been the prompt for the model College Application Essay? Give three reasons to support your answer.

Additionally, read the "Mission Objective" section of the text "Apollo 11 Mission Overview" (from "The primary objective of Apollo 11" to "emerged in a trans-Earth return trajectory"). Also, box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in context and write a brief definition above or near the word in the text.

Narrative Writing Checklist Template

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective narrative established as a class.

Coherence, Organization, and Style Does my response…	Drafting ✔	Finalization ✔
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐

Model Narrative Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective narrative established as a class.

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Develop real or imagined experiences or events?*	☐	☐
Establish a point of view?*	☐	☐
Include settings, characters, and plots that develop the experiences or events?*	☐	☐
Use narrative techniques such as dialogue, pacing, description, reflection, or multiple plot lines to develop the narrative?*	☐	☐
Use the passage of time to structure the narrative?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
	☐	☐
	☐	☐

*Asterisks indicate new items added in this lesson.

WR.3 NARRATIVE

Lesson 3 Narrative Prompt Analysis

Introduction

In this lesson, students are introduced to the unit's narrative writing prompt: Based on the texts and photographs provided, write a narrative retelling the moment of the first lunar landing from one of the following perspectives: a) Neil Armstrong, the first person on the moon; b) Buzz Aldrin, the second person on the moon; c) Michael Collins, the astronaut who remained in the space craft orbiting the moon; d) a person in the control room in Houston, Texas; or e) a person (a child, a teenager, a soldier, etc.) watching the live television broadcast. As the first step in the writing process, students analyze the prompt to determine the writing task for this unit. Students also discuss how the purpose and audience influence their understanding of the task. Student learning is assessed via completion of the WR.3 Lesson 3 Prompt Analysis Exit Slip, in which students explain in their own words what the prompt requires of them. Students then transition to reading and analyzing "Mission Highlights" section of the text "Apollo 11 Mission Overview," which describes the lunar landing mission, beginning with the launch and ending with the return to Earth.

For homework, students read and annotate the article "They Remember Where They Were That Night" by Denny Gainer, and respond briefly in writing to the following question using evidence from the article: Choose one person's recollection. How does this recollection influence your understanding of the significance of the first lunar landing?

ⓘ Based on students' familiarity with narratives and narrative writing, this lesson may extend beyond one class period.

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)	
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and

	research. b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.3 Lesson 3 Prompt Analysis Exit Slip. Students respond to the following prompt: • In your own words, explain what the prompt requires you to do and consider how purpose and audience influence your task. ⓘ Refer to the Model WR.3 Lesson 3 Prompt Analysis Exit Slip at the end of the lesson.
High Performance Response(s)
A High Performance Response should: • Explain what the prompt requires (e.g., The task is to choose a particular person's perspective and use the information from the provided texts and photographs to develop an imagined story about experiencing the first lunar landing. I need to learn about different people who experienced the first lunar landing and the details of what happened during this event.). • Explain how the purpose and audience influence the task (e.g., I must use effective techniques, well-chosen details, and well-structured event sequences to develop the experience of the first lunar landing in a way that my classmates and teacher find interesting and engaging.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• module (n.) – any of the individual, self-contained segments of a spacecraft, designed to perform a particular task • deployment (n.) – the act of organizing and sending out (people or things) to be used for a particular purpose • trajectory (n.) – the curved path along which something (such as a rocket) moves through the air or through space

• orbit (n.) – the curved path, usually elliptical, described by a planet, satellite, spaceship, etc., around a celestial body, as the sun • jettisoning (n.) – the casting (of goods) overboard in order to lighten a vessel or aircraft or to improve its stability in an emergency • maneuver (n.) – an act or instance of changing the direction of a moving ship, vehicle, etc., as required • rendezvous (n.) – a meeting of two or more spacecraft in outer space
Vocabulary to teach (may include direct word work and/or questions)
• None.
Additional vocabulary to support English Language Learners (to provide directly)
• crewed (adj.) – having a group of people who operate a ship, airplane, or train • subsequent (adj.) – happening or coming after something else • manually (adv.) – operating or controlling with the hands • crater (n.) – a large round hole in the ground made by the explosion of a bomb or by something falling from the sky • medallions (n.) – large medals • bearing (v.) – having a surface on which something is written, drawn, etc.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: W.9-10.5, W.9-10.9.b	
• Text: "Apollo 11 Mission Overview"	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 20%
3. Analysis of the Prompt	3. 20%
4. Prompt Analysis Exit Slip	4. 10%
5. Reading and Discussion	5. 40%
6. Closing	6. 5%

Materials

- Copies of the WR.3 Lesson 3 Prompt Analysis Exit Slip for each student
- Copies of the Settings, Characters, and Events Chart for each student (optional)
- Copies of "They Remember Where They Were That Night" by Denny Gainer for each student

ⓘ Consider numbering the paragraphs of "They Remember Where They Were That Night" before the lesson.

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students are introduced to the unit's narrative writing prompt. As the first step in the writing process, students analyze the prompt to determine the writing task for this unit. Students also discuss how the purpose and audience influence their understanding of the task, which they demonstrate on the WR.3 Lesson 3 Prompt Analysis Exit Slip. Students then transition to reading and analyzing the "Mission Highlights" section of the text "Apollo 11 Mission Overview," which describes the lunar landing mission, beginning with the launch and ending with the return to Earth.

▸ Students look at the agenda.

Activity 2: Homework Accountability 20%

Instruct students to take out their responses to the first part of the previous lesson's homework assignment. (Respond briefly in writing to the following question: What might have been the prompt for the model College Application Essay? Give three reasons to support your answer.)

Instruct students to form pairs or small groups to discuss their responses.

- Student responses may include:
  - The prompt might have been to explain something about one's personal life that is important in making the writer who she or he is, because the writer states at the beginning, "Shoes have made a huge impact on [his] life in ways varied and unexpected" (par. 1).
  - The writer then details why shoes have played an important role in shaping his personality. Shoes "taught [him] the value of a hard-earned dollar" (par. 2) and helped him fulfill his "mission to contribute positively to the world around [him]" (par. 5). The writer also includes a major event, the shoe drive, which shows how shoes have influenced his life in an "unexpected" (par. 1) way.

Post or project the actual prompt for the model College Application Essay:

- Some students have a background or story that is so central to their identity that they believe their application would be incomplete without it. If this sounds like you, then please share your story.

Inform students that this prompt is from the 2014 Common Application. Inform students that the Common Application is an undergraduate college admission application that applicants may use to apply to any of 517 member colleges and universities. Explain that as part of the Common Application, applicants must write a 650-word personal narrative in response to one of several writing prompts.

Lead a brief whole-class discussion about whether the model College Application Essay answered the prompt.

Instruct students to take out their responses to the second part of the previous lesson's homework assignment. (Read the "Mission Objective" section of the text "Apollo 11 Mission Overview." Also, box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in context and write a brief definition above or near the word in the text.)

Instruct student pairs or small groups to discuss the vocabulary words they identified and defined.

- Students may identify the following words: *module*, *deployment*, *trajectory*, and *orbit*.

ⓘ **Differentiation Consideration:** Students may also identify the following word: *crewed*.

ⓘ Definitions are provided in the Vocabulary box in this lesson.

Instruct student pairs or small groups to discuss the following questions about the "Mission Objective" section of the "Apollo 11 Mission Overview" text:

In your own words, what was the main objective of the Apollo 11 mission?

- The main objective of the Apollo 11 mission was to have a person land on the moon and then return to Earth.

What in this text indicates that the Apollo 11 mission was important to Americans?

- According to the text, having a person land on the moon and return safely was "a national goal set by President John F. Kennedy on May 25, 1961" (par. 1).

What objectives were the astronauts tasked with completing during the Apollo 11 mission?

- The astronauts were tasked with conducting "scientific exploration" by collecting samples of the moon's surface, photographing the landscape, and "deploy[ing] scientific equipment" (par. 2). The astronauts were also supposed to "deploy[] … a television camera" (par. 2) so that people on Earth could see what they were doing on the moon.

Lead a brief whole-class discussion of student responses.

Activity 3: Analysis of the Prompt 20%

Explain that in this unit, students craft a narrative that addresses a prompt, just like the narrative models they analyzed in Lessons 1 and 2.

Display or distribute the prompt below for this unit's narrative. Explain that in the following lessons in this unit, students will plan, draft, and revise a narrative to address the following prompt:

Based on the texts and photographs provided, write a narrative retelling the moment of the first lunar landing from one of the following perspectives:

a) Neil Armstrong, the first person on the moon;

b) Buzz Aldrin, the second person on the moon;

c) Michael Collins, the astronaut who remained in the space shuttle orbiting the moon;

d) a person in the control room in Houston, Texas; or

e) a person (a child, a teenager, a soldier, etc.) watching the live television broadcast.

Instruct students to Think, Pair, Share on the following questions, taking notes about their thinking as necessary. Students may use a notebook or a piece of paper to record their notes to be used later in the unit.

What are your initial reactions to this prompt? What are your initial thoughts and questions about the experience of the first lunar landing?

- Student responses will vary.

Lead a brief whole-class discussion of student responses. Explain that throughout the unit, students have many opportunities to share their thoughts, reactions, and questions about the prompt's topic. They also have opportunities to answer their questions as they read and discuss the texts and other media related to the prompt's topic.

Explain to students that analyzing the prompt is the first step in the writing process. Understanding what the prompt requires them to do, or their *task*, allows students to plan their next steps and ensure that they address the prompt appropriately and completely.

Instruct students to Turn-and-Talk about the following question:

Reread the prompt and define the *task* in your own words.

- The task is to choose a particular person's perspective and use the information from the texts and photographs to develop a story about experiencing the first lunar landing.

ⓘ **Differentiation Consideration:** If necessary, explain to students that a prompt informs students of their *task*. Provide students with the following definition: the *task* is the work they must do in order to respond to the prompt.

- Students write the definition of *task* in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration:** If students struggle with this question, consider asking the following questions:

On which "moment" does the prompt require you to focus?

- The prompt specifies "the first lunar landing," so my narrative should focus on conveying the experience of this event.

The prompt includes the phrase, "Based on the texts and photographs provided." Why is this phrase important? How does this phrase influence the way you will write your narrative?

- This phrase is important because it indicates that my narrative should use the texts and photographs given to me as a basis for developing an experience. Although my narrative will convey an imagined experience, the prompt indicates that I should use the information in the texts and photographs to base my imagined experience in reality.

Lead a brief whole-class discussion of student responses.

Explain to students that once they have read the prompt and noted their initial reactions, they should analyze the prompt in more detail to ensure that they fully understand what the prompt requires them to do in their narrative.

Post or project the questions below. Instruct students to Turn-and-Talk about the following questions, referring to the prompt as necessary:

The prompt says that you must write a "narrative." Why is this word important? How does this word influence the way you will write your paper?

- Writing a narrative requires me to use techniques such as dialogue, pacing, description, and reflection in order to develop an experience. I must develop a sequence of events with characters and settings and use telling details and sensory language to create a vivid picture of the first lunar landing from a particular character's perspective.

What does the word *perspective* mean? In the context of this unit's prompt, what does it mean to write from a *perspective*?

- A *perspective* is how a person interprets an issue, which includes how the person relates to and analyzes the issue. Writing from a perspective means that I must describe the experience of the first lunar landing from a particular person's understanding of and relationship to that experience. I must make it clear how the perspective I choose is related to the first lunar landing, and my descriptions should be from this perspective.

ⓘ **Differentiation Consideration:** If necessary, provide students with the following definition: *perspective* is how one understands an issue, including one's relationship to and analysis of the issue.

- Students write the definition of *perspective* in the appropriate section of their vocabulary journals.

Explain whether this prompt requires you to develop a real or imagined experience or a combination of real and imagined.

- The prompt requires me to develop an imagined experience based in reality. The word "retelling" in the prompt suggests that my narrative will be a different telling of the lunar landing. The narrative is about a real historical event, so some elements like the locations, specific events, and some of the people will be real, but the details like the dialogue and sensory descriptions will be imagined from the perspective of a particular character.

What information would be helpful for you to know in order to respond to this prompt? How might you use this information in your narrative?

- Student responses will vary but may include:
  - Knowing about who was involved in the first lunar landing and how they became involved would be helpful. I could use this information to develop the characters in my narrative.
  - Learning what happened before, during, and after the first lunar landing would be helpful. I could use this information to determine the specific events and details to include in my narrative.
  - Knowing about the cultural and political context of the first lunar landing would be helpful, because this information could influence the way I develop my characters' backgrounds, motivations, fears, and desires and their reactions to this historical event.

Lead a brief whole-class discussion of student responses.

Explain to students that knowledge of the audience also influences the way they execute their task and attempt to fulfill their purpose. Inform students that the audience for their narrative paper is composed of their teacher and classmates. Ask students to Think, Pair, Share about the following question:

How does awareness of audience influence your understanding of the task and purpose?

- Student responses may include:
  - Because my teacher and classmates are familiar with the topic, I should develop an engaging and creative story.
  - My teacher and classmates will have the same information about the topic as I do, so I need to ensure that my factual details are true.
  - My teacher and classmates will expect a well-written paper, so to ensure that my audience understands my story, I will have to use correct English.

Lead a brief whole-class discussion of student responses.

ⓘ Consider reminding students that they learned the meaning of *purpose* and the multiple purposes of narrative writing in Lesson 2.

Activity 4: Prompt Analysis Exit Slip 10%

Inform students that the assessment for this lesson requires students to explain the prompt in their own words and consider how purpose and audience influence their task. Distribute a copy of the WR.3 Lesson 3 Prompt Analysis Exit Slip to each student. Instruct students to independently complete the WR.3 Lesson 3 Prompt Analysis Exit Slip.

- See the High Performance Response and the Model WR.3 Lesson 3 Prompt Analysis Exit Slip for sample student responses.

ⓘ Consider informing students that this exit slip constitutes their statements of purpose for their narratives. Explain to students that they will return to this statement throughout the writing process to ensure they keep in mind their task, purpose, and audience. Students may store these statements in a folder or writing portfolio.

Activity 5: Reading and Discussion 40%

ⓘ The following activity addresses the expectations of W.9-10.9.b.

Inform students that in order to be able to write about the first lunar landing from a particular perspective, they must develop a way of tracking details about the settings, characters, and events related to this historical moment from the texts they read in this unit. Having this material in an organized and accessible format will make it easier for students to organize their own ideas in their writing.

Lead a whole-class discussion about different ways to track information in texts.

What are some of the ways to track and organize information from the texts?

- Student responses may include:
  - Annotating the texts themselves is one way to track the information. For example, important events can be starred.
  - Listing notes in a notebook or on paper about settings, characters, and events in one place is a good way to track information.
  - Creating a chart or organizing tool for tracking settings, characters, and events can be helpful.

Inform students that they are responsible for using the method they find most effective to organize information from the texts in this unit. Explain to students that reading and noting settings, characters, and events is part of the planning process for successfully drafting a narrative, because students can choose to use settings, characters, events, and other details from these texts to inform and develop their own narratives.

Distribute a blank copy of the Settings, Characters, and Events Chart to each student or instruct students to create their own charts on blank pieces of paper by recording the title of the text on the top of the page, drawing three columns, and labeling each column as "Setting," "Characters," or "Events."

- Students examine or create the Settings, Characters, and Events Chart.

The Settings, Characters, and Events Chart that students use or create is meant to serve as an example of one way of organizing information.

Instruct students to form pairs or small groups and take out their copies of "Apollo 11 Mission Overview."

ⓘ **Differentiation Consideration:** If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.

Provide students with the following definitions: *jettisoning* means "the casting (of goods) overboard in order to lighten a vessel or aircraft or to improve its stability in an emergency," *maneuver* means "an act or instance of changing the direction of a moving ship, vehicle, etc., as required," and *rendezvous* means "a meeting of two or more spacecraft in outer space."

ⓘ Students may be familiar with these words. Consider asking students to volunteer definitions before providing them to the class.

- Students write the definitions of *jettisoning*, *maneuver*, and *rendezvous* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration:** Consider providing students with the following definitions: *subsequent* means "happening or coming after something else," *manually* means "operating or controlling with the hands," *crater* means "a large round hole in the ground made by the explosion of a bomb or by something falling from the sky," *medallions* means "large medals," and *bearing* means "having a surface on which something is written, drawn, etc."

- Students write the definitions of *subsequent*, *manually*, *crater*, *medallions*, and *bearing* on their copies of the text or in appropriate section of their vocabulary journals.

Instruct students to read the "Mission Highlights" section of "Apollo 11 Mission Overview" (from "Apollo 11 launched from Cape Kennedy on July 16, 1969" to "nine minutes west longitude July 24, 1969"). Instruct students to annotate the text for items they find interesting and engaging, such as an unusual word choice, beautiful phrase, illuminating insight, or surprising event.

After students read and annotate the text, post or project the following set of questions for students to discuss before sharing out with the class. Instruct students to annotate the text for important details related to this unit's writing prompt as they discuss each question, remembering to include short notes or labels to record their thinking.

ⓘ **Differentiation Consideration:** If the skill of annotation is new or challenging to students, consider posting or projecting the text and asking student volunteers to share their annotations for important

details related to this unit's writing prompt. Consider posting or projecting the volunteered annotations.

Who was involved in the Apollo 11 mission? Describe their roles.

- Student responses should include:
  - Neil Armstrong was the Commander of the mission. He was the first person who "stepped onto the moon" (par. 10).
  - Michael Collins was the Command Module Pilot. He did not land on the moon; instead, he piloted the Command Module spacecraft, the Columbia, around the moon, waiting for the "subsequent [lunar module] rendezvous and docking after completion of the lunar landing" (par. 7) in order to return to Earth.
  - Edwin "Buzz" Aldrin was the Lunar Module Pilot. Aldrin was the second person on the moon.

Where did "the Eagle land[]" (par. 9)? Describe the landing.

- The Eagle had to be "[p]artially piloted manually by Armstrong" before it settled "in the Sea of Tranquility" (par. 9). This was not actually where the Eagle was supposed to land. In fact, the Sea of Tranquility landing site "was about four miles downrange from the predicted touchdown point and occurred almost one-and-a-half minutes earlier than scheduled" (par. 9).

Once "the Eagle landed" (par. 9), what did the astronauts do? Describe the sequence of events on the moon.

- Student responses should include:
  - Instead of taking the scheduled "four-hour rest period" after landing, the astronauts prepared to exit the Eagle "as soon as possible" (par. 10).
  - Armstrong "emerged from the Eagle" first, taking along the TV camera, and then "Aldrin followed him" (par. 10).
  - The president of the United States "spoke by telephone link with the astronauts" (par. 10).
  - The astronauts left "[c]ommemorative medallions" and a disk "containing micro miniaturized goodwill messages" on the surface of the moon (par. 11).
  - Aldrin explored the surface by "deploy[ing] the Early Apollo Scientific Experiments Package" (par. 12).
  - The astronauts both "gathered and verbally reported on the lunar surface samples" (par. 12).
  - Aldrin re-entered the Eagle first, and then Armstrong re-entered after him.

How did the Apollo 11 mission end?

- After resting, Armstrong and Aldrin launched the Eagle from the moon and "[d]ock[ed] with Columbia" (par. 13), meeting back up with Collins. Then, "the astronauts slept for about 10 hours" (par. 14) before beginning the process to land on Earth. "Apollo 11 splashed down in the Pacific Ocean" (par. 15), and the USS Hornet picked up the astronauts.

Compare the amount of time the entire Apollo 11 mission lasted with the amount of time Armstrong and Aldrin spent on the moon. Comment on the difference.

- Student responses should include:
  - The mission lasted for "195 hours, 18 minutes, 35 seconds" (par. 15), or just over eight days from July 16 to July 24, 1969. Comparatively, the astronauts only "spent 21 hours, 36 minutes on the moon's surface" (par. 13), and the time outside the lunar module actually stepping on the moon's surface was a little "more than two-and-a-half hours" (par. 12).
- Student responses will vary but may include:
  - Considering the length of the entire mission, two-and-a-half hours seems like such a short period of time to actually be on the moon.

Lead a brief whole-class discussion of student responses. Instruct students to record any significant settings, characters, and events discussed in this section.

ⓘ **Differentiation Consideration:** Students may use their Settings, Characters, and Events Chart to record the significant settings, characters, and events they identified and discussed.

Activity 6: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to read and annotate the article "They Remember Where They Were That Night" by Denny Gainer and respond briefly in writing to the following question using evidence from the article:

Choose one person's recollection. How does this recollection influence your understanding of the significance of the first lunar landing?

- Students follow along.

Homework

Read and annotate the article "They Remember Where They Were That Night" by Denny Gainer and respond briefly in writing to the following question using evidence from the article:

Choose one person's recollection. How does this recollection influence your understanding of the significance of the first lunar landing?

WR.3 Lesson 3 Prompt Analysis Exit Slip

Name:		Class:		Date:	

Directions: In your own words, explain what the prompt requires you to do and consider how purpose and audience influence your task.

Writing Prompt:	**Based on the texts and photographs provided, write a narrative retelling the moment of the first lunar landing from one of the following perspectives: a) Neil Armstrong, the first person on the moon; b) Buzz Aldrin, the second person on the moon; c) Michael Collins, the astronaut who remained in the space shuttle orbiting the moon; d) a person in the control room in Houston, Texas; or e) a person (a child, a teenager, a soldier, etc.) watching the live television broadcast.**

Explanation of the prompt in your own words:

Model WR.3 Lesson 3 Prompt Analysis Exit Slip

Name:		Class:		Date:	

Directions: In your own words, explain what the prompt requires you to do and consider how purpose and audience influence your task.

Writing Prompt:	**Based on the texts and photographs provided, write a narrative retelling the moment of the first lunar landing from one of the following perspectives: a) Neil Armstrong, the first person on the moon; b) Buzz Aldrin, the second person on the moon; c) Michael Collins, the astronaut who remained in the space shuttle orbiting the moon; d) a person in the control room in Houston, Texas; or e) a person (a child, a teenager, a soldier, etc.) watching the live television broadcast.**

Explanation of the prompt in your own words:
The task is to choose a particular person's perspective and use the information from the provided texts and photographs to develop an imagined story about experiencing the first lunar landing. I need to learn about different people who experienced the first lunar landing and the details of what happened during this event. I must use effective techniques, well-chosen details, and well-structured event sequences to develop the experience of the first lunar landing in a way that my classmates and teacher find interesting and engaging.

Settings, Characters, and Events Chart

Name:		Class:		Date:	

Directions: Record the significant settings, characters, and events from each text in this chart. Include details (e.g., dialogue, description, etc.) that develop each of these elements. Cite textual evidence to support your work.

Text Title:		
Settings	**Characters**	**Events**

Text Title:		
Settings	**Characters**	**Events**

Model Settings, Characters, and Events Chart

Name:		Class:		Date:	

Directions: Record the significant settings, characters, and events from each text in this chart. Include details (e.g., dialogue, description, etc.) that develop each of these elements. Cite textual evidence to support your work.

Text Title:	"Apollo 11 Mission Overview"	
Settings	**Characters**	**Events**
Cape Kennedy: • this is where the launch took place Lunar Module: • also known as the Eagle Sea of Tranquility: • this is where the Eagle landed • this was "about four miles downrange from the predicted touchdown point" (par. 9) Pacific Ocean: • this is where the spacecraft landed when it returned to Earth	Neil Armstrong: • Commander of Apollo 11 mission • He "[p]artially piloted" the Eagle to where it landed on the moon (par. 9). • He was the first person who "stepped onto the moon" (par. 10). • He helped collect "lunar surface samples" (par. 12). Michael Collins: • Command Module Pilot • He did not land on the moon. • He piloted the Columbia around the moon, waiting for the "subsequent [lunar module] rendezvous and docking after	Launch: • happened on July 16, 1969 Landing on the moon: • The Eagle had to be "[p]artially piloted manually by Armstrong" before it landed (par. 9). • The Eagle did not land where it was predicted to land. Instead, it "landed in the Sea of Tranquility" (par. 9). Exploring the moon: • Instead of taking the scheduled "four-hour rest period" after landing, the astronauts prepared to exit the Eagle "as soon as possible" (par. 10). • Armstrong "emerged from the Eagle" first, taking along the TV camera, and then "Aldrin followed him" (par. 10). • The president of the United States "spoke by telephone link with the astronauts" (par. 10). • The astronauts left "[c]ommemorative medallions" and a disk "containing micro miniaturized goodwill messages" on the surface of the moon (par. 11). • Aldrin explored the surface by "deploy[ing] the Early Apollo Scientific Experiments Package"

	completion of the lunar landing" (par. 7) in order to return to Earth. Edwin "Buzz" Aldrin: • Lunar Module Pilot • "About 20 minutes" after Armstrong set foot on the moon, "Aldrin followed him" (par. 10).	(par. 12). • Armstrong and Aldrin "gathered and verbally reported on the lunar surface samples" (par. 12). • Aldrin re-entered the Eagle first, and then Armstrong re-entered after him. Returning to Earth: • happened on July 24, 1969 • "Apollo 11 splashed down in the Pacific Ocean." (par. 15)

WR.3 NARRATIVE

Lesson 4 Reading Sources

Introduction

In this lesson, students continue to examine source material related to the moon landing in order to prepare for their own narrative drafts. In pairs or small groups, students read and discuss the first third of the article "The Flight of Apollo 11" by Kenneth F. Weaver (from "Two thousand feet above the Sea of Tranquility" to "settled just an inch or two into the surface"). This article describes the descent of the lunar lander and the steps the astronauts took to successfully land it. Students then examine iconic photographs of the moon landing and discuss them in groups. Student learning is assessed via a Quick Write at the end of the lesson: Write a brief description of the moment in the photograph from the perspective of one of the people in the picture, or the person taking the picture. Choose at least three different senses about which to include details (e.g., what being there sounded like, looked like, felt like).

For homework, students continue reading the article "The Flight of Apollo 11" and respond briefly in writing to questions about the text.

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)	
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Assessment

Assessment(s)
Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, using sensory details to complete their responses. • Write a brief description of the moment in the photograph from the perspective of one of the people in the picture, or the person taking the picture. Choose at least three different senses about which to include details (e.g., what being there sounded like, looked like, felt like). ⓘ The Quick Writes in WR.3 Lessons 4 and 5 will be assessed using the Sensory Writing Rubric.
High Performance Response(s)
A High Performance Response should: • Establish a perspective in relation to the photograph (e.g., At Mission Control I was constantly looking at one of two things: my computer monitor and the big screen showing the craft up in front.). • Use at least three sensory details to describe the scene (e.g., Even though they air-conditioned the place down to almost freezing, I could feel the sweat on my forehead. The constant beeping and voices on the radio and in our headsets did not make for a calm atmosphere. We had to wear ties, of course, but at least they let us wear short sleeves. Our computers were running so hot all day you could almost smell the heat coming off the electronics and plastic. I only drank two things during those long days, water and coffee, and the bitter taste of the cheap brew was often in my mouth.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• gyrating (v.) – moving back and forth with a circular motion • simulators (n.) – machines that are used to show what something looks or feels like and are usually used to study something or to train people • palpable (adj.) – capable of being touched or felt • beleaguered (adj.) – troubled, harassed • vigil (n.) – an act or period of watching or surveillance • profound (adj.) – deep-seated • impede (v.) – slow the movement, progress, or action of (someone or something)

Vocabulary to teach (may include direct word work and/or questions)
• None.
Additional vocabulary to support English Language Learners (to provide directly)
• target (n.) – something that you are trying to reach or do • boulders (n.) – very large stones or rounded pieces of rock • failures (n.) – situations or occurrences in which something does not work as it should • launch (n.) – the act of shooting something (such as a rocket or missile) into the air or into outer space • fulfilled (v.) – succeeded in achieving (something) • climax (n.) – the most interesting and exciting part of something; the high point

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: W.9-10.5, W.9-10.9.b	
• Text: "The Flight of Apollo 11" by Kenneth F. Weaver	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Reading and Discussion	3. 55%
4. Quick Write	4. 25%
5. Closing	5. 5%

Materials

- Student copies of the Settings, Characters, and Events Charts (refer to WR.3 Lesson 3) (optional)—students may need additional blank copies
- Copies of "The Flight of Apollo 11" by Kenneth F. Weaver for each student
- Copies of the Lunar Landing Images Handout for each student
- Copies of the Sensory Writing Rubric and Checklist for each student

ⓘ Consider numbering the sections and paragraphs of "The Flight of Apollo 11" before the lesson, starting at paragraph 1 for each section.

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students read and analyze the first third of the article "The Flight of Apollo 11" by Kenneth F. Weaver, gathering details to prepare for writing their own narratives. Students then discuss iconic photographs of the moon landing in groups, connecting the photographs to the texts they have read.

- ▸ Students look at the agenda.

Activity 2: Homework Accountability 10%

Instruct students to take out their responses to the previous lesson's homework assignment. (Read and annotate the article "They Remember Where They Were That Night" by Denny Gainer and respond briefly in writing to the following question using evidence from the article: Choose one person's recollection. How does this recollection influence your understanding of the significance of the first lunar landing?)

Instruct students to form pairs or small groups to discuss their responses.

- 🗨 Student responses may include:
  - Aaron Strickland's recollection clearly demonstrates the significance of the lunar landing. Although he was only 9 at the time, he had constructed a model of the lunar lander and pretended to land it at the same time as the actual ship. His perspective shows how the mission captured the imagination of people of all ages. His memory of thinking, about

America, "Well, we can do anything, can't we?" (par. 10) shows how significantly the event influenced the way people thought about their country and what was possible.

Lead a brief whole-class discussion of student responses.

ⓘ **Differentiation Consideration:** Students may use their Settings, Characters, and Events Chart to record the significant settings, characters, and events they identified and discussed.

Activity 3: Reading and Discussion 55%

ⓘ The following activity addresses the expectations of W.9-10.9.b.

Instruct students to remain in their pairs or small groups from the previous activity. Distribute a copy of the article "The Flight of Apollo 11" by Kenneth F. Weaver to each student. Inform students that this article describes the moon landing and provides further background about the mission and what it accomplished. The article was first published in December 1969, which was roughly 5 months after the Apollo 11 moon landing took place.

ⓘ **Differentiation Consideration:** If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.

Post or project each set of questions below for students to discuss. Instruct students to annotate the article and/or use their charts to record details about the settings, characters, events, and other important details as they discuss each question.

Instruct student pairs or groups to read section 1 (from "Two thousand feet above the Sea of Tranquility" to "neither autopilot nor astronaut could guide *Eagle* to a safe landing") and answer the following questions before sharing out with the class.

Provide students with the following definitions: *gyrating* means "moving back and forth with a circular motion," *simulators* means "machines that are used to show what something looks or feels like and are usually used to study something or to train people," and *palpable* means "capable of being touched or felt."

ⓘ Students may be familiar with these words. Consider asking students to volunteer the definitions before providing them to the class.

- Students write the definitions of *gyrating, simulators*, and *palpable* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration:** Consider providing students with the following definitions: *target* means "something that you are trying to reach or do," *boulders* means "very large stones or rounded pieces of rock," and *failures* means "situations or occurrences in which something does not work as it should."

- Students write the definitions of *target, boulders*, and *failures* on their copies of the text or in the appropriate section of their vocabulary journals.

How does the writer use details and descriptive language to engage and orient the reader in the first paragraph?

- Student responses may include:
  - The writer describes how the "silver, black and gold space bug named Eagle" was "two thousand feet above the Sea of Tranquility" (sec. 1, par. 1) which is a location on the moon. With words like *silver, black, gold,* and *bug*, the author establishes a visual picture of the ship. The words *two thousand* and *Sea of Tranquility* give the ship's precise location above an area of the moon in order to establish the setting.
  - The author uses words like "tail of flame" and "plunged" (sec. 1, par. 1) to show that the spacecraft was moving quickly and uncontrollably toward the moon, which creates a sense of suspense.
  - From these details, the reader knows this will be a story about the moon landing.

Who are the two characters introduced in this section? What does the reader learn about them?

- Student responses may include:
  - The writer introduces Astronaut Neil Armstrong and his companion, Astronaut Edwin (Buzz) Aldrin.
  - The reader learns that Neil Armstrong is a skilled pilot who has successfully survived dangerous situations before, as when he "ejected safely" from a training vehicle "just before it crashed" (sec. 1, par. 3). This time, Neil Armstrong is displaying "coolness and skill" (sec. 1, par. 3) in piloting the lunar lander at a time when it appears to be in danger.
  - The reader does not learn much about Aldrin except that he is on the craft with Armstrong.

ⓘ **Differentiation Consideration:** Consider asking students the following question to support comprehension of the text:

What difficulties are the astronauts encountering?

- The astronauts are headed for a "sharply etched crater" that is "surrounded by heavy boulders" (sec. 1, par. 2), which seems to have taken them by surprise.

How does the author's choice of language to describe the astronaut's descent create suspense?

- The writer uses words like "suddenly" and "onrushing target" (sec. 1, par. 2) to show how quickly the ship is moving, which creates suspense in the narrative because it seems the ship is going to crash on the moon. He also describes the scene in the control room where there is a

"palpable tension" because communication with the astronauts has been "blacking out" (sec. 1, par. 6). This "tension" and loss of communication with Earth also creates suspense in the narrative because those in control are nervous and cannot speak to the astronauts who seem to be out of control.

Lead a brief whole-class discussion of student responses.

ⓘ **Differentiation Consideration:** Students may use their Settings, Characters, and Events Chart to record the significant settings, characters, and events they identified and discussed.

Instruct student pairs or groups to read section 2 (from "Armstrong revealed nothing to the ground controllers about the crater" to "It was 4:17:43 p.m., Eastern Daylight Time, Sunday, July 20, 1969") and answer the following questions before sharing out with the class.

Provide students with the following definition: *beleaguered* means "troubled, harassed."

ⓘ Students may be familiar with this word. Consider asking students to volunteer the definition before providing it to the class.

- Students write the definition of *beleaguered* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration:** Consider providing students with the following definition: *launch* means "the act of shooting something (such as a rocket or missile) into the air or into outer space."

- Students write the definition of *launch* on their copies of the text or in the appropriate section of their vocabulary journals.

What techniques does the author use to increase the suspense of the article in this section?

- Student responses may include:
  - The author describes Armstrong as being "much too busy" (sec. 2, par. 1) to say anything to Mission Control. By the time Aldrin speaks, "the control room in Houston realized something was wrong" (sec. 2, par. 5). This lack of dialogue shows that everyone is too busy or too nervous to speak. Through these details, the reader can feel the characters' tension.
  - Then the author includes dialogue with the number of feet and speed at which the lunar lander is approaching the moon in order to create suspense. As it gets closer, the reader is uncertain and can sense the tension about whether the astronauts will land safely.

ⓘ **Differentiation Consideration:** If students struggle, consider asking the following scaffolding question:

How does the structure of the paragraphs in the description of the landing create suspense in the narrative?

- The author breaks the whole landing into 23 different paragraphs, most of which are very short. This increases the speed with which the reader reads each paragraph and increases the focus on the landing itself. This increase in pacing helps the reader experience the fast pace of the actual event. The fast pace increases the tension of the scene because the reader has the sense that things are moving quickly and beyond everyone's control.

What does the phrase "Thirty seconds to failure" mean in paragraph 16?

- The author has described how the crew must land in a certain amount of time or else "abort (give up) the attempt to land on the moon" (sec. 2, par. 8). Therefore, "thirty seconds to failure" means the crew must land within 30 seconds or give up on their mission.

How does the use of dialogue from paragraph 16–23 help to tell the story of the landing?

- Student responses may include:
  - The author uses the dialogue from the astronauts and the control center to first create suspense and then to relieve that suspense in these paragraphs.
  - The mission director is "pleading silently: 'Get it down, Neil! Get it down!'" (sec. 2, par. 16), which increases the tension because mission directors are expert scientists and would likely only plead in a very dangerous situation.
  - Aldrin announces that they are "drifting right" (sec. 2, par. 18), which increases the tension by indicating that there is yet another problem: they are not landing straight.
  - Then the author relieves the tension with Aldrin's "magic words: 'Contact light'" (sec. 2, par. 19). The tension leaves as the men at Mission Control—and the reader—realize that the Eagle has landed safely.
  - The author describes Mission Control's relief by using CapCom's own words: "You got a bunch of guys about to turn blue. We're breathing again" (sec. 2, par. 22). In other words, the people at Mission Control were so nervous they were holding their breaths and turning blue, but now they are relieved and breathing again.
  - This use of dialogue reveals the strength of the different characters' motivations and desires and how important it was to everyone involved to successfully complete the mission.
  - The use of dialogue is more effective than simply describing what happened because it helps to place the reader in the scene.

Lead a brief whole-class discussion of student responses.

ⓘ **Differentiation Consideration:** Students may use their Settings, Characters, and Events Chart to record the significant settings, characters, and events they identified and discussed.

Instruct student pairs or groups to read section 3 (from "Man's dream of going to the moon was fulfilled" to "settled just an inch or two into the surface") and answer the following questions before sharing out with the class.

Provide students with the following definitions: *vigil* means "an act or period of watching or surveillance," *profound* means "deep-seated," and *impede* means "slow the movement, progress, or action of (someone or something)."

ⓘ Students may be familiar with some of these words. Consider asking students to volunteer definitions before providing them to the class.

- Students write the definitions of *vigil*, *profound*, and *impede* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration:** Consider providing students with the following definitions: *fulfilled* means "succeeded in achieving (something)" and *climax* means "the most interesting and exciting part of something; the high point."

- Students write the definitions of *fulfilled* and *climax* on their copies of the text or in the appropriate section of their vocabulary journals.

What new points of view does the author introduce in this section? How do these points of view add to the reader's sense of the importance of the moon landing?

- The author switches from describing the landing from the point of view of the people involved to people's reaction to it around the world. The author also uses the first person to talk about the importance of the landing from his own point of view. These new points of view emphasize how much the mission to the moon meant for people at the time, including those around the world and the author himself.

What is the "race" that adds to the excitement (sec. 3, par. 8)?

- The author describes how the "Soviet Union was racing to put a Russian on the moon first" (sec. 3, par. 8). The United States and the Soviet Union were in a race to get there first, and because Apollo 11 was successful, the United States was the first country to put a person on the moon.

How does the author's description of the landing from paragraphs 10–17 develop Armstrong's character?

- Student responses may include:

- The author describes how Armstrong "did not really know where he was" (sec. 3, par. 11) but that he "had no doubts … about what to do" (sec. 3, par. 12), demonstrating how confident Armstrong is.
- Armstrong's training in the simulators had taught him how to handle these situations, and he was able to take over "partial control from Eagle's autopilot" (sec. 3, par. 13) in order to avoid the "frightful rocks" of the West Crater (sec. 3, par. 14). The author shows how skilled Armstrong is.

Lead a brief whole-class discussion of student responses.

ⓘ **Differentiation Consideration:** Students may use their Settings, Characters, and Events Chart to record the significant settings, characters, and events they identified and discussed.

Activity 4: Quick Write 25%

Inform students that throughout the unit they use pictures and videos in addition to texts and audio to help them gather material for their narratives. Explain that in this lesson, students examine a set of photographs taken of the moon landing and the events surrounding it. Then they select one photograph and write a sensory description of the photograph. Students should draw on what they read in this lesson to write about not only what they see, but what one person in the photograph might have heard, smelled, felt, touched, or even tasted during the moment of the photograph. The purpose of this exercise is to practice incorporating sensory details into writing. Explain to students that sensory details make writing more vivid and help to place the reader "in the moment."

Instruct students to remain in their pairs or small groups from the previous activity. Display or distribute the Lunar Landing Images Handout. Instruct students to discuss the photographs and relate them to what they have read about the lunar landing thus far. Instruct students to individually choose one photograph about which to complete a sensory Quick Write. Inform students that they will choose a different photograph to write about in the following lesson.

- Students discuss the photographs in their small groups or pairs and select one photograph about which to write.

Distribute and introduce the Sensory Writing Rubric and Checklist. Briefly explain the purpose of the rubric and checklist: to help students improve their Quick Write responses in this lesson and the following lesson. Inform students that they should use the Sensory Writing Rubric and Checklist to guide their responses and ensure they develop complete responses to the prompts.

ⓘ If necessary, lead a brief discussion of the Sensory Writing Rubric and Checklist. Review the components of high-quality responses.

Instruct students to respond briefly in writing to the following prompt:

Write a brief description of the moment in the photograph from the perspective of one of the people in the picture, or the person taking the picture. Choose at least three different senses about which to include details (e.g., what being there sounded like, looked like, felt like).

ⓘ **Differentiation Consideration:** Consider providing the following questions to guide students in their sensory writing:

What would the person in the picture see when he or she looked around?

What noises would the objects in the room make (e.g., telephones, computers, vehicles)?

What smells are associated with settings like the one in the picture (e.g., the ocean)?

What would the objects near the person feel like to the person?

What might have happened just before or after the picture was taken (e.g., did the person in the picture eat or drink something or talk to another person)?

Remind students to use the Sensory Writing Rubric and Checklist to guide their written responses.

- Students listen and read the Quick Write prompt.

ⓘ Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- Students independently answer the prompt using sensory details related to the image.
- See the High Performance Response at the beginning of this lesson.

Activity 5: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to read and annotate sections 4–9 of "The Flight of Apollo 11" by Kenneth F. Weaver (from "Inside the spacecraft, Armstrong and Aldrin set calmly about" to "nuclear heaters, fueled with radioactive plutonium 238, would keep the transmitter warm").

Instruct students to respond briefly in writing to the following questions based on the reading:

What new information does the reader get from the description of the space suits? What do these descriptions suggest about the mission?

What perspective does the author use to describe the first step on the moon (sec. 5, par. 2)? How does the author's choice of perspective create interest or suspense in the narrative?

How does the author describe how the astronauts move around on the moon? What overall impression do these descriptions create of how the astronauts move?

- Students follow along.

Homework

Read and annotate sections 4–9 of "The Flight of Apollo 11" by Kenneth F. Weaver (from "Inside the spacecraft, Armstrong and Aldrin set calmly about" to "nuclear heaters, fueled with radioactive plutonium 238, would keep the transmitter warm").

In addition, respond briefly in writing to the following questions based on the reading:

What new information does the reader gain from the description of the space suits? What do these descriptions suggest about the mission?

What perspective does the author use to describe the first step on the moon (sec. 5, par. 2)? How does the author's choice of perspective create interest or suspense in the narrative?

How does the author describe how the astronauts move around on the moon? What overall impression do these descriptions create of how the astronauts move?

Model Settings, Characters, and Events Chart

Name:		Class:		Date:	

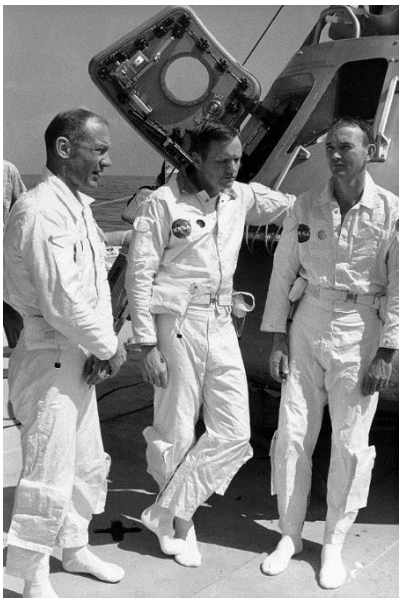
Directions: Record the significant settings, characters, and events from each text in this chart. Include details (e.g., dialogue, description, etc.) that develop each of these elements. Cite textual evidence to support your work.

Text Title:	"They Remember Where they Were That Night"	
Settings	**Characters**	**Events**
Cape Canaveral, Florida West Berlin, Germany Portland, Oregon Virginia Colorado Wyoming Vietnam Atlanta Wisconsin	Bill Wilhelm, 26, working for Grumman—at the site of the launch, remembers Lindbergh being there Brian Davenport, 26, serving in Army—soldiers in Berlin made a small TV to watch the event Steve Brozene, 16, staying at a hotel—watched event on hotel TV, later met Neil Armstrong Cathy Learnard, 13, birthday—was hoping they landed on her birthday and they did Chris Volberding, 14—watched on a TV his dad built Steve Tooley, 15—watched during a cross country road trip Roger L. Ruhl, 25—in Vietnam and wondering why America would go to the moon instead of stop war, but later reconsiders Aaron Strickland, 9—playing with paper lunar module while the real one landed. Thought "well, we can do anything, can't we?" Jerry Vegter, 22, on honeymoon—confused as to why the sign said "moon day" because he was on his honeymoon	This article describes how different people who were watching the moon landing on television experienced the event.

Text Title:	"The Flight of Apollo 11"	
Settings	**Characters**	**Events**
The Moon Control Room, Houston Italy	Neil Armstrong: • Pilot of lunar module • Highly skilled: "all the coolness and skill acquired" (sec. 1, par. 3) Buzz Aldrin: • Fellow astronaut on lunar module • He communicates where the astronauts are during their descent: "750 [altitude], coming down at 23 [feet per second, or about 16 miles an hour] ... 600 feet, down at 19 ... 540 feet, down at 15 ... 400 feet, down at 9 ... 8" (sec. 2, par. 4). Charles Duke: • the capsule commander in Houston, communicating with astronauts Dr. Wright: • An American in Italy during the moon landing, describes reaction of people there, who say "fantastico" to him on the streets (sec. 3, par. 6)	As the article opens, the lunar lander is headed for a crater, but Neil Armstrong skillfully guides it away from the crater. A warning about low fuel comes on, which means the astronauts only have 94 seconds to land the module or else give up the mission. This creates suspense. The lander successfully reaches the surface of the moon, which Armstrong describes as being like "landing through light ground fog" (sec. 3, par. 15). Provides a first-hand perspective on landing on the moon.

Lunar Landing Images Handout

Image 1

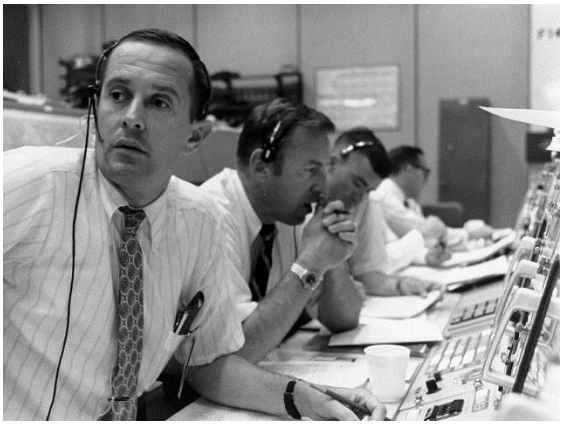


The Apollo 11 crew relaxes during training

Image 2

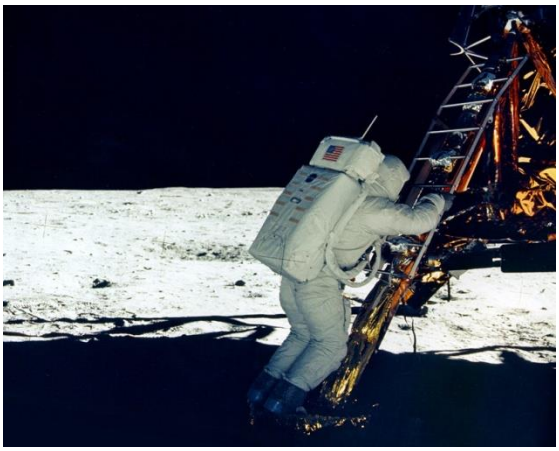
Liftoff of Apollo 11

Image 3



Flight controllers during lunar module descent

Image 4



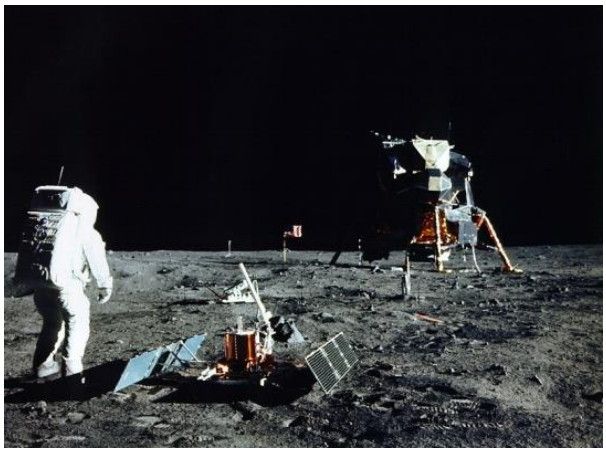
Aldrin on the lunar module footpad

Lunar Landing Images Handout(cont'd)

Image 5

Aldrin salutes the U.S. Flag

Image 6

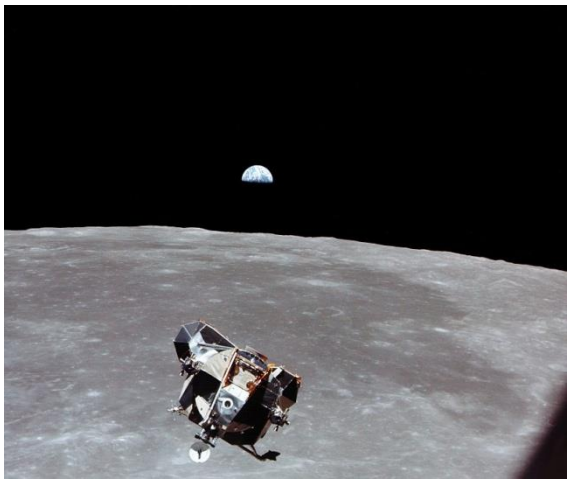


Aldrin assembles seismic experiment

Image 7

Armstrong in LM after historic moonwalk

Image 8



Lunar module approaches CSM for docking / earthrise in background

Lunar Landing Images Handout (cont'd)

Image 9

Mission Control celebrates after splashdown

Image 10

Apollo 11 astronauts, still in their quarantine van, are greeted by their wives upon arrival at Ellington Air Force Base

Photo Source: http://history.nasa.gov/ap11ann/kippsphotos/apollo.html

Sensory Writing Rubric

Name:		Class:		Date:	

2-Point Response	1-Point Response	0-Point Response
Establishes a clear perspective in relation to the photograph.	Establishes a somewhat clear perspective in relation to the photograph.	Fails to establish a perspective in relation to the photograph.
Includes details about three different senses.	Includes details about fewer than three different senses.	The response is blank.
Develops each sense with rich, descriptive details.	Develops each sense with some descriptive details.	Fails to develop the senses with descriptive details.
Uses complete sentences where errors do not impact readability.	Includes incomplete sentences or bullets.	The response is unintelligible or indecipherable.

Sensory Writing Checklist

Name:		Class:		Date:	

Did I…	✔
Establish a perspective in relation to the photograph?	☐
Include three details about three different senses?	☐
Develop each sense with descriptive details?	☐
Use complete sentences?	☐
Reread my writing to ensure it means exactly what I want it to mean?	☐
Review my writing for correct grammar, spelling, and punctuation?	☐

WR.3 NARRATIVE

Lesson 5 Reading Sources

Introduction

In this lesson, students finish reading and analyzing the article "The Flight of Apollo 11" by Kenneth F. Weaver (from "Dr. Gary V. Latham of Columbia University's Lamont-Doherty Geological Observatory" to "What is man, that thou art mindful of him?"). In this final portion of the article, the author describes some of the scientific accomplishments on Apollo 11 and reflects on the meaning of the mission as well as the future of space travel. Students are also introduced to audio and video sources to assist them in gathering material for their own narrative drafts. Student learning is assessed via a Quick Write at the end of the lesson: Write a brief description of the moment in the photograph from the perspective of one of the people in the picture, or the person taking the picture. Choose at least three different senses about which to include details (e.g., what being there sounded like, looked like, felt like).

For homework, students listen to the audio and watch the video resources, recording lines of dialogue and other details in their notes or on their charts for use in their own narratives. Students also reread the narrative writing prompt from the WR.3 Lesson 3 Prompt Analysis Exit Slip and decide which character's perspective they will take in their own narrative.

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)	
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Assessment

Assessment(s)
Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, using sensory details to complete their responses. • Write a brief description of the moment in the photograph from the perspective of one of the people in the picture, or the person taking the picture. Choose at least three different senses about which to include details (e.g., what being there sounded like, looked like, felt like).
High Performance Response(s)
A High Performance Response should: • Establish a perspective in relation to the photograph (e.g., As I walked down the ladder from the module, I was surprised by how light my suit felt in the moon's gravity.). • Use at least three sensory details to describe the scene (e.g., I could already see through the glass on my helmet that the light was unlike any I had seen on Earth—it was pure brilliant white on the surface of the moon. Everything I touched was separated by layers of material, so everything felt like it was coated in rubber. The air in my helmet smelled like a hospital, just a little cleaner than regular air. In my headset I heard the crackle of Mission Control and then Neil say, "Isn't it fun?" when I got off the ladder. But I knew outside of my helmet was complete silence.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• meteorite (n.) – a piece of rock or metal that has fallen to the ground from outer space • obscured (v.) – made dark, dim, indistinct, etc. • fused (adj.) – combined or blended by melting together; melted • apprehension (n.) – anticipation of adversity or misfortune; suspicion or fear of future trouble or evil • memento (n.) – something that is kept as a reminder of a person, place, or thing • quarantine (n.) – the situation of being kept away from others to prevent a disease from spreading • hyperbole (n.) – obvious and intentional exaggeration • insatiable (adj.) – always wanting more; not able to be satisfied
Vocabulary to teach (may include direct word work and/or questions)
• None.

Additional vocabulary to support English Language Learners (to provide directly)
• quake (n.) – a violent shake, as in an earthquake • accomplishment (n.) – the successful completion of something

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: W.9-10.5, W.9-10.9.b	
• Text: "The Flight of Apollo 11" by Kenneth F. Weaver	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 20%
3. Reading and Discussion	3. 50%
4. Quick Write	4. 10%
5. Closing	5. 15%

Materials

- Student copies of the Settings, Characters, and Events Chart (refer to WR.3 Lesson 3) (optional)—students may need additional blank copies
- Student copies of the Lunar Landing Images Handout (refer to WR.3 Lesson 4)
- Student copies of the Sensory Writing Rubric and Checklist (refer to WR.3 Lesson 4)
- Student copies of their WR.3 Lesson 3 Prompt Analysis Exit Slips (refer to WR.3 Lesson 3)

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.

	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students finish reading and analyzing "The Flight of Apollo 11," continuing to gather details about the settings, characters, and events. In closing, students are introduced to audio and video sources to assist them in gathering material for their own narrative drafts.

- Students look at the agenda.

Activity 2: Homework Accountability 20%

Instruct students to take out their responses to the previous lesson's homework assignment. (Read and annotate sections 4–9 of "The Flight of Apollo 11" by Kenneth F. Weaver. In addition, answer the following questions based on the reading.)

Post or project the following questions from the previous lesson's homework assignment for students to reference. Instruct students to form pairs or small groups to discuss their responses.

What new information does the reader gain from the description of the space suits? What do these descriptions suggest about the mission?

- 💬 Student responses may include:
  - The author describes how long it took for the astronauts to put on the space suits. They were "many-layered" and made of extremely expensive and strong material (sec. 4, par. 2). The author's description of the space suits shows how harsh and dangerous the lunar environment was for the men. This sense of danger increases the tension of the lunar walk.
  - The author's detailed description also highlights how much work and expense went into the mission: for example, their gloves were "covered with fine metal mesh (a special alloy of chromium and nickel)—worth $1000 a yard" (sec. 4, par. 2). These details emphasize how important the mission is because so much work and money went into everything from their gloves to their helmets and visors "both of [which were] coated in gold" (sec. 4, par. 2).
  - The author also describes how the suits added "190 pounds" (sec. 4, par. 4) to each man's weight on earth, which gives a sense of how bulky and difficult the suits were to move in.

These details help to create a picture in the reader's mind of what the astronauts looked like and how they moved.

What perspective does the author use to describe the first step on the moon (sec. 5, par. 2)? How does the author's choice of perspective create interest or suspense in the narrative?

- The author chooses to describe the moon landing from the perspective of someone watching on TV as the "ghostly foot" stepped "tentatively" onto the moon (sec. 5, par. 2). This perspective shows how exciting it was to witness the first step for those watching it live on television.

How does the author describe how the astronauts move around on the moon? What overall impression do these descriptions create of how the astronauts move?

- Student responses may include:
  - The author writes that they seemed "like colts"(sec. 6, par. 3), which conveys how nervous and jerkily they moved at times. Which is confirmed by an astronaut back on Earth who described them as looking like a "pair of Texas jack rabbits" (sec. 6, par. 3), which move quickly but unpredictably.
  - Then the author compares the astronauts to "dancing bears" or "marionettes" (sec. 6, par. 4), which suggests that they sometimes moved slowly and with difficulty.
  - However, the author also states that sometimes the astronauts' movements were like a "ballet" (sec. 6, par. 4), which indicates that they also moved gracefully at times.
  - These similes together convey to the reader how strange the astronauts looked as they moved on the moon. Sometimes they moved quickly and jerkily, other times slowly and even gracefully. These descriptions show how new and difficult it was for the astronauts to move on the moon.

Lead a brief whole-class discussion of student responses.

ⓘ **Differentiation Consideration:** Students may use their Settings, Characters, and Events Chart to record the significant settings, characters, and events they identified and discussed.

Activity 3: Reading and Discussion 50%

ⓘ The following activity addresses the expectations of W.9-10.9.b.

Instruct students to remain in their pairs or small groups from the previous activity. Post or project each set of questions below for students to discuss. Instruct students to annotate the article and/or use their charts to record details about the settings, characters, events, and other important details as they discuss each question.

ⓘ **Differentiation Consideration:** If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.

Instruct student pairs or groups to read sections 10–12 of "The Flight of Apollo 11" (from "Dr. Gary V. Latham of Columbia University's Lamont-Doherty Geological Observatory" to "four beats faster than it had been during the lunar landing") and answer the following questions before sharing out with the class.

Provide students with the following definitions: *meteorite* means "a piece of rock or metal that has fallen to the ground from outer space," *obscured* means "made dark, dim, indistinct, etc.," and *fused* means "combined or blended by melting together; melted."

ⓘ Students may be familiar with these words. Consider asking students to volunteer definitions before providing them to the class.

- Students write the definitions of *meteorite, obscured,* and *fused* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration:** Consider providing students with the following definition: *quake* means "a violent shake, as in an earthquake."

- Students write the definition of *quake* on their copies of the text or in the appropriate section of their vocabulary journals.

What are the uses of the seismometers discussed in section 11? Did they work properly?

- Student responses may include:
  - The seismometers can "record tremors about one million times smaller than the vibration level that a human being can feel" (sec. 10, par. 5). The scientists hoped the instruments would help them to understand the moon's interior just as the same devices did on earth.
  - On the one hand, the seismometers worked properly, because they "began recording the footfalls of the astronauts on the moon" (sec. 10, par. 9). Then after the astronauts left the moon, the seismometers recorded what "may be landslides, perhaps in West Crater" (sec. 11, par. 3).
  - However, on the other hand, the seismometers seemed to only have recorded those landslides before "their command receiver gave out from overheating on the second noon" (sec. 11, par. 5). Therefore, the seismometers did not work very long or record very many lunar vibrations.

What do scientists hope to learn using the reflector set up on the moon?

- The scientists will beam a laser up to the moon and measure the distance precisely based on how long it takes for the light to travel back. Among other things, this will help scientists

discover whether the Earth's continents are moving apart, based on the measurements from two different laser beams on different continents.

What details does the author give about the concerns Mission Control had while the scientists set up their equipment? How do these details develop the perspective of those at Mission Control while the astronauts were on the moon?

- Student responses should include:
  - The author describes how "the flight controllers in Houston were getting nervous that the two men would overstay their time" (sec. 12, par. 14) on the moon. Armstrong had traveled 200 feet away to photograph a crater and was "really puffing," or breathing heavily, when he returned to the ship (sec. 12, par. 15).
  - These descriptions show that even when the astronauts had landed safely and were working, Mission Control was still worried about their safety.
  - These descriptions also show that the astronauts were curious and wandered far away from the lunar module, despite Mission Control's concern.

Lead a brief whole-class discussion of student responses.

ⓘ **Differentiation Consideration:** Students may use their Settings, Characters, and Events Chart to record the significant settings, characters, and events they identified and discussed.

Instruct student pairs or groups to read sections 13–16 (from "But the controllers' fears were groundless" to "What is man, that thou art mindful of him?") and answer the following questions before sharing out with the class.

Provide students with the following definitions: *apprehension* means "anticipation of adversity or misfortune; suspicion or fear of future trouble or evil," *memento* means "something that is kept as a reminder of a person, place, or thing," *quarantine* means "the situation of being kept away from others to prevent a disease from spreading," *hyperbole* means "obvious and intentional exaggeration," and *insatiable* means "always wanting more; not able to be satisfied."

ⓘ Students may be familiar with these words. Consider asking students to volunteer definitions before providing them to the class.

- Students write the definitions of *apprehension, memento, quarantine, hyperbole,* and *insatiable* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration:** Consider providing students with the following definition: *accomplishment means* "the successful completion of something."

- Students write the definition of *accomplishment* on their copies of the text or in the appropriate section of their vocabulary journals.

What were the physical states of the astronauts after their moonwalk? What does this information tell you about how the astronauts physically dealt with being on the moon?

- Armstrong was not "particularly tired" (sec. 13, par. 1) and said he felt "nothing at all like the exhaustion after a football game" (sec. 13, par. 2). The astronauts still had half of their oxygen and "ample water and battery power" (sec. 13, par. 3). In fact, Armstrong and Aldrin were so healthy during their moonwalk that the astronauts of Apollo 12 were "given permission to stay substantially longer on the moon" (sec. 13, par. 3). In short, the Apollo 11 astronauts easily tolerated their time on the moon.

What does the author mean when he describes an "expensive museum" (sec. 14, par. 1) on the moon?

- The author describes lunar instruments and other items, including an American flag, an "olive branch in gold" (sec. 14, par. 1), and many expensive things like cameras and backpacks that the astronauts had to leave behind on the moon. The author's descriptions develop the idea that future visitors to the moon will look at the expensive, important historical objects left there by the astronauts just as visitors to a museum look at priceless, important historical objects.

How does the author describe Armstrong and Aldrin's return to Collins' craft (sec. 14, par. 6)? What is the effect of these descriptions on the development of the astronauts as characters?

- Student responses may include:
  - The author describes how "for a few moments during docking" the lunar module and Collins' craft could not come together, but the "skillful" pilots were able to solve the problem (sec. 14, par. 6). This detail initially creates tension in the scene, which is relieved because the astronauts are skillful pilots. This event further develops the heroism of the three men who performed great feats of skill and bravery in travelling to the moon.
  - Collins showed "undiluted joy" (sec. 14, par. 5) when he saw his fellow astronauts returning. The men shook hands once the two ships were docked. These details demonstrate how relieved the men were to nearly complete their mission, and how much Collins cared for his fellow astronauts, which develops the characters as kind and likeable men.

How does the author describe the journey back to earth? What is the effect of this description on the narrative?

- The astronauts' return trip was "uneventful" and they had a "totally successful reentry" on returning to earth (sec. 14, par. 7). They were kept in quarantine out of fear they might have

harmful organisms on them, but after almost a month they were "released to their families and a waiting world" (sec. 14, par. 9). After the suspenseful description of the moon landing itself, the effect of this description on the narrative is to show that events were much calmer for the astronauts after they completed their mission on the moon, which shows that the moon landing was the climax of the narrative.

How does the author's word choice in the above description convey the importance of the Apollo mission?

- The author writes that it was the "coming of age of the space program" (sec. 15, par. 2) and uses the word "triumph" twice: he describes a "technological triumph of the highest order (sec. 15, par. 4) and writes that it was also a "triumph of the human spirit" (sec. 16, par. 1). The author describes the Apollo 11 mission as one of the most important events in history, giving the reader a sense of awe at the accomplishment.

Lead a brief whole-class discussion of student responses.

ⓘ **Differentiation Consideration:** Students may use their Settings, Characters, and Events Chart to record the significant settings, characters, and events they identified and discussed.

Activity 4: Quick Write 10%

Instruct students to take out their Lunar Landing Images Handouts or display the photos for all to see. Instruct students to select one photograph and write a sensory description, do as they did in the previous lesson (Lesson 4). This photograph should be different from the one they chose in the previous lesson.

Instruct students to identify an aspect of their response from the previous lesson that they think is particularly strong, for example, describing a particular sense in an interesting way, or finding a way to describe all five senses. Instruct students to consider this strength while writing during this lesson to continue to build upon their strong work.

Instruct students to draw on what they read in this lesson to respond briefly in writing to the following prompt:

Write a brief description of the moment in the photograph from the perspective of one of the people in the picture, or the person taking the picture. Choose at least three different senses about which to include details (e.g., what being there sounded like, looked like, felt like).

ⓘ **Differentiation Consideration:** Consider providing the following questions to guide students in their sensory writing:

What would the person in the picture see when he or she looked around?

What noises would the objects in the room make (e.g., telephones, computers, vehicles)?

What smells are associated with settings like the one in the picture (e.g., the ocean)?

What would the objects near the person feel like to the person?

What might have happened just before or after the picture was taken (e.g., did the person in the picture eat or drink something or talk to another person)?

Remind students to use the Sensory Writing Rubric and Checklist to guide their written responses.

- Students listen and read the Quick Write prompt.

ⓘ Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- Students independently answer the prompt using sensory details related to the image.
- See the High Performance Response at the beginning of this lesson.

Activity 5: Closing 15%

Explain that in addition to the photos and text, there are also audio and video sources on the Internet that provide material for their narratives. Play a sample of the audio from the lunar landing from the website http://www.firstmenonthemoon.com/, from 102:44:37 on the time bar (marked with the tab "low level fuel warning") until the tab on the time bar marked "The Eagle has Landed!" (102:45:49). Explain that the audio in this section corresponds to the description in the article "The Flight of Apollo 11" of the moment when the astronauts received a low fuel warning and had to land the module within 90 seconds or abort the mission.

ⓘ If possible, consider displaying the website and explaining how it is configured for students. The left column is the conversation between the astronauts and Mission Control. The right column is the conversation among the people at Mission Control. Each column has a transcription of what the people speaking are saying and the scrolling dialogue can be synced to the video of the landing in the middle. Students can use the columns on the left or right as well as the time bar at the bottom to navigate to different parts of the audio.

Provide students with the links for the audio and the video footage at:

http://www.firstmenonthemoon.com

and

http://www.nasa.gov/multimedia/hd/apollo11_hdpage.html#.VKwk23vxXm5

Display and distribute the homework assignment. For homework, instruct students to listen to the audio and/or watch the video, and record at least two important or interesting pieces of dialogue or action as well as why they think these examples are interesting.

Also for homework, instruct students to gather and read through their charts and annotations or notes on texts from this unit. Then instruct students to reread the narrative writing prompt from the WR.3 Lesson 3 Prompt Analysis Exit Slip and decide which character's perspective they will take in their own narrative.

- Students follow along.

Homework

Listen to the audio and/or watch the video, and record at least two important or interesting pieces of dialogue or action as well as why you think these examples are interesting.

Also, gather and read through your charts and annotations or notes on texts from this unit. Then reread the narrative writing prompt from the WR.3 Lesson 3 Prompt Analysis Exit Slip and decide which character's perspective you will take in your own narrative.

Model Settings, Characters, and Events Chart

Name:		Class:		Date:	

Directions: Record the significant settings, characters, and events from each text in this chart. Include details (e.g., dialogue, description, etc.) that develop each of these elements. Cite textual evidence to support your work.

Text Title:	"The Flight of Apollo 11" (section 4–section 9)	
Settings	**Characters**	**Events**
The Moon Various settings on earth	Armstrong says: "That's one small step for a man, one giant leap for mankind" when he steps onto the moon (sec. 5, par. 3). Aldrin sets up the lunar experiments.	Astronauts put on their suits: They were "many-layered" and made of extremely expensive and strong material (sec. 4, par. 2). The author's description of the space suits shows how harsh and dangerous the lunar environment was for the men. The author describes the perspective of someone watching on TV as the "ghostly foot" stepped "tentatively" onto the moon (sec. 5, par. 2). This perspective shows how exciting it was to witness the first step for those watching it live on television. The astronauts figure out how to move on the moon and the author compares the astronauts to "dancing bears" or "marionettes" (sec. 6, par. 4), which suggests that they sometimes moved slowly and with difficulty. Some of the scientific experiments on the moon are described, including the collection of moon rocks and the setting up of a "seismometer" for

Text Title:	"The Flight of Apollo 11" (section 4–section 9)	
Settings	**Characters**	**Events**
		detecting vibrations on the moon as well as a super-mirror, which will "reflect laser beams sent up from earth" (sec. 9, par. 1).
The moon Various places on earth	Armstrong states how he hopes that the voyage is "the beginning of an era when man understands the universe around him and … himself" (sec. 16, par. 2). Aldrin says that the mission stands as a "symbol of the insatiable curiosity of all mankind to explore the unknown" (sec. 16, par. 1). Collins shows "undiluted joy" (sec. 14, par. 5) when he saw his fellow astronauts returning. People at Mission Control get nervous and relieved based on astronauts' safety.	"Houston was getting nervous that the two men would overstay their time" on the moon (sec. 12, par. 14). Armstrong had traveled 200 feet away to photograph a crater and was "really puffing," or breathing heavily, when he returned to the ship (sec. 12, par. 15). The author describes how "for a few moments during docking" the lunar module and Collins' craft could not come together, but the "skillful" pilots were able to solve the problem (sec. 14, par. 6). The astronauts' return trip was "uneventful" and they had a "totally successful reentry" on returning to Earth (sec. 14, par. 7). They were kept in quarantine out of fear they might have harmful organisms on them, but after almost a month they were "released to their families and a waiting world" (sec. 14, par. 9).

WR.3 NARRATIVE

Lesson 6 Drafting: Introduction

Introduction

In this lesson, students begin drafting their narratives, learning to craft an introduction that engages and orients the reader to their narrative. Students begin by examining the introductions of the two narrative models in Lessons 1 and 2 and discussing the components that make these introductions effective. Students then work individually to draft introductions for their own narratives. Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Narrative Writing Checklist.

For homework, students review and revise their introductions, focusing on how their introduction engages and orients the reader, establishes a point of view, introduces characters or a narrator, and creates a smooth progression of experiences or events. Students attempt 2–3 different ways of opening their narratives and prepare to share their attempts with peers.

Standards

Assessed Standard(s)	
W.9-10.3.a	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
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)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Assessment

Assessment(s)
Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Narrative Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Engage and orient the reader to a problem, situation, or observation (e.g., This afternoon I was at the grocery store on Peterson Street.). • Establish one or more points of view and/or characters (e.g., My wife and I were having a few friends over for dinner and I was assigned the task of picking up the chicken and tomatoes on my way back from my doctor's appointment.). • Create a smooth progression of experiences or events (e.g., The cashier in my checkout line was a middle-aged woman who greeted every shopper with a warm smile and a question about how the day was going. I told her that everything was fine with me and handed over my credit card to pay for the items.). ⓘ The above responses are taken from the introduction of the model narrative in Lesson 10. This model is a complete response to the WR.3 narrative prompt. Consult the model narrative for context for these responses.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Texts: • Standards: W.9-10.3.a, W.9-10.5, W.9-10.6 • Texts: "Return to July" and College Application Essay (narrative models)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Writing Instruction: Effective Introductions	3. 30%
4. Drafting an Introduction	4. 45%
5. Closing	5. 5%

Materials

- Student copies of the narrative models "Return to July" and College Application Essay (refer to WR.3 Lessons 1 and 2)
- Student copies of the up-to-date Narrative Writing Checklist (refer to WR.3 Lesson 2 Model Narrative Writing Checklist)

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students learn how to draft an effective introduction for their narratives, focusing on engaging and orienting the reader by establishing a problem, situation, or observation; establishing a point of view; introducing characters or a narrator; and creating a smooth progression of experiences or events. Students first examine the introductions of the two narrative models from Lessons 1 and 2 in order to broaden their understanding of how to provide an effective introduction. Then students draft their own introductions for their narratives.

▸ Students look at the agenda.

Activity 2: Homework Accountability 15%

Instruct students to take out their responses to the first part of the previous lesson's homework assignment. (Listen to the audio and/or watch the video, and record at least two important or interesting pieces of dialogue or action as well as why you think these examples are interesting.)

Instruct students to form pairs or small groups to share their notes on the audio and/or video. Instruct students to discuss how the interesting pieces of dialogue or action from the audio and/or video could contribute to a rich narrative.

- Student responses may include:
  - The military conversation style that is used in the command center audio was very interesting. I think it will help to lend authenticity to my narrative if I use the terms and style that they used in that recording.
  - The video footage of the astronauts in those huge spacesuits was very interesting. I think my narrative could be very compelling if it includes details like how difficult it was to move in the spacesuits.

Lead a brief whole-class discussion of student responses.

ⓘ Students will be held accountable for the second part of their homework in Activity 4: Drafting an Introduction.

Activity 3: Writing Instruction: Effective Introductions 30%

Post or project the following introductions from the narrative models in Lessons 1 and 2. Instruct students to take out their copies of the narrative models for this activity.

"Return to July," paragraph 1:

> It was July. One of those nights when you can almost smell the heat. The moon was low enough to shine down on back alleys and shortcuts. I had been working at my dad's ice cream shop that summer, but what started as long day shifts turned into evening and night shifts. Everyone wanted ice cream. This particular night, I finished work and headed home, with strict orders from my mom, sick in bed. This sweltering July night, my mother had a cold and wanted hot soup.

College Application Essay, paragraph 1:

> If my life to date were a novel, the motif would be *shoes*. Shoes have made a huge impact on my life in ways varied and unexpected. In fact, a passion for shoes is a family trait. My father was a long-distance runner and an early athletic shoe aficionado. He later became the CFO of an athletic shoe manufacturer where he helped develop some of the first high-tech running shoes. Following in my father's footsteps, I acquired a great passion for learning about athletic shoes and I now have an impressive collection to match. Shoes have shaped my college and career plans, but their impact goes even deeper.

Lead a whole-class discussion of the following question:

What caught your attention or engaged you in each introduction?

- Student responses may include the following:
  - The first model evokes a specific place and time. The details about it being so hot that you could smell the heat and that the moon was shining down through the back alleys draw the reader into the narrative by painting a picture of the setting in an effective way. The writer uses sensory information to communicate a place and time, which allows the reader to become more involved in the story. The specific details make the description seem more real.
  - The second model presents a compelling character that intrigues the reader. The writer establishes the narrator as someone with a deep passion for footwear and explains that shoes have impacted many aspects of his life. This singular interest is an interesting window into the character of the narrator, which intrigues the reader. The writer then ends the introduction with the statement that his relationship with shoes goes even deeper than stated in this first paragraph. This engages the reader's interest as the narrator promises to reveal more information about his relationship with shoes in the rest of the narrative.

Instruct students to form pairs or small groups to look more closely at the techniques writers use to make their introductions interesting and engaging.

Post or project the following questions for students to discuss. Instruct students to make new annotations on how each writer uses narrative techniques to develop the narrative elements in each introduction.

What narrative elements are present in these introductions? How do these elements engage and orient the reader to each narrative?

- Student responses may include:
  - Both models introduce a narrator and establish some information about his or her point of view. In the first model, the narrator is old enough to work at an ice cream stand, but young enough to still live at home (so likely a teen). In the second model, the reader learns that the narrator is passionate about shoes. These details serve to interest the reader in the narrators and orient the reader to the narrator's character.
  - The models also introduce other characters (parents). In the first model, the reader learns that the father owns an ice cream shop and the mother is sick. In the second model, the reader learns that the father is the CEO of an athletic shoe company and a designer of athletic shoes. These details serve to create a fuller picture of each narrator's life and character for the reader, which makes each narrator a more understandable and interesting character.

- In the first model, the writer also introduces the setting: a hot night in July in an area with shops and "back alleys" (par. 1). Establishing the setting helps orient the reader in the story because the reader can begin to imagine where and when the story takes place.
- Both models establish a problem, observation, or situation and begin to create a sequence of events or experiences. In the first model, the narrator has just finished work and is going to get soup for his or her sick mother on the way home. In the second model, the narrator introduces his observation about shoes: how they have "shaped [his] college and career plans" and made a "deep[]" impact on his life (par. 1). Establishing the topic or situation of the narrative helps orient and engage the reader, because the reader has a sense of what is happening and can anticipate events that may come.

What narrative techniques do the writers use in these introductions? How do these techniques engage and orient the reader to the narrative?

- Student responses may include:
  - The writer of the first model includes vivid descriptions: "One of those nights when you can almost smell the heat" and "The moon was low enough to shine down on back alleys and shortcuts" (par. 1). These descriptions not only orient the reader to the setting (hot summer night in a suburban or urban neighborhood), but the sensory details ("smell the heat" and moon shining down) create images in the reader's mind that engage the reader with the beauty of the narrative.
  - The writer of the first model also uses pacing to engage the reader. The paragraph begins with three short sentences or phrases and then one long sentence. The short sentences are quick and easy to read, so the reader is engaged and oriented to the setting and character details quickly and easily.
  - The writer of the second model uses reflection to engage and orient the reader. The writer establishes a reflective tone in the first sentence: "If my life to date were a novel," which indicates to the reader that the narrator will reflect on his life to date. The writer continues this reflective tone in the first paragraph with words and phrases like "impact," "family trait," "following in my father's footsteps," and "shaped my college and career plans," which show that the narrator will reflect on his life. These reflections orient the reader to the topic: a reflection on the narrator's life with shoes.

ⓘ If necessary, remind students of the work they did in Lessons 1 and 2 with narrative elements (i.e., setting, characters, plot, point of view, and problem, situation, or observation) and narrative techniques (i.e., dialogue, pacing, description, reflection, and multiple plot lines).

Lead a brief whole-class discussion of student responses.

Explain that there are different methods for creating an interesting introduction. Regardless of approach, an effective introduction engages the reader by establishing a problem, situation, or observation that attracts the reader's interest. By providing the reader with the situation or problem in the first paragraph, the writer can engage the reader in the text. An effective introduction also establishes a point of view and introduces a narrator and/or characters. By orienting the reader to the situation or problem and introducing the integral elements of a narrative, the writer can ensure that the reader is not confused at the beginning of the narrative. Once the introduction engages and orients the reader, the writer can begin to create a smooth sequence of events or experiences.

Instruct students to Think, Pair, Share about the following question:

How are the narrators' voices in these models different from each other? Use examples from the texts to show how they differ.

- Student responses may include:
  - The narrator's voice in the first model is more descriptive and casual than the narrator's voice in the second model. For example, the narrator in the first model describes the moon as "low enough to shine down on back alleys and shortcuts" (par. 1), which creates a vivid image of the setting in the reader's mind. Also, the narrator in the first model uses incomplete sentences, which is more casual: "One of those nights when you can almost smell the heat" (par. 1).
  - The narrator's voice in the second model is more academic and formal. In the first paragraph, he uses words and phrases like "motif," "varied and unexpected," and "aficionado," which suggest a more academic, less casual voice.

ⓘ **Differentiation Consideration:** If students struggle with this question, provide the following definition: *voice* is "the combination of an author's stylistic choices in a text, including point of view and the use of language and syntax."

- Students write the definition of *voice* in the appropriate section of their vocabulary journals.

Explain to students that a narrative introduction often establishes the narrator's voice. When writing their own narratives, students should consider who the narrator is and how he or she would tell the story. Inform students that the writer's understanding of the narrator's qualities, origin, and goals serves to develop the narrator's voice. A narrator who is a college history professor lecturing to a class would tell a story in a different way than an 11-year-old boy at a campfire. A distinct narrator's voice engages and orients the reader by introducing the narrator as a realistic character the readers can relate to or understand.

ⓘ Students learn more about developing character voice in Lesson 8.

ⓘ If the class has read or is reading other narratives, consider instructing students to read the introductions and answer the above questions for those narratives. Consider using any of the

following narratives according to the students' previous or current reading experiences: paragraph 1 of "The Tell-Tale Heart"; paragraph 1, page 225 of "St. Lucy's Home for Girls Raised by Wolves"; section 1, paragraph 1 of "Death of a Pig"; or paragraph 1, page 1 of *The Immortal Life of Henrietta Lacks*.

Instruct students to take out their copies of the Narrative Writing Checklist.

ⓘ Consider posting or projecting the Narrative Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Narrative Writing Checklist? In which categories do these items belong and why?

- Student responses will vary but should include points that address the following:
  - Have an introduction that engages and orients the reader by setting out a problem, situation, or observation? This item belongs in the Coherence, Organization, and Style category, because an engaging introduction that orients the reader is essential to the coherence and organization of the narrative.
  - Have an introduction that establishes a narrator and/or characters? This item belongs in the Coherence, Organization, and Style category, because clarifying the identity of a narrator and/or characters is crucial to the coherence of the narrative.
  - Have an introduction that builds a smooth progression of experiences or events? This item belongs in the Coherence, Organization, and Style category, because creating a smooth progression of events helps make a narrative well organized and easy to understand.

ⓘ Students likely added the item "Establish a point of view?" to the Coherence, Organization, and Style category of the Narrative Writing Checklist in Lesson 2.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Narrative Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Narrative Writing Checklist.

- Students add new items in the appropriate categories to their copies of the Narrative Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Narrative Writing Checklist.

Activity 4: Drafting an Introduction 45%

Explain that in this activity, students draft an introduction paragraph for their narrative, paying specific attention to engaging and orienting the reader by setting out a problem, situation, or observation; establishing point of view, a narrator, and/or characters; and beginning to build a smooth progression of experiences or events. Also, remind students to consider how best to establish the narrator's voice. Students should reference their annotated texts; notes; Settings, Characters, and Events Charts; Lunar Landing Images Handouts; and WR.3 Prompt Analysis Exit Slips while drafting the introduction. Explain to students that they will elaborate on the events of the narrative in additional body paragraphs later, and should focus in the introduction on capturing the readers' attention and presenting a problem, situation, or observation and establishing the narrator and/or characters.

ⓘ Consider explaining to students that a narrative introduction differs from the introduction of an argument or an informative paper. In a narrative, the introduction is the beginning of the story and may take the form of one or several paragraphs. Additional techniques such as dialogue and flashback can also be used to introduce the story to the reader.

Explain that students self-assess their drafts using annotations that correspond to the applicable items on the Narrative Writing Checklist. After drafting an introduction, students review their introductions alongside the Narrative Writing Checklist and label their drafts with each applicable item from the checklist. Students should note those items that are missing from their drafts so that they have a reference for revision.

Explain that students will use this annotation process for the next four lessons as well, assessing each part of their narrative drafts with annotations according to the relevant Narrative Writing Checklist items.

- Students follow along.

Instruct students to take out and read their copies of the Narrative Writing Checklist. Instruct students to Think, Pair, Share about the following question:

Which checklist items are applicable to drafting an introduction?

- Student responses should include:
  - Establish a point of view?
  - Have an introduction that engages and orients the reader by setting out a problem, situation, or observation?
  - Have an introduction that establishes a narrator and/or characters?
  - Have an introduction that builds a smooth progression of experiences or events?

Lead a brief whole-class discussion of student responses.

Explain to students that this is a first draft, and while they should focus on the conventions established for an effective introduction, they will edit and refine their writing in later lessons.

Transition to individual drafting.

- Students independently draft an introduction for their narrative.
- See the High Performance Response at the beginning of this lesson.

ⓘ **Differentiation Consideration:** If students need additional support, consider allowing them to draft with each other or as a class to ensure that they understand how to effectively write an introduction.

ⓘ The process of writing a narrative involves drafting, annotating, peer reviewing, editing, and revising. If access to technology is available, consider using a cloud or electronic storage system (Microsoft Word, Google Drive, etc.) that allows each student to write and track changes using a word processing program. Consider instructing students on how to comment on their electronic documents in order to facilitate the annotation and review processes. If technological resources are not available, use the established classroom protocols for drafting, editing, and revising hard copies. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

After students finish drafting, instruct students to annotate their drafts for elements of the Narrative Writing Checklist that appear in their introductions. Remind students that their annotations serve as the self-assessment of their draft's alignment to the Narrative Writing Checklist.

- Students annotate their drafts for elements of the Narrative Writing Checklist that are applicable to their introductions.

ⓘ Student learning is self-assessed via annotations to their drafts. In order to ensure that students can continue to work effectively on their narratives, the draft introduction should not be collected unless teachers need to assess students' abilities to write an introduction and students are unable to use the online writing community.

Activity 5: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to review and revise their introductions, paying close attention to how effectively they engage and orient the reader to a problem, situation, or observation; establish a point of view; introduce characters or a narrator; and create a smooth progression of experiences or events. Instruct students to attempt 2–3 different ways of opening their narratives and prepare to share their attempts with peers.

- Students follow along.

- ⓘ If an online writing community has been established for the class, instruct students to post their revised introductions for sharing with peers and/or assessment. Remind peer reviewers to consider how effectively their peers have engaged and oriented the reader, established a point of view, introduced characters or a narrator, and created a smooth progression of experiences or events.
- ⓘ Instruct students to form peer review pairs or small groups. Consider maintaining the same peer review pairs or small groups through Lesson 10 so that students can provide and receive consistent feedback from a peer familiar with their work.

Homework

Review and revise your introduction, paying close attention to how effectively you engage and orient the reader to a problem, situation, or observation; establish a point of view; introduce characters or a narrator; and create a smooth progression of experiences or events. Attempt 2–3 different ways of opening your narrative and prepare to share your attempts with peers.

Model Narrative Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective narrative established as a class.

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Develop real or imagined experiences or events?	☐	☐
Establish a point of view?	☐	☐
Include settings, characters, and plots that develop the experiences or events?	☐	☐
Use narrative techniques such as dialogue, pacing, description, reflection, or multiple plot lines to develop the narrative?	☐	☐
Use the passage of time to structure the narrative?	☐	☐
Have an introduction that engages and orients the reader by setting out a problem, situation, or observation?*	☐	☐
Have an introduction that establishes a narrator and/or characters?*	☐	☐
Have an introduction that builds a smooth progression of experiences or events?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
	☐	☐

*Asterisks indicate new items added in this lesson.

WR.3 NARRATIVE

Lesson 7 Drafting: Narrative Body Paragraphs

Introduction

In this lesson, students begin drafting the body paragraphs of their narratives by focusing on incorporating the narrative techniques of description and reflection. Students begin by examining body paragraphs from the two narrative models in Lessons 1 and 2, discussing how the writers use description and reflection to develop experiences, events, or characters within each narrative. Students then begin drafting the body of their own narratives, building on the work done on their introductions in Lesson 6. Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Narrative Writing Checklist.

For homework, students continue to draft their body paragraphs, focusing on using description and reflection to develop their narratives. Students attempt 2–3 different ways of incorporating description and reflection into their body paragraphs, and prepare to share their attempts with peers.

Standards

Assessed Standard(s)	
W.9-10.3.b	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Assessment

Assessment(s)
Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Narrative Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Use description to develop characters, experiences, or events (e.g., I could hear the whoops and shouts from Mission Control over the headset. We were on the moon, but there wasn't much time to celebrate. Buzz and I had to check to make sure the craft was all right so we could get back up to Michael when the time came. And most importantly, we had to get our suits on, which was like dressing to play football in the arctic on a cold day.). • Use reflection to develop characters, experiences, or events (e.g., Every time someone asks me about what it felt like to walk on the moon, I'm transported back to that moment that so many people watched, but I was lucky enough to live. I have given different answers to the question depending on the situation, but this time, I said only one word to the cashier.). ⓘ The above responses are taken from paragraphs 16 and 11, respectively, of the model narrative in Lesson 10. This model is a complete response to the WR.3 narrative prompt. Consult the model narrative for context for these responses and for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Texts: • Standards: W.9-10.3.b, W.9-10.5, W.9-10.6 • Texts: "Return to July" and College Application Essay (narrative models)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Writing Instruction: Description and Reflection	3. 30%
4. Drafting Narrative Body Paragraphs	4. 45%
5. Closing	5. 5%

Materials

- Student copies of the narrative models "Return to July" and College Application Essay (refer to WR.3 Lessons 1 and 2)
- Student copies of the up-to-date Narrative Writing Checklist (refer to WR.3 Lesson 6 Model Narrative Writing Checklist)

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students learn how to use the narrative techniques of description and reflection to develop characters, experiences, and events in the body paragraphs of their narratives. First, students examine body paragraphs from the two narrative models from Lessons 1 and 2 to improve their understanding of the use of description and reflection within each narrative. Students then draft body paragraphs to include description and reflection. Students draft additional body paragraphs for homework and during future lessons as necessary.

▸ Students look at the agenda.

Activity 2: Homework Accountability 15%

Instruct students to take out their responses to the previous lesson's homework assignment. (Review and revise your introduction, paying close attention to how effectively you engage and orient the reader to a problem, situation, or observation; establish a point of view; introduce characters or a narrator; and create a smooth progression of experiences or events. Attempt 2–3 different ways of opening your narrative and prepare to share your attempts with peers.)

Explain that in this activity and throughout the unit, students provide constructive criticism to their peers. Explain to students that *constructive criticism* means "criticism or advice that is useful and intended to help or improve something, often with an offer of possible solutions." Constructive criticism helps students share advice with their peers in a positive and academic manner.

- Students write the definition of *constructive criticism* in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration:** To support students' understanding of constructive criticism, consider asking the following question:

What are some examples of how to offer constructive criticism, specifically sentence starters for providing constructive criticism?

- Student responses may include:
  - "This could be stronger if you add …"
  - "If you move this paragraph and this paragraph, it would …"
  - "This might make more sense if you explain …"
  - "Instead of this word, why not use …?"

Instruct students to form peer review pairs or small groups. Instruct students to take turns sharing the different ways they attempted to open their narratives. Instruct peers to comment on which way of opening the narrative engages the reader most effectively and why.

- Students share their different openings and peers offer constructive criticism on which openings are most effective and why.

ⓘ Consider maintaining the same peer review pairs or small groups through Lesson 10 so that students can provide and receive consistent feedback from a peer familiar with their work.

Ask for student volunteers to share their revised introductions as well as peer feedback on their different openings.

Activity 3: Writing Instruction: Description and Reflection 30%

Post or project the following paragraphs from the narrative models in Lessons 1 and 2. Instruct students to take out their copies of these narrative models for this activity.

"Return to July," paragraph 5:

> That hot July night, Liu's China Garden was empty. While Mr. Liu set off to get mom's soup order together, I waited at the counter with a few sweaty, crumpled ones I'd gotten from dad's tip jar. I watched the fortune cat with the big eyes on the shelf next to the register, waving in what seemed

like perfect time to the faint sounds of Chinese opera coming from an old radio in Mr. Liu's dark kitchen. I couldn't stop looking at it, though I don't know why I should care about a thing like that. He looked like some kind of cheap toy that my sisters might have enjoyed when they were younger. Before I could think about what I was doing, I picked up the cat, flicked the small power button under his paws to "off," and put the motionless creature in my backpack. I placed the money on the counter and walked out. That was the last time I set foot in Liu's China Garden, my family's favorite nearby restaurant.

College Application Essay, paragraphs 2–4:

Studying and collecting athletic shoes has taught me the value of a hard-earned dollar. When I was fourteen, my mom gave me an ultimatum: "Dad and I have been looking at the bills, and we have decided that unless you would like to eat shoes, you will have to get a job."

I looked at the meticulously stacked shoeboxes towering over the rest of my room and made some quick calculations. "I see your point," I replied.

So I spent my summer poolside, not lounging around with a tall glass of lemonade, but standing over a deep fryer slinging fries and onion rings at my community pool's snack bar. I faithfully saved half of every paycheck for college, and just as faithfully spent the other half on shoes. Pairs of slim metallic gold Air Max, orange filigree-embossed Foamposites, and a rare tie-dyed mash up of fabrics branded as "What the Dunk" all made their way into my collection. By the end of that summer, I had enough stock in my collection that I decided to become a self-employed shoe entrepreneur, buying and selling shoes online at a handsome profit.

Lead a whole-class discussion of the following question:

What caught your attention or engaged you in these paragraphs?

- Student responses may include the following:
  - The first model establishes a powerful moment in time. The image of "Chinese opera" drifting through the empty restaurant while the narrator waits on a hot dark night is very engaging. This heightens the tension of the narrator's theft by involving the reader in the setting.
  - The second model provides insight into the character of the narrator by describing how he spent his summer vacation. The description of "slinging fries and onion rings" in order to pay for shoes provides a window into the narrator's determination and love of athletic footwear.

ⓘ Consider reminding students of the work they did with description and reflection in Lessons 1 and 2.

Instruct students to form pairs or small groups to look more closely at the techniques of description and reflection that writers can use to develop their narratives. Post or project the following questions for student pairs or groups to discuss before sharing with the class. Instruct students to make new annotations on how each writer uses narrative techniques to develop the narrative elements in the body of each text.

What information do these paragraphs provide about the characters in the narrative? How do the narratives provide this information?

- Student responses may include the following:
  - The narrator in the first model considers himself or herself serious and above interest in cheap toys such as the lucky cat. When faced with his or her inexplicable fascination with the lucky cat, the narrator states that the object is a "cheap toy," something his or her sisters would enjoy (par. 5). This statement indicates that the narrator thinks of himself or herself as a serious individual who is not interested in childish things.
  - The narrator in the second model is a determined and resourceful individual who is capable of adapting to adverse situations to get what he or she wants. In the second model, the narrator demonstrates that he or she is able to cope with adversity in the response to his or her parents' ultimatum. When faced with the mounting cost of his or her shoe fixation, the narrator decides to get a summer job in order to continue pursuing what he or she loves.

What examples of description do the writers include in these paragraphs? What do the descriptions reveal about the events or experiences in the narrative?

- Student responses may include:
  - The writer of the first model includes the description of the money the narrator had: "a few sweaty, crumpled ones" (par. 5). This description helps to establish a certain feeling within the scene: the narrator is waiting in the dark restaurant, clutching the bills from the tip jar in his or her fist. The negative connotation of "sweaty" and "crumpled" (par. 5) contribute to the uncomfortable feeling of the scene as the narrator is tempted to steal the lucky fortune cat from the restaurant.
  - The writer of the second model includes detailed sneaker descriptions such as "orange filigree-embossed Foamposites" and "slim metallic gold Air Max" (par. 4). These descriptions further develop the readers' understanding of the narrator by communicating some of what makes these shoes appealing to him. Because the shoes sound so appealing and colorful, the reader can better understand why the narrator is so devoted to collecting them.

What examples of reflection do the writers include in these paragraphs? What do the reflections reveal about the events or experiences in the narrative?

- Student responses may include:
  - In the first model, the narrator reflects on his or her attraction to an object that he or she stole: "I couldn't stop looking at it, though I don't know why I should care about a thing like that" (par. 5). This reflection suggests that the narrator still has not completely discovered the reason for his or her attraction to the fortune cat. The reflection also allows the writer to give us additional information that is beyond the narrative scope of the scene. Within the scene, he or she is captivated with the fortune cat, but through reflection the narrator can inform us that the object is just a "cheap toy" (par. 5). This helps to establish for the reader that the reason for taking the cat is not motivated by greed, but by some other desire.
  - In the second model, the narrator reflects on the summer where he "faithfully saved half of every paycheck for college, and just as faithfully spent the other half on shoes" (par. 4). This reflection establishes the importance of shoes in the narrator's life and also his financial responsibility. This combination of the idea of carefully saving money for college, and then spending the same amount of money on shoes, emphasizes how much this shoe collection means to the narrator. This reflection also demonstrates growth in the narrator from earlier in the paragraph: the narrator has taken action and responsibility for the future in response to his parents' concerns.

Lead a brief whole-class discussion of student responses. Explain to students that the narrative techniques of description and reflection are crucial in the development of the narrative.

ⓘ If the class has read or is reading other narratives, consider instructing students to read several body paragraphs and answer the above questions for those narratives. Consider using any of the following narratives according to the students' previous or current reading experiences: paragraphs 2–5 of "The Tell-Tale Heart"; paragraphs 2–4, page 226 of "St. Lucy's Home for Girls Raised by Wolves"; section 1, paragraphs 2–8 of "Death of a Pig"; or paragraphs 2–5, page 129 of *The Immortal Life of Henrietta Lacks*.

Explain to students that providing compelling description within their narratives requires them to make effective choices about how to describe a person, place, or object. Students need to choose which details to communicate to the reader and determine how to use these details to enhance their narrative. Explain to students that describing something for the reader is fundamentally different from telling the reader that something happened. Telling the reader that the narrator was in a car crash is a different task than describing to the reader the details of how the car crash unfolded. It is important, however, for students to use description in moderation within their narratives. Students should concentrate on selecting the details that are most important in communicating their purpose to the reader.

Post or project the following examples of description for an object and an event:

- The Apollo Lunar Module
    - The lander was a massive steel spider of a craft, wrapped in gold foil and adorned with the clean block letters stitched in black and white, proudly and defiantly spelling out its home: UNITED STATES.
- They landed on the gray surface of the moon.
    - The engines roared as the lander dropped closer and closer to the pockmarked face of the moon, kicking up clouds of dust and debris. Small rocks leapt away from the landing site almost as if they were fleeing from an approaching predator. This huge metal beast, the first to set foot on the pristine home of so many little gray rocks.

Explain to students that the effective use of description should communicate to the reader certain aspects, details, and sensory impressions that increase the reality of the scene. It may be helpful for students to imagine a camera in the scene they are attempting to describe. Instead of writing, "They landed on the moon," students can imagine what a camera that was filming the descent of the lander might observe. Students should imagine how the scene looked, sounded, felt, and even smelled. Even if students choose not to include certain details within the text of their narrative, the examination of all potential sensory elements will enable students to capture a more authentic feeling.

ⓘ Consider connecting the narrative technique of description to the sensory writing students practiced during the Quick Writes in Lessons 4 and 5.

Instruct students to take out their copies of the Narrative Writing Checklist.

ⓘ Consider posting or projecting the Narrative Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Narrative Writing Checklist? In which categories do these items belong and why?

- Student responses will vary.

ⓘ Students likely added the item "Use narrative techniques such as dialogue, pacing, description, reflection, or multiple plot lines to develop the narrative?" to the Coherence, Organization, and Style category of the Narrative Writing Checklist in Lesson 2.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Narrative Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Narrative Writing Checklist.

- Students add new items in the appropriate categories to their copies of the Narrative Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Narrative Writing Checklist.

Activity 4: Drafting Narrative Body Paragraphs 45%

Explain that in this activity, students begin drafting the body of their narratives, paying specific attention to using the narrative techniques of description and reflection to develop characters, experiences, and/or events. Students should reference their annotated texts; notes; Settings, Characters, and Events Charts; Lunar Landing Images Handouts; and WR.3 Prompt Analysis Exit Slips while drafting the body paragraphs.

ⓘ Consider informing students that effective use of description and reflection to develop experiences, events, or characters within the narrative should be present throughout the entirety of their narrative, and their work to develop these elements within their body paragraphs should extend to their introduction and conclusion paragraphs when appropriate.

Inform students that they will self-assess the drafts of their body paragraphs via annotations to their drafts corresponding to the applicable items on the Narrative Writing Checklist.

Instruct students to take out and read their copies of the Narrative Writing Checklist. Instruct students to Think, Pair, Share about the following question:

Which checklist items are applicable to drafting narrative body paragraphs?

- Student responses should include:
  - Develop real or imagined experiences or events?
  - Include settings, characters, and plots that develop the experiences or events?
  - Use narrative techniques such as dialogue, pacing, description, reflection, or multiple plot lines to develop the narrative?

Lead a brief whole-class discussion of student responses.

Explain to students that this is a first draft, and while they should be focusing on the conventions established for effective body paragraphs, they will edit and refine their writing in later lessons.

Transition to individual drafting.

- Students independently draft body paragraphs for their narrative.
- See the High Performance Response at the beginning of this lesson.

ⓘ **Differentiation Consideration:** If students need additional support, consider allowing them to draft with each other or as a class to ensure that they understand how to effectively use description and reflection.

After students finish drafting, instruct students to annotate their drafts for elements of the Narrative Writing Checklist that appear in their body paragraphs. Remind students that their annotations serve as the self-assessment of their draft's alignment to the Narrative Writing Checklist.

- Students annotate their drafts for elements of the Narrative Writing Checklist that are applicable to their body paragraphs.

ⓘ Student learning is self-assessed via annotations to their drafts. In order to ensure that students can continue to work effectively on their narratives, the draft paragraphs should not be collected unless teachers need to assess students' abilities to write body paragraphs and students are unable to use the online writing community.

Activity 5: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to continue drafting their body paragraphs, focusing on using description and reflection to develop the characters and events of their narrative. Instruct students to attempt 2–3 different ways of incorporating description and reflection in their narratives and prepare to share their attempts with peers.

- Students follow along.

ⓘ If an online writing community has been established for the class, instruct students to post their revised paragraphs for sharing with peers and/or assessment. Remind peer reviewers to consider how effectively their peers have incorporated description and reflection to develop the characters and events in their narratives. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

Homework

Continue drafting your body paragraphs, focusing on using description and reflection to develop the characters and events of your narrative. Attempt 2–3 different ways of incorporating description and reflection in your narrative and prepare to share your attempts with peers.

Model Narrative Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective narrative established as a class.

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Develop real or imagined experiences or events?	☐	☐
Establish a point of view?	☐	☐
Include settings, characters, and plots that develop the experiences or events?	☐	☐
Use narrative techniques such as dialogue, pacing, description, reflection, or multiple plot lines to develop the narrative?	☐	☐
Use the passage of time to structure the narrative?	☐	☐
Have an introduction that engages and orients the reader by setting out a problem, situation, or observation?	☐	☐
Have an introduction that establishes a narrator and/or characters?	☐	☐
Have an introduction that builds a smooth progression of experiences or events?	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
	☐	☐
	☐	☐

WR.3 NARRATIVE

Lesson 8 Drafting: Narrative Body Paragraphs

Introduction

In this lesson, students continue drafting the body paragraphs of their narratives by focusing on incorporating the narrative techniques of pacing and dialogue. Students begin by examining body paragraphs from the article, "The Flight of Apollo 11," and the narrative model College Application Essay, focusing on the use of pacing and dialogue to develop experiences, events, or characters within each narrative. Students then participate in a brief activity centered around developing distinct character voices. Finally, students draft their own body paragraphs, continuing the work done in Lesson 7. Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Narrative Writing Checklist.

For homework, students continue to draft their body paragraphs, focusing on the establishment of effective pacing and the clarity of dialogue within their narratives. Students attempt 2–3 different ways of incorporating dialogue and/or pacing into their body paragraphs, and prepare to share their attempts with peers.

ⓘ Additional drafting time will be needed to ensure students develop a rich and engaging narrative. Plan an additional day or days following this lesson to allow students to draft additional body paragraphs and revise as necessary. During these additional lessons, teachers may conference with students in order to address needs or concerns. These additional lessons may be based on the format of this lesson.

Standards

Assessed Standard(s)	
W.9-10.3.b	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Assessment

Assessment(s)
Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Narrative Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Use pacing to develop characters, experiences, or events (e.g., We slowed down and straightened out just in time. We landed so softly that we weren't even sure we were on solid ground. I couldn't completely relax, because I didn't know if the surface of the moon would hold our ship. Coming in, the dust from the surface was blowing up in fine clouds that looked like a kind of fog, and it was hard to tell what was underneath. But once we got the craft down, it stayed there. Now I was ready to report: "The Eagle has landed."). • Use dialogue to develop characters, experiences, or events (e.g., "I didn't give you my library card by mistake, did I?" I asked, joking around a bit. "Are you … " she asked, her question trailing off. "Are you *the* Neil Armstrong?" "Yes," I said. "I can see where you wouldn't be sure, since I'm not wearing 190 pounds of space gear."). ⓘ The above responses are taken from paragraphs 15 and 3–5, respectively, of the model narrative in Lesson 10. This model is a complete response to the WR.3 narrative prompt. Consult the model narrative for context for these responses and for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Texts: • Standards: W.9-10.3.b, W.9-10.5, W.9-10.6 • Texts: "The Flight of Apollo 11" by Kenneth F. Weaver and College Application	

Essay (narrative model)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Writing Instruction: Pacing and Dialogue	3. 35%
4. Drafting Narrative Body Paragraphs	4. 40%
5. Closing	5. 5%

Materials

- Student copies of "The Flight of Apollo 11" by Kenneth F. Weaver (refer to WR.3 Lesson 4)
- Student copies of the narrative model College Application Essay (refer to WR.3 Lesson 2)
- Student copies of the up-to-date Narrative Writing Checklist (refer to WR.3 Lesson 7 Model Narrative Writing Checklist)

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students learn how to use the narrative techniques of pacing and dialogue to develop characters, experiences, and events in the body paragraphs of their narratives by examining these techniques in two narrative texts. Students also engage in a brief activity centered around developing distinct character voices. Students then continue to develop their

narratives by drafting body paragraphs to include the effective use of pacing and dialogue. Students draft additional body paragraphs for homework or during future lessons as necessary.

- Students look at the agenda.

Activity 2: Homework Accountability 15%

Instruct students to take out their responses to the previous lesson's homework assignment. (Continue drafting your body paragraphs, focusing on using description and reflection to develop the characters and events of your narrative. Attempt 2–3 different ways of incorporating description and reflection in your narrative and prepare to share your attempts with peers.)

Instruct students to form pairs or small groups. Instruct students to take turns sharing the different ways they attempted to incorporate description and reflection. Instruct peers to comment on which attempts are most effective and why.

- Students share their different attempts at incorporating description and reflection, and peers offer constructive criticism on which attempts are most effective and why.

Ask for student volunteers to share their revised paragraphs as well as peer feedback on their different attempts at incorporating description and reflection.

Activity 3: Writing Instruction: Pacing and Dialogue 35%

Post or project the following body paragraphs from the article "The Flight of Apollo 11" they read in Lessons 4–5. Instruct students to take out their copies of the article for this activity.

"The Flight of Apollo 11," section 2, paragraphs 11–20:

> Failure would be especially hard to take now. Some four days and six hours before, the world had watched a perfect, spectacularly beautiful launch at Kennedy Space Center, Florida. Apollo 11 had flown flawlessly, uneventfully, almost to the moon. Now it could all be lost for lack of a few seconds of fuel.
>
> "Light's on." Aldrin confirmed that the astronauts had seen the fuel warning light.
>
> "Down 2½ [feet per second]," Aldrin continued. "Forward, forward. Good. 40 feet [altitude], down 2½. Picking up some dust. 30 feet. 2½ down. Faint shadow."
>
> He had seen the shadow of one of the 68-inch probes extending from *Eagle*'s footpads.
>
> "Four forward ... 4 forward, drifting to the right a little."

> "Thirty seconds," announced CapCom. Thirty seconds to failure. In the control center, George Hage, Mission Director for Apollo 11, was pleading silently: "Get it down, Neil! Get it down!"
>
> The seconds ticked away.
>
> "Forward, drifting right," Aldrin said.
>
> And then, with less than 20 seconds left, came the magic words: "Contact light!"
>
> The spacecraft probes had touched the surface. A second or two later Aldrin announced, "O.K., engine stop."

Lead a whole-class discussion of the following question:

What caught your attention or engaged you in these paragraphs?

- Student responses may include:
  - These paragraphs provide an exciting window into the moon landing sequence. The author uses several short paragraphs in a row, which emphasizes how important each moment is and how quickly every second passed.
  - These short paragraphs are mostly made up of dialogue, which draws the reader into the suspense of the scene. Including dialogue such as "Get it down, Neil! Get it down!" shows how nervous the characters are, which communicates tension to the reader.

Instruct students to Think, Pair, Share about the following question. Instruct students to make new annotations of how the writer uses narrative techniques to develop the narrative elements in these paragraphs.

What are the moments of suspense or tension in these paragraphs? What technique does the author use to develop these moments?

- In these paragraphs, the sequence of events during the final seconds of the moon landing is suspenseful. The author creates tension around the low fuel light and the drifting of the lunar module by providing a series of short paragraphs that build up to the final landing. The quick pacing of these paragraphs draws the reader in to the events as they happened, connecting the reader to the characters and their nervousness. By providing these rapid, short paragraphs such as "The seconds ticked away" (par. 17), the author communicates the tension that the characters felt and makes the action seem quick and exciting.

ⓘ Consider reminding students of the work they did with pacing in Lesson 1.

Lead a brief whole-class discussion of student responses.

Post or project the following body paragraphs from the College Application Essay narrative model in Lesson 2. Instruct students to take out their copies of the narrative model for this activity.

College Application Essay, paragraphs 2–3:

> Studying and collecting athletic shoes has taught me the value of a hard-earned dollar. When I was fourteen, my mom gave me an ultimatum: "Dad and I have been looking at the bills, and we have decided that unless you would like to eat shoes, you will have to get a job."
>
> I looked at the meticulously stacked shoeboxes towering over the rest of my room and made some quick calculations. "I see your point," I replied.

Post or project the following questions for students to discuss. Instruct students to make new annotations of how the writer uses narrative techniques to develop the narrative elements in these paragraphs.

How does the dialogue in the College Application Essay develop the characters?

- Student responses may include:
  - The dialogue in the College Application Essay provides the reader with insight both into the character of the narrator and his parents. Also, by providing information in the voice of a character, the writer demonstrates how the narrator interacts with others.
  - The dialogue reveals that the narrator's parents are thoughtful and responsible people. Their ultimatum to the narrator is not overly aggressive; it is even a bit funny. Likewise, the narrator's simple response of "I see your point" establishes both that he is not intimidated by the request to get a job and that he recognizes that the request from his parents is a reasonable one (par. 3). From this dialogue, we learn that the characters are caring, responsible, and reasonable.

ⓘ Consider reminding students of the work they did with dialogue in Lessons 1 and 2.

Lead a brief whole-class discussion of student responses.

ⓘ If the class has read or is reading other narratives, consider instructing students to read several body paragraphs and answer the above questions for those narratives. Consider using any of the following narratives according to the students' previous or current reading experiences: paragraphs 8–11 of "The Tell-Tale Heart"; paragraphs 4–7, pages 226–227 of "St. Lucy's Home for Girls Raised by Wolves"; section 2, paragraphs 1–3 of "Death of a Pig"; or paragraphs 3–4, page 167 of *The Immortal Life of Henrietta Lacks*.

Explain to students that the way in which characters speak in a story is a crucial component of an effective narrative and contributes to the reader's engagement with and understanding of the text. In order to develop effective character voices, students should consider the origins, history, and current position of their characters. The dialogue should match the person and the situation.

Instruct students to form small groups to participate in the following dialogue activity. Explain to students that in this activity, they work as a group to identify how similar dialogue might sound different depending on the character and their situation. Each student group will receive a neutral line of dialogue, and should work together to reword the line of dialogue as it would be said by each of four characters the group chooses. The four characters should be ones that could appear in a narrative response to the unit prompt.

Model the following example for student groups:

Dialogue: **Did you land on the moon?**

Characters: Mission Control, Mrs. Armstrong, Michael Collins, news reporter

Mission Control: **Eagle 1, confirm intact touchdown?**

Mrs. Armstrong: **Did you make it there safely, dear?**

Michael Collins: **Are you there, Neil? Looked darn good from here.**

News reporter: **Mr. Armstrong, is it true that you actually set foot on the moon?**

Provide each student group with the following neutral line of dialogue: **You returned to Earth safely.**

- Student groups work to develop lines of dialogue for each of their chosen characters.

Lead a brief whole-class discussion of student responses. Explain to students that the voice of individual characters can change the tone of the narrative and provide the reader with additional information about the character. Students should consider how each character would deliver a line of dialogue in a way that is true to the character's individual traits and situation. Explain to students that the more information they have developed about their characters, the easier it is to present dialogue in a consistent character voice.

Instruct students to take out their copies of the Narrative Writing Checklist.

ⓘ Consider posting or projecting the Narrative Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Narrative Writing Checklist? In which categories do these items belong and why?

- Student responses will vary but should include points that address the following:
  - Develop distinct character voices? This item belongs in the Coherence, Organization, and Style category, because writers use specific styles to differentiate character voices. Creating distinct character voices also contributes to coherence, because it makes a narrative easier to follow.

ⓘ Students likely added the item "Use narrative techniques such as dialogue, pacing, description, reflection, or multiple plot lines to develop the narrative?" to the Coherence, Organization, and Style category of the Narrative Writing Checklist in Lesson 2.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Narrative Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Narrative Writing Checklist.

- Students add new items in the appropriate categories to their copies of the Narrative Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Narrative Writing Checklist.

Activity 4: Drafting Narrative Body Paragraphs 40%

Explain that in this activity, students continue drafting the body of their narratives, paying specific attention to using the narrative techniques of dialogue and pacing to develop characters, experiences, and/or events. Students should reference their annotated texts; notes; Settings, Characters, and Events Charts; Lunar Landing Images Handouts; and WR.3 Prompt Analysis Exit Slips while drafting the body paragraphs.

ⓘ Consider informing students that effective use of dialogue and pacing to develop experiences, events, or characters within the narrative should be present throughout the entirety of their narrative, and their work to develop these elements within their body paragraphs should extend to their introduction and conclusion paragraphs when appropriate.

Inform students that they will self-assess the drafts of their body paragraphs via annotations to their drafts corresponding to the applicable items on the Narrative Writing Checklist.

Instruct students to take out and read their copies of the Narrative Writing Checklist. Instruct students to Think, Pair, Share about the following question:

Which checklist items are applicable to drafting narrative body paragraphs?

- Student responses should include:
  - Develop real or imagined experiences or events?
  - Include settings, characters, and plots that develop the experiences or events?
  - Use narrative techniques such as dialogue, pacing, description, reflection, or multiple plot lines to develop the narrative?

Lead a brief whole-class discussion of student responses.

Explain to students that this is a first draft, and while they should focus on the conventions established for an effective body paragraph, they will edit and refine their writing in later lessons.

Transition to individual drafting.

- Students independently draft body paragraphs for their narrative.
- See the High Performance Response at the beginning of this lesson.

ⓘ **Differentiation Consideration:** If students need additional support, consider allowing them to draft with each other or as a class to ensure that they understand how to effectively use pacing and dialogue.

After students finish drafting, instruct students to annotate their drafts for elements of the Narrative Writing Checklist that appear in their body paragraphs. Remind students that their annotations serve as the self-assessment of their draft's alignment to the Narrative Writing Checklist.

- Students annotate their drafts for elements of the Narrative Writing Checklist that are applicable to their body paragraphs.

ⓘ Student learning is self-assessed via annotations to their drafts. In order to ensure that students can continue to work effectively on their narratives, the draft paragraphs should not be collected unless teachers need to assess students' abilities to write body paragraphs and students are unable to use the online writing community.

Activity 5: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to continue drafting their body paragraphs, paying close attention to the establishment of effective pacing and the clarity of dialogue. Instruct students to attempt 2–3 different ways of incorporating dialogue and/or pacing in their narratives, and prepare to share their attempts with peers.

- Students follow along.

ⓘ If an online writing community has been established for the class, instruct students to post their revised paragraphs for sharing with peers and/or assessment. Remind peer reviewers to consider how effectively their peers have incorporated pacing and dialogue to develop the characters and events in their narratives. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

Homework

Continue drafting your body paragraphs, paying close attention to the establishment of effective pacing and the clarity of dialogue. Attempt 2–3 different ways of incorporating dialogue and/or pacing in your narrative, and prepare to share your attempts with peers.

Model Narrative Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective narrative established as a class.

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Develop real or imagined experiences or events?	☐	☐
Establish a point of view?	☐	☐
Include settings, characters, and plots that develop the experiences or events?	☐	☐
Use narrative techniques such as dialogue, pacing, description, reflection, or multiple plot lines to develop the narrative?	☐	☐
Use the passage of time to structure the narrative?	☐	☐
Have an introduction that engages and orients the reader by setting out a problem, situation, or observation?	☐	☐
Have an introduction that establishes a narrator and/or characters?	☐	☐
Have an introduction that builds a smooth progression of experiences or events?	☐	☐
Develop distinct character voices?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
	☐	☐
	☐	☐

*Asterisks indicate new items added in this lesson.

WR.3 NARRATIVE

Lesson 9 Drafting: Conclusion

Introduction

In this lesson, students learn to craft a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of their narrative. Students begin by examining the conclusions of the two narrative models in Lessons 1 and 2 and discussing the components that make these conclusions effective. Then, students work individually to draft a conclusion for their own narratives. Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Narrative Writing Checklist.

For homework, students revise their conclusions to ensure that they provide an effective ending that follows from and reflects on what is experienced, observed, or resolved over the course of their narrative. Students attempt 2–3 different ways of ending their papers and prepare to share their attempts with peers.

Standards

Assessed Standard(s)	
W.9-10.3.e	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Assessment

Assessment(s)
Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Narrative Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved in the narrative (e.g., I recall that feeling of the slow motion leaps above the surface above all. What I should have said to the cashier at the grocery store, and to all those people who have asked me what it felt like to go to the moon, was "Jump as high as you can, then imagine that you can jump even higher and float even longer than you ever have. Like you suddenly have a superpower. That's the feeling." As it happened, the one word I actually said to the cashier was the only word I knew that could describe a memory so vivid I could feel it, but so far away it felt almost unreal: dreamlike.). ⓘ The above response is taken from the conclusion of the model narrative in Lesson 10. This model is a complete response to the WR.3 narrative prompt. Consult the model narrative for context for this conclusion.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Texts: • Standards: W.9-10.3.e, W.9-10.5, W.9-10.6 • Texts: "Return to July" and College Application Essay (narrative models)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Writing Instruction: Effective Conclusions	3. 30%
4. Drafting a Conclusion	4. 45%
5. Closing	5. 5%

Materials

- Student copies of the narrative models "Return to July" and College Application Essay (refer to WR.3 Lessons 1 and 2)
- Student copies of the up-to-date Narrative Writing Checklist (refer to WR.3 Lesson 8 Model Narrative Writing Checklist)

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students learn how to draft an effective conclusion for their narrative, focusing on providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Students examine the conclusions of the two narrative models from Lessons 1 and 2 in order to broaden their understanding of how to provide an effective conclusion. Students then draft their own conclusions for their narratives.

- ▸ Students look at the agenda.

Activity 2: Homework Accountability 15%

Instruct students to take out their responses to the previous lesson's homework assignment. (Continue drafting your body paragraphs, paying close attention to the establishment of effective pacing and the clarity of dialogue. Attempt 2–3 different ways of incorporating dialogue and/or pacing in your narrative and prepare to share your attempts with peers.)

Instruct students to form pairs or small groups. Instruct students to take turns sharing the different ways they attempted to incorporate dialogue or pacing. Instruct peers to comment on which attempts are most effective and why.

- Students share their different attempts at incorporating dialogue and/or pacing, and peers offer constructive criticism on which attempts are most effective and why.

Ask for student volunteers to share their revised body paragraphs as well as peer feedback on their different attempts at incorporating dialogue and/or pacing.

Activity 3: Writing Instruction: Effective Conclusions 30%

Post or project the following conclusions from the narrative models in Lessons 1 and 2. Instruct students to take out their copies of these narrative models for this activity.

"Return to July," paragraphs 8–10:

> It is another hot, sunny July day.
>
> Standing in the spot where my front stoop used to be, I squint towards Liu's China Garden, one of the few relics from my past that remains in the neighborhood. The restaurant has received a bit of a face-lift and has expanded to almost twice the size that I remember as a teen. The small "fortune cookies" neon that used to flicker nonstop is gone, replaced by a sign indicating that all major forms of credit cards are now accepted.
>
> I set off towards the old ice cream shop, wondering if I can maintain my former pace. As I approach Liu's China Garden, I see Mr. Liu turn his sign from closed to open. He holds the door for me and pats me on the back, smiling, as I unzip my bag.

College Application Essay, paragraph 6:

> I am eager to continue my life's journey at a college where my passion, entrepreneurial spirit, and desire to effect social change can be ignited by a powerful educational experience. I can only imagine all the places my shoes will take me next.

Lead a whole-class discussion of the following question:

What caught your attention or engaged you in these conclusions?

- Student responses may include:
  - The first model illustrates the things that are the same and the things that are different about the narrator's childhood neighborhood. The "spot where my front stoop used to be" (par. 9) and the "face-lift" (par. 10) that Liu's has received draw the reader's attention to the changes that have happened over the course of this time gap within the narrative. These physical changes suggest potential for change within the narrator, which engages the reader

in the question of why the narrator has returned to his or her childhood neighborhood and how the narrative will resolve.

- The second model's conclusion begins with a strong statement by using descriptive emotional words that provide more information about the narrator. The writer describes the narrator as "eager," possessing "passion" and "desire," and hoping to have a "powerful" educational experience (par. 6). These descriptive words remind the reader of the narrator's actions throughout the narrative.

Instruct students to form pairs or small groups to look more closely at how writers craft conclusions that reflect on and follow from the body of the narrative. Post or project the following question for students to discuss before sharing with the class. Instruct students to make new annotations on how each writer uses narrative techniques to develop the narrative elements in each conclusion.

How does each of these conclusions provide an effective ending for what was experienced, observed, or resolved over the course of each narrative?

- Student responses may include:
  - The last sentence of the first model recalls the narrator's relationship with Mr. Liu. By writing that Mr. Liu "holds the door for me and pats me on the back, smiling" (par. 10), the writer connects this to the earlier interactions with Mr. Liu, which "usually ended with a cheerful pat on my back" (par. 4). This connection to earlier in the narrative shows that although twenty years have passed, Mr. Liu recognizes the narrator and still feels friendly towards him or her. The familiar warm smile and pat on the back hint to the reader that the narrator's return of the figurine will be well received, making this scene a satisfying conclusion to the story of the theft.
  - The second model paragraph follows clearly from the rest of the narrative by references to the narrator's various qualities. The narrator has consistently described himself over the course of the narrative as he does in the conclusion: he is a person full of "passion, entrepreneurial spirit, and desire to effect social change" (par. 6). The direct reference to these qualities is a reminder to the reader of all of the earlier examples, such as his dedication to a summer job or his charitable efforts in donating shoes "to Honduras, Ghana, and Haiti" (par. 5). The statement regarding the "places my shoes will take me next" (par. 6) connects the conclusion back to the subject of shoes, which the narrator has developed over the course of the narrative and now concludes by pointing toward a future related to shoes.

Explain to students that it can be beneficial to create a visual representation of the connections between the conclusion and the rest of the narrative. Instruct students to consult their copies of the narrative models and draw arrows from phrases and sentences in each conclusion to similar phrases and sentences from the body paragraphs or introduction of each model.

- Student responses may include:
  - "He holds the door for me and pats me on the back, smiling, as I unzip my bag" (par. 10) connects to "I never understood any of it, but the initial interaction usually ended with a cheerful pat on my back and an enthusiastic thumbs up to my parents" (par. 4).
  - "I can only imagine all the places my shoes will take me next" (par. 6) connects to "If my life to date were a novel, the motif would be *shoes*" (par. 1).

Lead a brief whole-class discussion of student responses. Explain to students that the conclusions of narratives have a broader variation of style and content than the conclusions of arguments or informative papers. In some narratives (e.g., the narrative model "Return to July"), the reader is left with a desire to know more about how the story resolves. Some conclusions end a narrative on an indefinite note with the fates of the characters or the outcome of the situation unknown. Other narratives might provide a symbolic reflection of the events within the narrative, connecting a final event to an earlier one in order to illustrate the similarity or differences of these events for the reader. Narrative conclusions can also contain a more literal type of reflection in which a character in the narrative thinks back on what has happened over the course of the narrative and how it has shaped them. Regardless of approach, an effective conclusion provides some kind of final statement, action, or dialogue that follows from the narrative.

ⓘ If the class has read or is reading other narratives, consider instructing students to read the conclusions and answer the above questions for those narratives. Consider using any of the following narratives according to the students' previous or current reading experiences: paragraphs 17–18 of "The Tell-Tale Heart"; page 246 of "St. Lucy's Home for Girls Raised by Wolves"; or section 4, paragraph 5 of "Death of a Pig."

ⓘ Consider posting or projecting the final sentence or paragraph of narrative texts that students have read this year. Instruct students to discuss the examples in pairs or small groups, focusing on what aspects of the conclusions are effective and engaging and how they offer an effective ending to the narrative.

Instruct students to take out their copies of the Narrative Writing Checklist.

ⓘ Consider posting or projecting the Narrative Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Narrative Writing Checklist? In which categories do these items belong and why?

- Student responses will vary but should include points that address the following:

- Provide a conclusion that follows from and reflects on the experiences and observations within the narrative? This item belongs in the Coherence, Organization, and Style category, because the conclusion is an aspect of the organizational structure of a narrative, demonstrates the writer's style, and also contributes to coherence of the narrative.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Narrative Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Narrative Writing Checklist.

- Students add new items in the appropriate categories to their copies of the Narrative Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Narrative Writing Checklist.

Activity 4: Drafting a Conclusion 45%

Explain that in this activity, students draft a conclusion for their narrative, paying specific attention to following from and reflecting on what is experienced, observed, or resolved over the course of the narrative. Students should reference their annotated texts; notes; Settings, Characters, and Events Charts; Lunar Landing Images Handouts; and WR.3 Prompt Analysis Exit Slips while drafting the conclusion.

Inform students that they will self-assess the drafts of their conclusions via annotations to their drafts corresponding to the applicable items on the Narrative Writing Checklist.

Instruct students to take out and read their copies of the Narrative Writing Checklist. Instruct students to Think, Pair, Share about the following question:

Which checklist items are applicable to drafting narrative conclusion paragraphs?

- Student responses should include:
  - Provide a conclusion that follows from and reflects on the experiences and observations within the narrative?

Lead a brief whole-class discussion of student responses.

Explain to students that this is a first draft, and while they should focus on the conventions established for an effective conclusion, they will edit and refine their writing in later lessons.

Transition to individual drafting.

- Students independently draft a conclusion for their narratives.

- See the High Performance Response at the beginning of this lesson.

ⓘ **Differentiation Consideration:** If students need additional support, consider allowing them to draft with each other or as a class to ensure that they understand how to effectively write a conclusion.

After students finish drafting, instruct them to annotate their drafts for elements of the Narrative Writing Checklist that appear in their conclusions. Remind students that their annotations serve as the self-assessment of their draft's alignment to the Narrative Writing Checklist.

- Students annotate their drafts for elements of the Narrative Writing Checklist that are applicable to their conclusions.

ⓘ Student learning is self-assessed via annotations to their drafts. In order to ensure that students can continue to work effectively on their narratives, the draft conclusion should not be collected unless teachers need to assess students' abilities to write a conclusion and students are unable to use the online writing community.

Activity 5: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to review and revise their conclusions to ensure that they provide an effective ending to their narratives that follows from and reflects on what is experienced, observed, or resolved over the course of their narrative. Instruct students to attempt 2–3 different ways of concluding their narratives and prepare to share their attempts with peers.

- Students follow along.

ⓘ If an online writing community has been established for the class, instruct students to post their revised paragraphs for sharing with peers and/or assessment. Remind peer reviewers to consider how effectively their peers have reflected on what is experienced, observed, or resolved over the course of the narrative. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

ⓘ If students require more direct criteria for the establishment of an effective ending, consider providing students with the last paragraphs or lines of narrative text read in class this year. Instruct students to select one style or strategy from among these examples and base their conclusions on the selected style or strategy.

Homework

Review and revise your conclusion to ensure that it provides an effective ending to your narrative that follows from and reflects on what is experienced, observed, or resolved over the course of your narrative. Attempt 2–3 different ways of concluding your narrative and prepare to share your attempts with peers.

Model Narrative Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective narrative established as a class.

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Develop real or imagined experiences or events?	☐	☐
Establish a point of view?	☐	☐
Include settings, characters, and plots that develop the experiences or events?	☐	☐
Use narrative techniques such as dialogue, pacing, description, reflection, or multiple plot lines to develop the narrative?	☐	☐
Use the passage of time to structure the narrative?	☐	☐
Have an introduction that engages and orients the reader by setting out a problem, situation, or observation?	☐	☐
Have an introduction that establishes a narrator and/or characters?	☐	☐
Have an introduction that builds a smooth progression of experiences or events?	☐	☐
Develop distinct character voices?	☐	☐
Provide a conclusion that follows from and reflects on the experiences and observations within the narrative?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
	☐	☐
	☐	☐

*Asterisks indicate new items added in this lesson.

WR.3 NARRATIVE

Lesson 10 Structural Techniques

Introduction

In this lesson, students learn to use a variety of structural techniques in their narratives to create a coherent whole. Incorporating structural techniques after writing their initial narrative drafts allows students to freely record their ideas and then examine how their whole narrative works structurally, making changes as desired. This process may involve re-ordering paragraphs or adding key structural techniques (e.g., flashbacks or foreshadowing) to their narratives. Students begin this lesson by defining various structural techniques used in narrative writing. Students then examine paragraphs from the two narrative models in Lessons 1 and 2 and identify how the use of structural techniques contributes to the creation of a coherent whole. Finally, students experiment with the different structural techniques they identified to revise and improve the sequence of events in their narratives, creating a more coherent whole. Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Narrative Writing Checklist.

For homework, students continue to revise their narrative drafts, focusing on ensuring that their introduction, body paragraphs, and conclusion include structural techniques that build on one another to create a coherent whole.

ⓘ Consider providing additional drafting time if students determine that larger structural changes are necessary to craft a fully realized narrative draft. Plan an additional day or days following this lesson to allow students to revise and draft as necessary. These additional lessons may be based on the format of this lesson.

Standards

Assessed Standard(s)	
W.9-10.3.c	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Assessment

Assessment(s)
Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Narrative Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Experiment with structural techniques such as linear plot, foreshadowing, flashback, turning point, and circular narration to sequence events so that they build on one another to create a coherent whole (for examples see below). A High Performance Response may include the use of the following structural techniques. Each student will make different revisions depending on his or her draft, so High Performance Responses will vary widely: • Flashback: I am retired now and I have plenty of time to think about that journey, years ago, that has meant so much to me and many other people. But all of that time to remember does not make the journey any easier to describe. For most of human history, it was impossible to imagine that anyone would make it to the moon. I would not have even thought it was possible in my own life until I got the assignment and my colleagues and I began our long and grueling training in flight simulators down in Virginia. I think it wasn't until we landed that I had any time to feel any emotion at all. Up until then, the three of us—Buzz, Michael, and I—were performing all the necessary steps of the approach and landing process, which we had practiced innumerable times during our five hundred hours in the simulators, before we ever went into space. • Circular narration: I recall that feeling of the slow motion leaps above the surface above all. What I should have said to the cashier at the grocery store, and to all those people who have asked me what it felt like to go to the moon, was "Jump as high as you can, then imagine that you can jump even higher and float even longer than you ever have. Like you suddenly have a superpower. That's the feeling." As it happened, the one word I actually said to the cashier was the only word I knew that could

describe a memory so vivid I could feel it, but so far away it felt almost unreal: dreamlike.

- Linear plot: This afternoon I was at the grocery store on Peterson Street. My wife and I were having a few friends over for dinner and I was assigned the task of picking up the chicken and tomatoes on my way back from my doctor's appointment. The cashier in my checkout line was a middle-aged woman who greeted every shopper with a warm smile and a question about how the day was going.

ⓘ The above responses are taken from paragraphs 12–13, 22–23, and 1, respectively, of the model narrative at the end of this lesson. This model is a complete response to the WR.3 narrative prompt. Consult the model narrative for context for these responses and more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
• Standards: W.9-10.3.c, W.9-10.5, W.9-10.6	
• Texts: "Return to July" and College Application Essay (narrative models)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Writing Instruction: Structural Techniques	3. 25%
4. Individual Revision	4. 50%
5. Closing	5. 5%

Materials

- Student copies of the narrative models "Return to July" and College Application Essay (refer to WR.3 Lessons 1 and 2)
- Student copies of the up-to-date Narrative Writing Checklist (refer to WR.3 Lesson 9 Model Narrative Writing Checklist)

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students learn to use a variety of structural techniques in their narratives to create a coherent whole. First, students define various structural techniques used in narrative writing. Students then examine paragraphs from the two narrative models in Lessons 1 and 2 to develop their understanding of the effective use of structural techniques. Finally, students experiment with the structural techniques they identified to revise and improve the sequence of events in their narratives, creating a more coherent whole.

- Students look at the agenda.

Activity 2: Homework Accountability 15%

Instruct students to take out their responses to the previous lesson's homework assignment. (Review and revise your conclusion to ensure that it provides an effective ending to your narrative that follows from and reflects on what is experienced, observed, or resolved over the course of your narrative. Attempt 2–3 different ways of concluding your narrative and prepare to share your attempts with peers.)

Instruct students to form pairs or small groups. Instruct students to take turns sharing the different ways they attempted to conclude their narratives. Instruct peers to comment on which way of concluding the narrative best follows from and reflects on the rest of the narrative and why.

- Students share their different endings, and peers offer constructive criticism on which conclusions best follow from and reflect on the rest of the narrative and why.

Ask for student volunteers to share their revised conclusions as well as peer feedback on their different closings.

Activity 3: Writing Instruction: Structural Techniques 25%

Instruct students to remain in their pairs or small groups from the previous activity. Explain to students that in narrative writing it is important to use structural techniques to sequence events so that they build on one another to create a coherent whole. A narrative that is a coherent whole is one in which all of the different parts of the story, such as characters, events, experiences, are brought together in a way that makes sense to the reader. Through the use of these structural techniques, the writer makes it clear why these characters and events are present together in the narrative.

Inform students that their narratives likely contain one or more structural techniques already, and they should focus on refining their use of these techniques within their narrative. Students may wish to experiment with different structural techniques in order to determine which most effectively contributes to the narrative they wish to craft. Explain to students that they do not need to include every type of structural technique within their narratives, and should instead focus on the techniques that have the desired effect on the shape and form of the narrative.

Explain to students that there are many structural techniques that writers may choose to use in their narrative writing. This lesson focuses on the structural techniques present within the narrative models.

Post or project the following structural techniques and instruct students to work in their pairs or groups to define and explain how they contribute to coherency in a narrative.

- Linear Plot
- Foreshadowing
- Flashback
- Turning Point
- Circular Narration

  - Student responses should include:

    - Linear plot means that a story occurs in order by time (chronological order). A linear plot supports the coherency of a narrative by making the events easy to follow, since the events happen sequentially, like they do in life.
    - Foreshadowing is when the writer provides information that is a clue to something that will happen later in the text. Foreshadowing supports the coherency of a narrative by making connections between two or more events, experiences, or times in a narrative.
    - A flashback is a transition to an earlier scene or event in a narrative. A flashback supports the coherency of a narrative because it connects characters or events to past characters or events.
    - A turning point is when an important event happens in the text, and the narrative changes directions. A turning point supports the coherency of a narrative by making it clear to the reader why the events are happening in the order in which they are presented.

- Circular narration is when events are repeated over the course of the narrative. Circular narration supports the coherency of a narrative by repeating or returning to an event, so the reader can understand how a character, observation, or event has developed over the course of the narrative.

ⓘ **Differentiation Consideration:** If students struggle, consider providing the following definitions: *linear plot* means "events in a story that occur sequentially, or in order," *foreshadowing* means "a device in which a writer gives a hint of what is to come later in the story," *flashback* means "a transition to an earlier scene or event in a narrative," *turning point* means "a point at which a decisive or important change takes place," and *circular narration* means "a narrative that ends in the same place it began; a narrative that has certain plot points repeated."

- Students write the definitions of *linear plot, foreshadowing, flashback, turning point,* and *circular narration* in the appropriate section of their vocabulary journals.

Explain that writers use different structural techniques to sequence events in a story. These structural techniques help a writer build a consistent and clear narrative by creating connections and relationships among the events presented. Often, these structural techniques create relationships between narrative elements such as plot and character to create a coherent narrative.

ⓘ Consider posting or projecting examples of these structural techniques from narrative texts students have read this year. Instruct students to discuss the narrative technique examples in pairs or small groups, focusing on how these techniques contribute to a more coherent and complete narrative.

Instruct students to remain in their pairs or small groups. Post or project the following paragraphs from the narrative models in Lessons 1 and 2. Instruct students to take out their copies of these narrative models for this activity.

"Return to July," paragraphs 1–3:

> It was July. One of those nights when you can almost smell the heat. The moon was low enough to shine down on back alleys and shortcuts. I had been working at my dad's ice cream shop that summer, but what started as long day shifts turned into evening and night shifts. Everyone wanted ice cream. This particular night, I finished work and headed home, with strict orders from my mom, sick in bed. This sweltering July night, my mother had a cold and wanted hot soup.
>
> It was the night I took something that didn't belong to me.
>
> I was fifteen years old. I was well known and well liked. I had my own room in the only apartment my parents had ever shared. I had two younger sisters, and I was nice to them most of the time. I knew all my neighbors. I was the kid who shoveled sidewalk snow without any bribing. I visited old people in the neighborhood because I genuinely liked their company and their stories, not just because I wanted candy. I never got into any trouble outside the range of standard "kid stuff." I had

only been grounded once for what I still (to this day) consider nothing more than a big misunderstanding. I was as good a kid as parents could want.

College Application Essay, paragraphs 4–5:

So I spent my summer poolside, not lounging around with a tall glass of lemonade, but standing over a deep fryer slinging fries and onion rings at my community pool's snack bar. I faithfully saved half of every paycheck for college, and just as faithfully spent the other half on shoes. Pairs of slim metallic gold Air Max, orange filigree-embossed Foamposites, and a rare tie-dyed mash up of fabrics branded as "What the Dunk" all made their way into my collection. By the end of that summer, I had enough stock in my collection that I decided to become a self-employed shoe entrepreneur, buying and selling shoes online at a handsome profit. I camped overnight in Center City Philadelphia to get a prime place in line to purchase highly-coveted sneakers. I made some savvy investments, but I was also conned in an ill-advised Craigslist deal with an unscrupulous buyer. The challenges, rewards, and thrills of running a small business have fueled my decision to major in business.

A shared passion for shoes creates an instant connection with people I meet, whether in a suburban shopping mall or a trendy neon-lit Los Angeles sneaker store. I have learned that in some places, shoes are not a fashion statement or a status symbol. Rather, shoes enable a child to make an arduous trek to school and surmount a potential education barrier. When I first learned about the nonprofit organization, In Ian's Boots, I knew I found a way to unite my shoe passion with my mission to contribute positively to the world around me. Founded by the grieving parents of a fellow soccer goalie killed in a sledding accident, In Ian's Boots collects used shoes for people in need around the world. Doctors found a biblical message in his boots urging "perseverance," and this story and message spoke to me. Last year, I hosted a drive and collected over 600 pairs of shoes, some of which have been distributed to Honduras, Ghana, and Haiti.

Post or project the following question for students to discuss before sharing out with the class. Instruct students to make new annotations on how each writer uses structural techniques to create coherency.

What structural techniques do the writers use in these models? How do these structural techniques create coherency within the narrative?

ⓘ Consider reminding students to consult the previously recorded structural techniques in their vocabulary journals as they examine the narrative models and answer the following questions.

- Student responses may include:
  - The writer of the first model uses foreshadowing in the statement: "It was the night I took something that didn't belong to me" (par. 2) and "I never got into any trouble outside the range of standard 'kid stuff'" (par. 3). These statements contradict each other, as taking

something that does not belong to you is beyond the "kid stuff" that might get someone in trouble. The writer is foreshadowing the theft of the cat figurine later in the narrative by establishing that the narrator is going to do something morally wrong. This creates cohesion by hinting at an event that will occur soon and be resolved over the course of the text.

- The writer of the second model includes a turning point that builds from previous paragraphs to create a coherent whole. The writer positions the narrator's discovery of the charity "Ian's Boots" as a point at which the narrator "found a way to unite [his] shoe passion with [his] mission to contribute positively to the world around [him]" (par. 5). This turning point marks a clear difference in the text between the narrator's self-focused goals (to possess more sneakers and become a successful entrepreneur) and his more charitable goal (to help those in need). With this turning point, the writer provides a more complete picture of the narrator and creates cohesion in the narrative by connecting the beginning paragraphs with the conclusion, wherein the narrator states that he has a "desire to effect social change" (par. 6).
- The writer of the second model also uses a linear plot in the description of the narrator's summer. The fourth paragraph opens as he spends the summer "standing over a deep fryer" in order to save for college and more shoes. This description is followed by the statement, "by the end of that summer, I had enough stock in my collection that I decided to become a self-employed shoe entrepreneur" (par. 4). By describing the narrator's actions in chronological order, the writer establishes a narrative timeline that contributes to the coherency of the text by making the events easier to follow.

Instruct students to take out their copies of the Narrative Writing Checklist.

ⓘ Consider posting or projecting the Narrative Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Narrative Writing Checklist? In which categories do these items belong and why?

- Student responses will vary but should include points that address the following:
  - Use different structural techniques to sequence events so that they build on one another to create a coherent whole? This item belongs in the Coherence, Organization, and Style category, because these structural components aid in the coherence of the narrative by contributing directly to the organization of the narrative.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Narrative Writing Checklist, and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Narrative Writing Checklist.

- Students add new items in the appropriate categories to their copies of the Narrative Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Narrative Writing Checklist.

Activity 4: Individual Revision 50%

Explain that in this activity, students revise their narratives, paying specific attention to using structural techniques to sequence events so that they build on one another to create a coherent whole. Students should consider the rearrangement or the inclusion of additional paragraphs to support the use of linear plot, foreshadowing, flashback, circular narration, turning point, or other structural techniques that would support their narrative. Students should reference their annotated texts; notes; Settings, Characters, and Events Charts; Lunar Landing Images Handouts; and WR.3 Prompt Analysis Exit Slips while revising their narratives.

Inform students that they will self-assess their drafts in this lesson via annotations to their drafts corresponding to the applicable items on the Narrative Writing Checklist.

Instruct students to take out and read their copies of the Narrative Writing Checklist. Instruct students to Think, Pair, Share about the following question:

Which checklist items are applicable to experimenting with different structural techniques?

- Student responses should include:
  - Develop real or imagined experiences or events?
  - Include settings, characters, and plots that develop experiences or events?
  - Use the passage of time to structure the narrative?
  - Use different structural techniques to sequence events so that they build on one another to create a coherent whole?

Lead a brief whole-class discussion of student responses.

Explain to students that this activity provides the opportunity for experimentation, so they should focus on the effective integration of structural techniques. They will have the chance to edit and refine their writing in later lessons. Remind students that they do not have to include every structural technique in their narrative, and should instead focus on the structural techniques that are already present within their draft or those that will serve to further enhance their narrative.

Transition to individual revision.

- Students independently revise their narratives for structural techniques.
- See the High Performance Response at the beginning of this lesson.

After students finish revising, instruct them to annotate their drafts for elements of the Narrative Writing Checklist that appear in their narratives. Inform students that their annotations serve as the self-assessment of their drafts' alignment to the Narrative Writing Checklist.

- Students annotate their drafts for elements of the Narrative Writing Checklist that are applicable to their narratives.

ⓘ Student learning is self-assessed via annotations to their drafts. In order to ensure that students can continue to work effectively on their narratives, the narrative draft should not be collected unless teachers need to assess students' abilities to integrate structural techniques into their narratives and students are unable to use the online writing community.

ⓘ WR.3 Lessons A–F offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

ⓘ Teachers may collect completed drafts or view them in the class's online writing community to determine which of the skills from Lessons A–F students need most to learn.

Activity 5: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to continue to revise their narrative drafts, focusing on ensuring that their introduction, body paragraphs, and conclusion are structured so that they build on one another to create a coherent whole. Remind students to refer to the Narrative Writing Checklist to guide their revisions.

- Students follow along.

ⓘ If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. Remind peer reviewers to consider how effectively their peers have integrated structural techniques that contribute to a coherent narrative. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

Homework

Continue to revise your narrative draft, focusing on ensuring that the introduction, body paragraphs, and conclusion include structural techniques that contribute to the creation of a coherent whole. Refer to the Narrative Writing Checklist to guide your revisions.

Model Narrative Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective narrative established as a class.

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Develop real or imagined experiences or events?	☐	☐
Establish a point of view?	☐	☐
Include settings, characters, and plots that develop the experiences or events?	☐	☐
Use narrative techniques such as dialogue, pacing, description, reflection, or multiple plot lines to develop the narrative?	☐	☐
Use the passage of time to structure the narrative?	☐	☐
Have an introduction that engages and orients the reader by setting out a problem, situation, or observation?	☐	☐
Have an introduction that establishes a narrator and/or characters?	☐	☐
Have an introduction that builds a smooth progression of experiences or events?	☐	☐
Develop distinct character voices?	☐	☐
Provide a conclusion that follows from and reflects on the experiences and observations within the narrative?	☐	☐
Use different structural techniques to sequence events so that they build on one another to create a coherent whole?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
	☐	☐
	☐	☐

*Asterisks indicate new items added in this lesson.

Model Narrative

The Giant Leap

This afternoon I was at the grocery store on Peterson Street. My wife and I were having a few friends over for dinner and I was assigned the task of picking up the chicken and tomatoes on my way back from my doctor's appointment. The cashier in my checkout line was a middle-aged woman who greeted every shopper with a warm smile and a question about how the day was going. I told her that everything was fine with me and handed over my credit card to pay for the items.

She ran my card through her machine and held it for a moment, looking at it in her hand. Her hand moved as if she were going to return it to me, but instead she took another look, squinting hard. She peered at the card and back at me, as if she were trying to match a face to the name.

"I didn't give you my library card by mistake, did I?" I asked, joking around a bit.

"Are you … " she asked, her question trailing off. "Are you *the* Neil Armstrong?"

"Yes," I said. "I can see where you wouldn't be sure, since I'm not wearing 190 pounds of space gear."

"Oh my god," she said, "I remember watching you land. It was my mother's birthday so my entire family was there at the house and we gathered around this tiny color TV in the living room. And I remember the president called you guys up there and my father pretended like he could call too and got on the phone and had us all laughing. This is … wow … this is amazing."

"Thank you," I said, as I always do when this kind of thing happens. "It is nice to meet you." She was still holding my credit card, so I put my hand out for the card. If I didn't bring home the chicken and tomatoes soon I'd be in trouble. Since I returned from space many years ago, I have been subject to Earth's rules just like everyone else.

"Sorry," she said, after she finally saw my outstretched hand. She handed me the card.

"It's okay. I've just got a strict timeline on this mission."

"Can I just ask you something? I've always wondered about this. What did it feel like, landing on the moon?"

Every time someone asks me about what it felt like to walk on the moon, I'm transported back to that moment that so many people watched, but I was lucky enough to live. I have given different answers to the question depending on the situation, but this time, I said only one word to the cashier.

After I got home from the grocery store I sat looking at the moon out the window of my second floor study. Today has been one of those days when the moon is visible during the day. Seeing the moon during the daytime is like getting an unexpected visit from a friend that brings back a rush of old memories. I am retired now and I have plenty of time to think about that journey, years ago, that has meant so much to me and many other people. But all of that time to remember does not make the journey any easier to describe. For most of human history, it was impossible to imagine that anyone would make it to the moon. I would not have even thought it was possible in my own life until I got the assignment and my colleagues and I began our long and grueling training in flight simulators down in Virginia.

I think it wasn't until we landed that I had any time to feel any emotion at all. Up until then, the three of us—Buzz, Michael, and I—were performing all the necessary steps of the approach and landing process, which we had practiced innumerable times during our five hundred hours in the simulators, before we ever went into space. We had to check and coordinate dozens of systems and functions on the landing module while communicating with mission control. As we approached the moon, I was almost functioning automatically, like a robot or a well-programmed machine. It was a matter of flipping switches and reading gauges and controlling the craft itself. We were surrounded by dozens of lights and wires. There was beeping and the voice of Mission Control in our headsets, and I remember hearing Buzz answering them with his quick, casual way of talking: "Got the earth right out our front window," he said at one point, which made me smile. But I could not exactly sit back and enjoy myself just yet. I was in a large metal craft that I was responsible for maneuvering into a safe landing on a surface that no one had touched before.

I might say that I was afraid at certain moments, but fear does not seem like the right word. I was confident in our training and in the abilities of my fellow astronauts. It is just that somehow things felt different when I was looking out at a vast grey empty surface in front of a thick black velvet cloth of space and nothingness. Even my moment to consider this landscape was brief, because as we got closer to approach I realized we were far out in front of where we planned to land, and were headed straight toward a huge crater with rocks the size of cars. I had to take over the control of the craft myself from the computer to bring it to a safe surface. I didn't even have time to tell Mission Control or say much at all. I let Buzz do all the talking: "Hang tight; we're going to 2,000 feet." I had too much to think about to talk while I tried to steer the craft. In that moment, when it looked as if we might crash, I wasn't thinking about history or Houston or the television cameras. I was just thinking: How do I land this thing without smashing it into a boulder?

We slowed down and straightened out just in time. We landed so softly that we weren't even sure we were on solid ground. I couldn't completely relax, because I didn't know if the surface of the moon would hold our ship. Coming in, the dust from the surface was blowing up in fine clouds that looked like

a kind of fog, and it was hard to tell what was underneath. But once we got the craft down, it stayed there. Now I was ready to report: "The Eagle has landed."

I could hear the whoops and shouts from Mission Control over the headset. We were on the moon, but there wasn't much time to celebrate. Buzz and I had to check to make sure the craft was all right so we could get back up to Michael when the time came. And most importantly, we had to get our suits on, which was like dressing to play football in the arctic on a cold day. We had to help each other put on several layers and attach the life support packs to our backs and the helmets to our heads. Without this equipment, we would have lasted about 12 seconds before we lost consciousness. We knew the next steps in the process, and we performed them mechanically. I prepared to open the door that would lead to the ladder, which would lead to the moon.

And of course, knowing the whole world would be listening, I rehearsed my line, in my head.

Step by step, down the ladder I kept my eyes on the surface. The lunar lander had only sunk a few inches into the ground, so I was confident that it would hold me, too, but some part of me still harbored a fear that I would be stuck on the strange surface. Stranded. The only person on a lonely rock far away from home.

Once I jumped off, I managed to speak the line I'd rehearsed in my head all those times: "That's one small step for a man, one giant leap for mankind." Maybe you wonder why there's a pause during my delivery. That was me realizing that the ground would hold me, and that we had finally made it. That pause was relief.

We still had a job to do. Buzz and I were responsible for collecting samples to bring back to earth, which required that we move quickly and with the utmost care and precision. Having a scientific focus was a good thing for me, because otherwise, perhaps my feelings would have overwhelmed me. And the feelings I felt were elation and pure joy.

Buzz must have felt something similar. Anyone can see from the videos that we didn't even try to hold it in. When Buzz got off the ladder, I asked him, "Isn't it fun?" And I could tell by the way he nearly skipped in the low gravity of the moon that he agreed it was a blast. Of course, moving around in our space suits was no easy task and we must have looked like strange creatures to all those people watching from Earth. We tried different ways of getting around, taking small steps, large steps, even hopping like kangaroos, before we figured out that leaping was the best way to go. There we were, two grown men, trained professionals, the best in the world at what we do, jumping around like bunny rabbits while the whole world watched.

I recall that feeling of the slow motion leaps above the surface above all. What I should have said to the cashier at the grocery store, and to all those people who have asked me what it felt like to go to the

moon, was "Jump as high as you can, then imagine that you can jump even higher and float even longer than you ever have. Like you suddenly have a superpower. That's the feeling."

As it happened, the one word I actually said to the cashier was the only word I knew that could describe a memory so vivid I could feel it, but so far away it felt almost unreal: dreamlike.

SUPPLEMENTAL SKILLS INSTRUCTION

WR.3.A NARRATIVE Working with Words

Lessons WR.3.A–F offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

This lesson is composed of three distinct but related activities that center on skills for implementing effective word choice to improve narrative writing. Each activity may last an entire class period.

Writing Instruction Options:

- Precise Words and Phrases
- Telling Details
- Sensory Language

In this lesson, the teacher provides direct instruction on using precise words and phrases, telling details, or sensory language to provide a vivid picture of experiences, events, settings, and characters as they develop their narrative writing. Students focus on revising their own narrative for word choice before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.3 Revision Exit Slip: Working with Words, on which each student records one example of a successful revision.

For homework, students choose three different passages from their narratives and revise each passage focusing on effectively incorporating word choice. Students also write a few sentences explaining whether or not they will keep the revisions they drafted and the impact this decision has on their narratives.

Standards

Assessed Standard(s)	
W.9-10.3.d	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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 *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.3 Revision Exit Slip: Working with Words. Students record the original passage from their narratives as well as the revised passage. Students then explain why the revision is effective. ⓘ Consider assessing these revisions using the Narrative Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Record the original passage (e.g., Coming in, the dust looked like a kind of fog, and it was hard to tell what was underneath.). • Revise the original passage, focusing on using precise words and phrases, telling details, or sensory language (e.g., Coming in, the dust from the surface was blowing up in find clouds that looked like a kind of fog, and it was hard to tell what was underneath.). • Explain why the revision is effective (e.g., The original sentence does not make the distinction about where the fog-like element comes from (and readers do not know if this is a condition that is unique to the moon). The revised sentence makes it clearer where the fog comes from or what is creating the effect.). ⓘ See the Model WR.3 Revision Exit Slip: Working with Words for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
• Standards: W.9-10.3.d, W.9-10.5, W.9-10.6, SL.9-10.1	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Writing Instruction Options	3. 30%
• Precise Words and Phrases	
• Telling Details	
• Sensory Language	
4. Narrative Writing Checklist	4. 5%
5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR.3 Revision Exit Slip: Working with Words	7. 5%
8. Closing	8. 5%

Materials

- Student copies of the up-to-date Narrative Writing Checklist (refer to WR.3 Lesson 10 Model Narrative Writing Checklist)
- Copies of the WR.3 Revision Exit Slip: _____ 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.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.

▸	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. In this lesson, students learn how to incorporate precise words and phrases, telling details, or sensory language into their writing to provide a vivid picture of experiences, events, setting and characters as they develop their narrative writing. Students revise their own drafts before participating in a peer discussion of their individual revisions.

- ▸ Students look at the agenda.

Activity 2: Homework Accountability 0%

ⓘ Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction Options 30%

ⓘ Based on student need, select from the three options below:

- Precise Words and Phrases (See Appendix 1)
- Telling Details (See Appendix 2)
- Sensory Language (See Appendix 3)

Activity 4: Narrative Writing Checklist 5%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to take out their copies of the Narrative Writing Checklist.

ⓘ Consider posting or projecting the Narrative Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Narrative Writing Checklist? In which categories do these items belong and why?

- ❍ Student responses will vary but should include points that address the following:

- Use precise words and phrases, telling details, and sensory language to develop experiences, events, settings, and characters? This item belongs in the Coherence, Organization, and Style category, because precise language, telling details, and sensory language create vivid images, which are an aspect of a writer's style.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Narrative Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Narrative Writing Checklist.

- Students add new items in the appropriate categories to their copies of the Narrative Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Narrative Writing Checklist.

Activity 5: Individual Revision 30%

Instruct students to independently revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Precise Words and Phrases
- Telling Details
- Sensory Language

ⓘ For example, if students completed the writing instruction activity on Telling Details, then their revisions will focus on telling details rather than on precise words and phrases or sensory language.

Explain to students that they should revise at least three passages to ensure they have included precise words and phrases, telling details, or sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Remind students to refer to the Narrative Writing Checklist as they revise their drafts.

Transition to individual revision.

- Students independently revise their narrative drafts to include precise words and phrases, telling details, or sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

For sample revisions, see the Model WR.3 Revision Exit Slip: Working with Words.

Activity 6: Revision Discussion 20%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

ⓘ Refer to Lesson 7 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
2. Explain to your peers how the revision improves your draft.
3. Ask your peers to provide brief constructive criticism on your revisions.
   - Students share and discuss with peers at least two effective revisions they made to their drafts.

ⓘ In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: Revision Exit Slip: Working with Words 5%

Explain that for this lesson's assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.3 Revision Exit Slip: _____ to each student. Instruct students to fill in the title "Working with Words" on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Narrative Writing Checklist.

- See the High Performance Response and Model WR.3 Revision Exit Slip: Working with Words for sample student responses.

Activity 8: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Precise Words and Phrases
- Telling Details
- Sensory Language

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your narrative.

ⓘ If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

- Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on whichever writing skill of the following you learned in this lesson:

- Precise Words and Phrases
- Telling Details
- Sensory Language

Respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your narrative.

Model Narrative Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective narrative established as a class.

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Develop real or imagined experiences or events?	☐	☐
Establish a point of view?	☐	☐
Include settings, characters, and plots that develop the experiences or events?	☐	☐
Use narrative techniques such as dialogue, pacing, description, reflection, or multiple plot lines to develop the narrative?	☐	☐
Use the passage of time to structure the narrative?	☐	☐
Have an introduction that engages and orients the reader by setting out a problem, situation, or observation?	☐	☐
Have an introduction that establishes a narrator and/or characters?	☐	☐
Have an introduction that builds a smooth progression of experiences or events?	☐	☐
Develop distinct character voices?	☐	☐
Provide a conclusion that follows from and reflects on the experiences and observations within the narrative?	☐	☐
Use different structural techniques to sequence events so that they build on one another to create a coherent whole?	☐	☐
Use precise words and phrases, telling details, and sensory language to develop experiences, events, settings, and characters?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
	☐	☐
	☐	☐

*Asterisks indicate new items added in this lesson.

WR.3 Revision Exit Slip: _____

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your narrative. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation

Model WR.3 Revision Exit Slip: Working with Words

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your narrative. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
I would not have even thought it was possible in my own life until I got the job and the other men and I began a lot of hard training in practice flights down South.	I would not have even thought it was possible in my own life until I got the assignment and my colleagues and I began our long and grueling training in flight simulators down in Virginia.	I removed or changed words like "job," "the other men," "a lot of," "hard," and "down South," so that the final version includes more precise and specific language to better help readers understand details in the text.
I think it wasn't until we landed that I had any time to feel any emotion at all. Up until then, the three of us—Buzz, Michael, and I—were performing all the necessary steps of the approach and landing process, which we had practiced many times during our hours in the simulators, before we ever went into space.	I think it wasn't until we landed that I had any time to feel any emotion at all. Up until then, the three of us—Buzz, Michael, and I—were performing all the necessary steps of the approach and landing process, which we had practiced innumerable times during our five hundred hours in the simulators, before we ever went into space.	Changing the vague words to more precise words helps convey the grueling regimen that was part of training to go the moon.
Coming in, the dust looked like a kind of fog, and it was hard to tell what was underneath.	Coming in, the dust from the surface was blowing up in fine clouds that looked like a kind of fog, and it was hard to tell what was underneath.	The original sentence does not make the distinction about where the fog-like element comes from (and readers do not know if this is a condition that is unique to the moon). The revised sentence makes it clearer where the fog comes from or what is creating the effect.

Appendix 1: Precise Words and Phrases

Post or project the following examples of a sentence that includes precise words and phrases and one that does not.

ⓘ Example 1 is taken from paragraph 14 of the Model Narrative (refer to Lesson 10)

- **Example 1:** It is just that somehow things felt different when I was looking out at a vast grey empty surface in front of a thick black velvet cloth of space and nothingness.
- **Example 2:** It is just that somehow things felt different when I was looking out into space.

Instruct students to Think, Pair, Share about the following questions:

What about the first example makes it more effective than the second example?

- Student responses may include:
  - The first example is more effective because it uses precise words and phrases to describe space, rather than just relying on a reader's understanding of what space might look like. This is important because the story is told from a first person point of view of someone who was actually present for the moon landing.
  - The words "vast" and "empty" in the phrase "vast grey empty surface" convey how expansive the moon is, as well as how lonely and uninhabited.

What is the effect of the use of the word "nothingness"?

- The word "nothingness" plays upon the notion that most people still have of space being unknown, mysterious, and huge. It also merges the experience of the astronauts with the expectations of the reader. Most people can only think of space as a massive unknown. The first person account of being in space, about to land on the moon, confirms that even an astronaut about to make history can be overwhelmed by just how huge space is.

Lead a brief whole-class discussion of student responses. Then, explain to students that using precise words and phrases can help present a clear and detailed picture of the events or experiences in a narrative. Unclear writing with weak and unspecific words can make a narrative dull and difficult to follow. Precise and specific words and phrases help develop the narrative and engage the reader.

Post or project the following example sentence.

- I would not have even thought it was possible in my own life until I got the job and the other men and I began a lot of hard training in practice flights down South.

Instruct students to work in pairs or small groups to replace the imprecise or unspecific words and phrases with more precise and specific ones. Instruct students to also explain why replacing imprecise or unspecific words and phrases makes the sentence more effective.

- Student responses will vary but should demonstrate students' ability to replace the words and phrases "job," "the other men," "a lot of," and "hard" with more specific words and phrases. A possible student response:
  - I would not have even thought it was possible in my own life until I got the assignment and my colleagues and I began our long and grueling training in flight simulators down in Virginia.
  - The revised sentence is more effective, because the details are specific. The phrase "long and grueling" is more specific than the general description of "hard," which helps the reader understand why the training was difficult instead of simply conveying that the training was difficult. Also, "flight simulators" is more specific than "practice flights," which helps create a vivid picture of the experience.

ⓘ The possible student response above is taken from paragraph 12 of the Model Narrative (refer to Lesson 10).

ⓘ **Differentiation Consideration:** If students struggle, consider identifying the words and phrases "job," "the other men," "a lot of," and "hard" for students to practice replacing.

Lead a brief whole-class discussion of student responses.

Explain to students that "precise" does not necessarily mean more words or longer sentences. Explain that sometimes writers can inadvertently weaken their writing by adding imprecise or nonspecific descriptive words.

Post or project the following paragraph and instruct students to Think, Pair, Share about the question below.

ⓘ This example has been modified from paragraph 11 of the Model Narrative (refer to Lesson 10).

- Almost every time someone asks me about what it felt like to walk on the moon, it's like I'm transported back to that moment that so many people watched, but I was super lucky enough to live. I have given a lot of different answers to the question depending on the situation, but this time, I really only said one word to the cashier.

What words or phrases seem weak or vague in this passage?

- Student responses should include:

- "almost"
- "it's like"
- "super"
- "a lot of"
- "really"

How do these words and phrases weaken the paragraph?

- These words and phrases are not specific or precise. The words suggest that the ideas are not fully developed or that the narrator is unsure of his recollection or opinion.

Lead a brief whole-class discussion of student responses. Explain to students that words that increase emphasis (e.g., "a lot of") or decrease emphasis (e.g., "almost") can be avoided by using more specific nouns, verbs, and adjectives.

Explain to students that in order to make appropriate word choices in their writing, they must have an understanding of connotation, as well as the explicit or primary meaning of the word. Explain to students that *connotation* refers to the feelings associated with a word. Provide students with the following example: The words "cheap" and "inexpensive" both describe something that does not cost a lot of money. The connotation of "inexpensive" suggests this same meaning, but the connotation of "cheap" implies that the object is also of low quality.

- Students write the definition of *connotation* in the appropriate section of their vocabulary journals.

Post or project the following examples and ask students to Think, Pair, Share about the questions below:

ⓘ Example 2 is taken from paragraph 18 of the Model Narrative (refer Lesson 10). Example 1 has been modified from the original.

- **Example 1:** The lunar lander had only sunk a few inches into the ground, so I knew that it would hold me, too, but some part of me still had a fear that I would be stalled on the new surface.
- **Example 2:** The lunar lander had only sunk a few inches into the ground, so I was confident that it would hold me, too, but some part of me still harbored a fear that I would be stuck on the strange surface.

How are the examples similar and different?

- Student responses may include:
  - Both sentences are about the fear of taking the first step onto the moon.

- The sentences use different words to describe the same situation. The first sentence includes the words "knew," "had," "stalled," and "new" versus the second example, which includes the words "confident," "harbored," "stranded," and "strange."

Which example is more effective? How does connotation contribute to the effectiveness of this example?

- Student responses may include:
  - The second sentence includes words with stronger, more precise connotations, so it better conveys how the astronaut felt moments before stepping onto the moon.
  - While both "knew" and "be confident" have similar meanings, "be confident" implies a hope that the lunar lander will hold him, and "knew" conveys an assurance that the lunar lander will hold him.
  - While both "had" and "harbored" have similar meanings, "harbored" works better in this context because its connotation is more secretive: people who harbor an emotion do not necessarily want to share it with anyone. The narrator did not want the world to know he was afraid.
  - While both "stalled" and "stuck" have similar meanings, "stuck" has a more serious connotation that conveys the fear of not being able to move. The stronger connotation of "stuck" makes the astronaut's situation seem more serious.

Lead a brief whole-class discussion of student responses.

Appendix 2: Telling Details

Inform students that it is important to provide telling details, or details that are not only descriptive, but also reveal insight into the character or event in order to engage the reader and create a vivid picture of experiences, events, setting, and characters. Post or project the following example.

ⓘ The following example is taken from paragraph 19 of the Model Narrative (refer to Lesson 10).

- Once I jumped off, I managed to speak the line I'd rehearsed in my head all those times: "That's one small step for a man, one giant leap for mankind." Maybe you wonder why there's a pause during my delivery. That was me realizing that the ground would hold me, and we had finally made it. That pause was relief.

Instruct students to Think, Pair, Share about the following questions:

How do details enhance the description in this example?

- Student responses may include:
  - The detail of "I'd rehearsed in my head all those times" helps convey the narrator's awareness of his role in such a significant event; it reveals the character's awareness of how important and historic his words would be.
  - The detail of the "pause [that] was relief" conveys how anxious the narrator must have been as he took his first steps. His pause was not satisfaction in his accomplishment, but rather relief that, for that moment, he was going to be okay.
  - The detail of "the ground [that] would hold me" conveys the narrator's unique situation, a situation in which he was in completely unfamiliar territory and was unsure of his footing.

What effect does this detailed description have on the reader's understanding of the character?

- This description helps the reader understand that although the narrator had a job to do and was aware of the significance of his actions, he was, at the time, primarily concerned about being careful and taking one step at a time. The description also helps the reader relate to the narrator, an astronaut on one of the greatest missions in history. While the narrator was able to be part of an extraordinary experience by walking on the moon, he also had real human emotions during the experience.

Lead a brief whole-class discussion of student responses.

Post or project the following example.

- Up until then, the three of us were doing all the important parts of the process, which we had done many times during our hours in the simulators, before we ever went into space.

Instruct students to work in pairs or small groups to replace the imprecise or unspecific words and phrases with more telling details. Instruct students to explain why replacing imprecise or unspecific words makes the sentence more effective.

- Student responses will vary but should demonstrate students' ability to add telling details in order to make the text more engaging and to make the descriptions more vivid. Possible student responses include:
    - Add the names of the astronauts after "the three of us" to make the story feel more like a story of brotherly friendship.
    - Change the word "doing" to "performing" so that all of the practice the men have done seem more like rehearsals for the event, which the entire world was watching.
    - Be more specific with "all the important parts of the process" by changing it to "all the necessary steps of the approach and landing process." This helps to establish that these two processes were only part of a larger scale operation and that the astronauts needed to adhere to some kind of checklist.
    - Change "many times" and "our hours" to something that better conveys how much training went in to the mission. "Many times" can be changed to "innumerable" and "our hours" can be changed to "our five hundred hours." This helps create a sense of the intense training necessary to go the moon.

Lead a brief whole-class discussion of student responses. Then post or project the students' suggested versions of the same sentence and instruct students to compare the original sentence with their suggested revisions.

- Possible student response:
    - Up until then, the three of us—Buzz, Michael, and I—were performing all the necessary steps of the approach and landing process, which we had practiced innumerable times during our five hundred hours in the simulators, before we ever went into space.

Lead a brief whole-class discussion of student responses. Explain to students that telling details are crucial to an engaging narrative. Effective use of telling details gives readers a more vivid picture of experiences, events, setting and/or characters.

Appendix 3: Sensory Language

Explain to students that sensory language is the use of details from the five senses to add color and depth to writing. Explain to students that sensory language engages the reader and creates vivid images of characters, events, and settings.

ⓘ Consider reminding students of the work they did with sensory language in their Quick Writes from Lessons 4 and 5.

Post or project the following example:

ⓘ The following example is taken from paragraph 14 of the Model Narrative (refer to Lesson 10).

- It is just that somehow things felt different when I was looking out at a vast grey empty surface in front of a thick black velvet cloth of space and nothingness. Even my moment to consider this landscape was brief, because as we got closer to approach I realized we were far out in front of where we planned to land, and were headed straight toward a huge crater with rocks the size of cars.

Instruct students to Think, Pair, Share about the following questions:

What is an example of sensory language in this quote?

- Student responses may include:
  - "vast grey empty surface"
  - "thick black velvet cloth of space and nothingness"
  - "huge crater with rocks the size of cars"

What is the effect of this sensory language on the development of the experience?

- This language helps to develop the experience because it conveys a vivid picture to the reader of what the narrator saw as the spacecraft headed toward the moon. With sensory language like "thick black velvet cloth," the reader can understand how dark space looked and how the narrator experienced that sight.

Lead a brief whole-class discussion of student responses. Explain to that students that sensory language is crucial to an engaging narrative. Effective use of sensory language allows readers to have a more vivid picture of experiences, events, settings, and characters.

SUPPLEMENTAL SKILLS INSTRUCTION

WR.3.B NARRATIVE Cohesion and Flow

Lessons WR.3.A–F offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

This lesson is composed of two distinct but related activities that center on skills for creating cohesion and flow to improve narrative writing. Each activity may last an entire class period.

Writing Instruction Options:

- Varied Syntax
- Transitional Words and Phrases

In this lesson, the teacher provides direct instruction to students on identifying and using varied syntax and transitional words and phrases to sequence events and create a coherent whole. Students focus on revising their own narratives for varied syntax or transitional words and phrases before transitioning a peer discussion of revisions. Student learning is assessed via the completion of the WR.3 Revision Exit Slip: Cohesion and Flow, on which each student records one example of a successful revision.

For homework, students choose three different passages from their narratives and revise each passage focusing on effectively using varied syntax or transitional words and phrases. Students also write a few sentences explaining whether or not they will keep the revisions they drafted and the impact this decision has on their narratives.

Standards

Assessed Standard(s)	
W.9-10.3.c	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

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)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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 *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.3 Revision Exit Slip: Cohesion and Flow. Students record the original passage from their narratives as well as the revised passage. Students then explain why the revision is effective. ⓘ Consider assessing these revisions using the Narrative Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Record the original passage (e.g., We would have lasted about 12 seconds before we lost consciousness if we did not have this equipment.). • Revise the original passage, focusing on appropriate and effective use of varied syntax or transitional words and phrases (e.g., Without this equipment, we would have lasted about 12 seconds before we lost consciousness.). • Explain why the revision is effective (e.g., I varied the syntax so that the emphasis is on the importance of the equipment, which is described in the sentence before.). ⓘ See the Model WR.3 Revision Exit Slip: Cohesion and Flow for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
• Standards: W.9-10.3.c, W.9-10.5, W.9-10.6, SL.9-10.1	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Writing Instruction Options:	3. 30%
• Varied Syntax	
• Transitional Words and Phrases	
4. Narrative Writing Checklist	4. 5%
5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR.3 Revision Exit Slip: Cohesion and Flow	7. 5%
8. Closing	8. 5%

Materials

- Student copies of the up-to-date Narrative Writing Checklist (refer to WR.3 Lesson A Model Narrative Writing Checklist)
- Copies of the WR.3 Revision Exit Slip: _____ for each student (refer to WR.3 Lesson A)—students will need additional blank copies
- Copies of the Transitions 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.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students learn how to incorporate varied syntax or transitional words and phrases to strengthen the cohesion and flow of their narratives. Students revise their own drafts before participating in a peer discussion of their individual revisions.

- Students look at the agenda.

Activity 2: Homework Accountability 0%

ⓘ Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction Options 30%

ⓘ Based on student need, select from the two options below:

- Varied Syntax (See Appendix 1)
- Transitional Words and Phrases (See Appendix 2)

Activity 4: Narrative Writing Checklist 5%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to take out their copies of the Narrative Writing Checklist.

ⓘ Consider posting or projecting the Narrative Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Narrative Writing Checklist? In which categories do these items belong and why?

🗨 Student responses will vary but should include points that address the following:

- Include varied syntax to contribute to a cohesive and engaging narrative? This item belongs in the Coherence, Organization, and Style category, because varying sentences is part of a writer's style.

- Include transitional words and phrases that clearly show the relationship among characters, experiences, and events? This item belongs in the Coherence, Organization, and Style category, because transitions aid in the cohesion and clarity in narratives.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Narrative Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Narrative Writing Checklist.

- Students add new items in the appropriate categories to their copies of the Narrative Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Narrative Writing Checklist.

Activity 5: Individual Revision 30%

Instruct students to independently revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Varied Syntax
- Transitional Words and Phrases

ⓘ For example, if students completed the writing instruction activity on Varied Syntax, then their revisions will focus on varied syntax rather than on transitional words and phrases.

Explain to students that they should revise at least three passages for varied syntax or transitional words and phrases. Remind students to refer to the Narrative Writing Checklist as they revise their drafts.

Transition to individual revision.

- Students independently revise their drafts to include varied syntax or transitional words and phrases.

For sample revisions, see the Model WR.3 Revision Exit Slip: Cohesion and Flow.

Activity 6: Revision Discussion 20%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an

opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

ⓘ Refer to Lesson 7 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
2. Explain to your peers how the revision improves your draft.
3. Ask your peers to provide brief constructive criticism on your revisions.
   - Students share and discuss with peers at least two effective revisions they made to their drafts.

ⓘ In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.3 Revision Exit Slip: Cohesion and Flow 5%

Explain that for this lesson's assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.3 Revision Exit Slip: _____ to each student. Instruct students to fill in the title "Cohesion and Flow" on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Narrative Writing Checklist.

- See the High Performance Response and Model WR.3 Revision Exit Slip: Cohesion and Flow for sample student responses.

Activity 8: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Varied Syntax
- Transitional Words and Phrases

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your narrative.

ⓘ If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

- Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on whichever of the following writing skills you learned in this lesson:

- Varied Syntax
- Transitional Words and Phrases

Respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your narrative.

Model Narrative Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective narrative established as a class.

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Develop real or imagined experiences or events?	☐	☐
Establish a point of view?	☐	☐
Include settings, characters, and plots that develop the experiences or events?	☐	☐
Use narrative techniques such as dialogue, pacing, description, reflection, or multiple plot lines to develop the narrative?	☐	☐
Use the passage of time to structure the narrative?	☐	☐
Have an introduction that engages and orients the reader by setting out a problem, situation, or observation?	☐	☐
Have an introduction that establishes a narrator and/or characters?	☐	☐
Have an introduction that builds a smooth progression of experiences or events?	☐	☐
Develop distinct character voices?	☐	☐
Provide a conclusion that follows from and reflects on the experiences and observations within the narrative?	☐	☐
Use different structural techniques to sequence events so that they build on one another to create a coherent whole?	☐	☐
Use precise words and phrases, telling details, and sensory language to develop experiences, events, settings, and characters?	☐	☐
Include varied syntax to contribute to a cohesive and engaging narrative?*	☐	☐
Include transitional words and phrases that clearly show the relationship among characters, experiences, and events?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
	☐	☐
	☐	☐

*Asterisks indicate new items added in this lesson.

Model WR.3 Revision Exit Slip: Cohesion and Flow

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your narrative. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
I have given different answers to the question depending on the situation. I only said one word to the cashier.	I have given different answers to the question depending on the situation, but this time, I only said one word to the cashier.	I added the transitional words to help connect the ideas and show that there is something different about the narrator's usual answer and what he tells the cashier.
We would have lasted about 12 seconds before we lost consciousness if we did not have this equipment.	Without this equipment, we would have lasted about 12 seconds before we lost consciousness.	I varied the syntax so that the emphasis is on the importance of the equipment, which is described in the sentence before.
"Oh my god," she said, "I remember watching you land. It was my mother's birthday. My entire family was there at the house. We gathered around this tiny color TV in the living room. I remember the president called you guys up there. My father pretended like he could call too. He got on the phone and had us all laughing. This is amazing."	"Oh my god," she said, "I remember watching you land. It was my mother's birthday so my entire family was there at the house and we gathered around this tiny color TV in the living room. And I remember the president called you guys up there and my father pretended like he could call too and got on the phone and had us all laughing. This is … wow … this is amazing."	I changed the sentences so that they vary and so that the dialogue sounds more realistic, like it comes from someone who is very excited.

Appendix 1: Varied Syntax

Explain to students that *syntax* refers to the arrangement of words and phrases to create well-formed sentences. *Syntax* also relates to the impact that this arrangement has on a reader's understanding of an author's purpose or point of view.

ⓘ Consider asking students to volunteer the definition of *syntax* before providing it to the class.

- Students write the definition of *syntax* in the appropriate section of their vocabulary journals.

Post or project the following examples.

ⓘ Example 1 is taken from paragraph 17 of the Model Narrative (refer to Lesson 10). Example 2 has been modified from the model.

- **Example 1:** Without this equipment, we would have lasted about 12 seconds before we lost consciousness.
- **Example 2:** We would have lasted about 12 seconds before we lost consciousness if we did not have this equipment.

Instruct students to Turn-and-Talk about the following questions:

Compare how the words and phrases are arranged in each example.

- In the first example, the sentence begins with a phrase about the equipment and then goes on to describe what would happen if the astronauts did not have the equipment. In the second example, the sentence describes what would have happened without the equipment before mentioning the equipment.

What is the effect of word order on the emphasis and meaning in each sentence?

- Student responses may include:
  - In the first example, the sentence begins with the equipment, so the emphasis is on the equipment. With the sentence arranged this way, the writer focuses attention on the importance of the equipment.
  - In the second example, the writer begins with what would have happened without the special equipment, which emphasizes how harsh conditions can be unless the right equipment is present.

Lead a brief whole-class discussion of student responses. Then explain to students that sentences with simple syntax are short (with few phrases). Sentences with complex syntax may be longer (with many phrases). Changes in word order or sentence length and complexity are called *variations in syntax*.

Explain to students that writers vary syntax to emphasize certain ideas and/or create a stylistic effect. For example, a writer can vary syntax to quicken the pace with short sentences or lengthen the pace with longer sentences.

- Students write the definition of *variations in syntax* in the appropriate section of their vocabulary journals.

Post or project the following examples.

ⓘ Example 1 is taken from paragraph 4 of the narrative model "Return to July" (refer to Lesson 1). Example 2 has been modified from the original.

- **Example 1:** We ate there at least twice a week. When we ate at the restaurant, I was encouraged to say "hello" and "thank you" in Chinese. These simple utterances routinely set Mr. Liu off in a flurry of sentences strung together with an almost overwhelming pace and volume.
- **Example 2:** We ate there at least twice a week. I was encouraged to say "hello" and "thank you" in Chinese when we went. Mr. Liu would go into a flurry of sentences strung together when I spoke Chinese. Mr. Liu's speech was overwhelming and loud.

Instruct students to read the examples and Turn-and-Talk about the following questions.

How does the writer vary syntax in these examples?

- Student responses may include:
  - In the first example, the writer varies syntax by using both long and short sentences. The writer starts the second sentence "When we ate at the restaurant, which is different from how the sentences before and after it begin.
  - In the second example, the same simple sentence structure is repeated. Most of the sentences are the same length, so the syntax is not varied.

ⓘ **Differentiation Consideration:** If students struggle, consider using a masterful reading of this example set. This practice supports students' understanding of varied syntax by allowing them to hear the effect of structure on the rhythm of the sentence.

What is the effect of the varied syntax on meaning, style, and emphasis in these examples?

- Student responses may include:
  - In the first example, the varied syntax and different sentence lengths contribute to a flow of sentences that make it more engaging to read.
  - The repetitive syntax in the second example makes the example sound choppy. The lack of varied syntax in the second example makes the paragraph more difficult to read, and the

connections between ideas are less clear. The lack of variation also makes the paragraph less engaging to read, which takes away from the power of the writing

ⓘ **Differentiation Consideration**: If students struggle to answer these questions, consider providing more examples from the model narrative (complete model in Lesson 10) or other student essays to assist in their understanding of how variations in syntax can affect the meaning, emphasis, and style of a piece of writing.

Lead a brief whole-class discussion of student responses. Explain to students that varied syntax can give significant strength to their narratives. Varying the length and structure of sentences can help readers engage with the text and strengthen the power, pacing, and flow of the narrative.

Appendix 2: Transitional Words and Phrases

Introduce students to the ideas of *cohesion* and *transitions*. Explain to students that *cohesion* in writing refers to how well the paragraphs and sentences link the claims and evidence of a text together into a coherent whole. Explain to students that *transitions* are words and phrases that are used to create cohesion.

- Students write the definitions of *cohesion* and *transitions* in the appropriate section of their vocabulary journals.

Explain to students that achieving cohesion and successfully using transitions are important aspects of careful revision. Explain to students that cohesion should exist between paragraphs as well as between sentences. In both cases, transitional words and phrases can help link ideas, experiences, and events in a narrative.

Distribute the Transitions Handout. Explain that the handout provides a variety of transitional words to use in specific cases. Explain to students that the words are grouped together by the way they are used. For example, to create transitions based on time in a sequence of events, students might use words like *meanwhile* or *next*. Words and phrases like *as a result* and *consequently* can be used to indicate cause and effect.

- Students listen and examine the handout.

Instruct students to form pairs or small groups. Post or project the following two paragraphs and instruct student pairs or groups to identify and record words and phrases that support transition and cohesion between sentences and paragraphs.

ⓘ Example 1 is taken from paragraph 1 of the College Application Essay narrative model (refer to Lesson 2). Example 2 is modified from paragraph 5 of the College Application Essay narrative model.

- **Example 1:** If my life to date were a novel, the motif would be *shoes*. Shoes have made a huge impact on my life in ways varied and unexpected. In fact, a passion for shoes is a family trait. My father was a long-distance runner and an early athletic shoe aficionado. He later became the CFO of an athletic shoe manufacturer where helped develop some of the first high-tech running shoes. Following in my father's footsteps, I acquired a great passion for learning about athletic shoes and I now have an impressive collection to match. Shoes have shaped my college and career plans, but their impact goes even deeper.
- **Example 2:** A shared passion for shoes creates an instant connection with people I meet. It can be a suburban shopping mall. It can be a trendy neon-lit Los Angeles sneaker store. I have learned that shoes are not a fashion statement or a status symbol. Shoes enable a child to make an arduous trek to school. Shoes enable a child to surmount a potential education barrier. I learned about In Ian's Boots. I knew I found a way to unite my shoe passion with my mission to contribute positively to the

world around me. In Ian's Boots was founded by the grieving parents of a fellow soccer goalie killed in a sledding accident. In Ian's Boots collects used shoes for people in need around the world. Doctors found a biblical message in his boots urging "perseverance." This story and message spoke to me. I hosted a drive and collected over 600 pairs of shoes. Shoes have been distributed to Honduras, Ghana, and Haiti.

Instruct students to answer the following questions in their pairs or groups before sharing out with the class. Instruct students to use the Transitions Handout as a reference.

Which of these paragraphs is more cohesive and why?

- The first example paragraph is more cohesive. The language is easier to follow and ideas are connected. The paragraph relies on transitional words and phrases like "in fact," "later," "following in my father's footsteps," "and I now," and "but."

Which of these excerpts is less cohesive and why?

- The second example paragraph is less cohesive. The sentences are choppy and repetitive because there are no transitional words and phrases that help establish any time frame for the narrator's thoughts and actions. Rather, the sentences seem like isolated statements about the narrator, shoes, and charity.

ⓘ **Differentiation Consideration:** If students struggle to identify differences between the paragraphs, consider preparing a highlighted version of the paragraphs, annotating the transitional words and phrases in the first example and the lack of transitional words and phrases in the second example.

ⓘ **Differentiation Consideration:** If students need additional practice using transitional words and phrases, instruct students to work in pairs or small groups to add transitions to the second example paragraph above.

- Students add transitional words and phrases.

Lead a brief whole-class discussion of student responses.

What specific words and phrases in the more cohesive paragraph create effective transitions and contribute to cohesion?

- Student responses should include:
  - "in fact"
  - "later"
  - "following in my father's footsteps"
  - "and I now"
  - "but"

How does each transitional word contribute to the cohesion of the paragraph?

- Student responses may include:
  - The phrase "in fact" indicates that there is another detail the narrator wants to share about the importance of shoes in his or her life. The narrator uses this phrase to transition to details about how "a passion for shoes is a family trait."
  - The word "later" indicates that the narrator's father was a runner and lover of shoes before he became the "CFO of an athletic shoe manufacturer." The word "later" indicates which event happened first.
  - The phrase "following in my father's footsteps" indicates that something the narrator's father did before shaped or influenced the narrator in some way. This phrase helps the narrator segue from the father's success to the narrator's own "passion for learning about athletic shoes." It allows readers to see the influence of the narrator's father and how it has impacted the narrator's decision for the future.
  - The phrase "and I now" indicates that the narrator wants to talk about something happening at present. This is a time transitional phrase that merges the narrator's backstory with the present and makes it clearer to readers that the narrator's previous experience informs a current state of mind.
  - The word "but" indicates a change in a sentence. In this sentence, "but" is used to transition from the narrator's "college and career plans" to something the narrator considers to be far more important.

Lead a brief whole-class discussion of student responses. Explain to students that creating effective transitions is crucial to sequencing events and creating cohesion in a narrative. Through transitional words and phrases, readers are able to stay engaged with the events of the narrative throughout the piece. Effective use of transitional words and phrases improves the flow of a story and is important for clarifying time and place.

Transitions Handout

Name:		Class:		Date:	

Addition (to add an idea)	Illustration (to give an example)	Comparison (to show how ideas are similar)	Contrast (to show how ideas are different)	Explanation (to explain an idea)
again also besides finally first furthermore in addition lastly secondly	e.g., for example for instance specifically such as to demonstrate to illustrate	equally in the same way likewise similarly	although at the same time however in contrast nevertheless nonetheless on the contrary otherwise yet	i.e., in other words that is to clarify to explain
Emphasis (to highlight an idea)	**Conclusion (to end a passage)**	**Cause and Effect (to show why)**	**Time (to show when)**	**Place (to show where)**
especially importantly indeed in fact of course significantly surely	finally in conclusion in the end lastly to conclude	as a result because consequently for this reason hence so that therefore	after during meanwhile next simultaneously then when while	above adjacent to below beyond here nearby opposite to there

SUPPLEMENTAL SKILLS INSTRUCTION

WR.3.C NARRATIVE Varying Sentence Length

Lessons WR.3.A–F offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

This lesson is composed of two distinct but related activities that center on skills for effectively varying sentence length to improve narrative writing. Each activity may last an entire class period.

Writing Instruction Options:

- Combining Sentences Using Semicolons and Colons
- Splitting Sentences

In this lesson, the teacher provides direct instruction to students on combining sentences using semicolons and colons. Students also practice splitting sentences to improve their clarity of their writing. Students focus on revising their own narratives for effectively combining sentences using semicolons and colons or for splitting sentences before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.3 Revision Exit Slip: Varying Sentence Length, on which each student records one example of a successful revision.

For homework, students choose three different passages from their narratives and revise each passage, focusing on effectively combining sentences using semicolons and colons or splitting sentences as necessary to strengthen their writing. Students also write a few sentences explaining whether or not they will keep the revisions they drafted and the impact this decision has on their narratives.

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	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2.a, b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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.
Addressed Standard(s)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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 *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.3 Revision Exit Slip: Varying Sentence Length. Students record the original passage from their narratives as well as the revised passage. Students then explain why the revision is effective. ⓘ Consider assessing these revisions using the Narrative Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Record the original passage (e.g., Now I was ready to report. "The Eagle has landed."). • Revise the original passage, focusing on combining sentences using semicolons and/or colons or splitting sentences (e.g., Now I was ready to report: "The Eagle has landed."). • Explain why the revision is effective (e.g., I used a colon to connect these two sentences, because the dialogue clarifies what the narrator means in the first clause.). ⓘ See the Model WR.3 Revision Exit Slip: Varying Sentence Length for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
• Standards: W.9-10.5, L.9-10.1, L.9-10.2.a, b, W.9-10.6, SL.9-10.1	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Writing Instruction Options:	3. 30%
• Combining Sentences Using Semicolons and Colons	
• Splitting Sentences	
4. Narrative Writing Checklist	4. 5%
5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR.3 Revision Exit Slip: Varying Sentence Length	7. 5%
8. Closing	8. 5%

Materials

- Student copies of the up-to-date Narrative Writing Checklist (refer to WR.3 Lesson B Model Narrative Writing Checklist)
- Copies of the WR.3 Revision Exit Slip: _____ for each student (refer to WR.3 Lesson A)—students will need additional blank copies
- Copies of the Semicolon and Colon 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.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students learn how to combine sentences using semicolons and colons or how to split sentences to strengthen their writing. Students revise their own drafts before participating in a peer discussion of their individual revisions.

- Students look at the agenda.

Activity 2: Homework Accountability 0%

ⓘ Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction Options 30%

ⓘ Based on student need, select from the two options below:

- Combining Sentences Using Semicolons and Colons (See Appendix 1)
- Splitting Sentences (See Appendix 2)

Activity 4: Narrative Writing Checklist 5%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to take out their copies of the Narrative Writing Checklist.

ⓘ Consider posting or projecting the Narrative Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Narrative Writing Checklist? In which categories do these items belong and why?

🗨 Student responses will vary but should include points that address the following:

- Correctly incorporate semicolons and colons to make my writing clearer? This item belongs in the Control of Conventions category, because it is about proper use of punctuation.

- Include sentences of varied length that contribute to the flow and effectiveness of my narrative? This item belongs in the Coherence, Organization, and Style category, because varying sentence length affects both the coherence and style of narratives.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Narrative Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Narrative Writing Checklist.

- Students add new items in the appropriate categories to their copies of the Narrative Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Narrative Writing Checklist.

Activity 5: Individual Revision 30%

Instruct students to independently revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Combining Sentences Using Semicolons and Colons
- Splitting Sentences

ⓘ For example, if students completed the writing instruction activity on Combining Sentences Using Semicolons and Colons, then their revisions will focus on using semicolons and colons to combine sentences rather than on splitting sentences.

Explain to students that they should revise at least three passages for effectively combining sentences using semicolons and colons or for splitting sentences. Remind students to refer to the Narrative Writing Checklist as they revise their drafts.

Transition to individual revision.

- Students independently revise their drafts for effectively combining sentences using semicolons and colons or for splitting sentences.

For sample revisions, see the Model WR.3 Revision Exit Slip: Varying Sentence Length.

Activity 6: Revision Discussion 20%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

ⓘ Refer to Lesson 7 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
2. Explain to your peers how the revision improves your draft.
3. Ask your peers to provide brief constructive criticism on your revisions.
   - Students share with peers at least two effective revisions they made to their drafts.

ⓘ In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.3 Revision Exit Slip: Varying Sentence Length 5%

Explain that for this lesson's assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.3 Revision Exit Slip: _____ to each student. Instruct students to fill in the title "Varying Sentence Length" on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Narrative Writing Checklist.

- See the High Performance Response and Model WR.3 Revision Exit Slip: Varying Sentence Length for sample student responses.

Activity 8: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Combining Sentences Using Semicolons and Colons
- Splitting Sentences

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your narrative.

ⓘ If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

- Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on whichever of the following writing skills you learned in this lesson:

- Combining Sentences Using Semicolons and Colons
- Splitting Sentences

Respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your narrative.

Model Narrative Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective narrative established as a class.

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Develop real or imagined experiences or events?	☐	☐
Establish a point of view?	☐	☐
Include settings, characters, and plots that develop the experiences or events?	☐	☐
Use narrative techniques such as dialogue, pacing, description, reflection, or multiple plot lines to develop the narrative?	☐	☐
Use the passage of time to structure the narrative?	☐	☐
Have an introduction that engages and orients the reader by setting out a problem, situation, or observation?	☐	☐
Have an introduction that establishes a narrator and/or characters?	☐	☐
Have an introduction that builds a smooth progression of experiences or events?	☐	☐
Develop distinct character voices?	☐	☐
Provide a conclusion that follows from and reflects on the experiences and observations within the narrative?	☐	☐
Use different structural techniques to sequence events so that they build on one another to create a coherent whole?	☐	☐
Use precise words and phrases, telling details, and sensory language to develop experiences, events, settings, and characters?	☐	☐
Include varied syntax to contribute to a cohesive and engaging narrative?	☐	☐
Include transitional words and phrases that clearly show the relationship among characters, experiences, and events?	☐	☐

Include sentences of varied length that contribute to the flow and effectiveness of my narrative?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
Correctly incorporate semicolons and colons to make my writing clearer?*	☐	☐

*Asterisks indicate new items added in this lesson.

Model WR.3 Revision Exit Slip: Varying Sentence Length

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your narrative draft. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
We were on the moon. There wasn't much time to celebrate.	We were on the moon; there wasn't much time to celebrate.	I added a semicolon after "moon," so now the sentence has varied punctuation and it is still grammatically correct.
Now I was ready to report. "The Eagle has landed."	Now I was ready to report: "The Eagle has landed."	I used a colon to connect these two sentences, because the dialogue clarifies what the narrator means in the first clause.
She ran my card through her machine and held it for a moment, looking at it in her hand, which moved as if she were going to return it to me. Instead she took another look, squinting hard, and she peered at the card and back at me, as if she were trying to match a face to the name.	She ran my card through her machine and held it for a moment, looking at it in her hand. Her hand moved as if she were going to return it to me. But instead she took another look, squinting hard. She peered at the card and back at me, as if she were trying to match a face to the name.	I split the sentences in a way that helps to convey the recollection as actions that are part of a sequence. This revision clarifies which details relate to each other and it also creates a sequence of events.

Appendix 1: Combining Sentences Using Semicolons and Colons

Explain to students that they can strengthen the clarity with which they develop the experiences and events in their narratives by using semicolons and colons properly and effectively. Varying sentence length by combining sentences with semicolons or colons contributes to an engaging, cohesive narrative.

ⓘ **Differentiation Consideration:** If necessary, explain that *cohesion* in writing refers to how well the paragraphs and sentences link the claims and evidence of a text together into a coherent whole.

- Students write the definition of *cohesion* in the appropriate section of their vocabulary journals.

Explain to students that they must understand what an *independent clause* is in order to use semicolons and colons properly.

ⓘ Students may be familiar with the components of an *independent clause*. Consider asking students to volunteer an explanation of what an *independent clause* is and provide an example before providing the definition of an *independent clause* to the class.

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." An *independent clause* communicates a complete thought.

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

Post or project the following example of an independent clause.

ⓘ The following example is taken from section 3, paragraph 8 of the article "The Flight of Apollo 11" by Kenneth F. Weaver (refer to Lessons 4–5).

- "The thrill of a race had added to the excitement."

Ask a student volunteer to identify the elements of the independent clause given above.

- Student responses should include:
  - The subject is "thrill."
  - The predicate is "had added to the excitement" with "had added" as the verb of the sentence.

ⓘ **Differentiation Consideration:** Students may need more support in understanding the components of a complete sentence in order to understand independent clauses. Consider reviewing and posting the definitions and examples of the parts of speech such as *subject, predicate,* and *verb*.

- Students write the definitions of *subject, predicate,* and *verb* in the appropriate section of their vocabulary journals.

Explain to students that semicolons are a type of punctuation that can be used to connect two independent clauses and show they are related. Post or project the following example for students:

ⓘ Example 1 is modified from section 3, paragraph 12 of the article "The Flight of Apollo 11" by Kenneth F. Weaver. Example 2 is taken from section 3, paragraph 12 of the article "The Flight of Apollo 11" (refer to Lessons 4–5).

- **Example 1**: Armstrong had no doubts, however, about what to do. He had faced problems like this many times before in the simulators.

Then, post or project the following example of the two sentences linked with a semicolon:

- **Example 2**: Armstrong had no doubts, however, about what to do; he had faced problems like this many times before in the simulators.

Explain to students that it is possible to keep two distinct sentences instead of joining the independent clauses with a semicolon, but when the ideas are closely linked, combining the sentences can contribute to the cohesion and flow of the passage.

Inform students that semicolons are just one way of combining sentences. Writers can use commas and conjunctions or transitional words or phrases to combine independent clauses (e.g., Armstrong had no doubts, however, about what to do, because he had faced problems like this many times before in the simulators.).

- Students follow along.

ⓘ Lesson B and Lesson D provide instruction on transitional words and phrases and comma usage, respectively.

Post or project the following paragraph and instruct students to work in pairs or small groups to practice combining sentences using semicolons, conjunctions, or transitional words or phrases. Encourage students to vary their methods of combining sentences. Explain to students that they may want to leave some short sentences to vary the length of sentences throughout the paragraph and to emphasize certain ideas with short sentences.

ⓘ The following example is modified from paragraph 15 of the Model Narrative (refer to Lesson 10).

- We slowed down. We straightened out just in time. We landed softly. We weren't even sure we were on solid ground. I couldn't completely relax. I didn't know if the surface of the moon would

hold our ship. Coming in, the dust from the surface was blowing up in fine clouds. The dust looked like a kind of fog. It was hard to tell what was underneath. Once we got the craft down, it stayed there. Now I was ready to report. "The Eagle has landed."

Lead a brief whole-class discussion in which volunteers share how and why they combined sentences.

- Student responses may include:
  - We slowed down and straightened out just in time. We landed so softly that we weren't even sure we were on solid ground. I couldn't completely relax, because I didn't know if the surface of the moon would hold our ship. Coming in, the dust from the surface was blowing up in fine clouds that looked like a kind of fog; it was hard to tell what was underneath. But once we got the craft down, it stayed there. Now I was ready to report: "The Eagle has landed."

ⓘ **Differentiation Consideration:** Some students may struggle to immediately grasp the proper use of semicolons. If students struggle, work with them individually to write out 5–10 examples of the proper use of semicolons.

Explain to students that a colon is another type of punctuation that is useful for combining related independent clauses. Post or project the following examples:

ⓘ The following examples can also be found on the Semicolon and Colon Handout.

- **Example 1:** Once I jumped off, I managed to speak the line I'd rehearsed in my head all those times: "That's one small step for a man, one giant leap for mankind."
- **Example 2:** For the trip we needed different kinds of equipment: life support packs, helmets, and layers of special clothing under our space suits.
- **Example 3:** We didn't have time to celebrate, because we had a mission to accomplish: we had to collect and report on samples of the moon's surface.

Instruct students to work in pairs or small groups to describe the three different uses for colons.

- Student responses should include:
  - In example 1, the colon links together one independent clause and a quotation that is a complete sentence. This suggests that a colon can be used to introduce a quotation after an independent clause when the quotation itself is also an independent clause.
  - In example 2, the colon comes after an independent clause and before a list. This shows that a colon can be used to introduce a list.

- In example 3, the colon is between two independent clauses. The second independent clause seems to explain the idea in the first clause that the astronauts "had a mission to accomplish." This suggests that a colon can be used to link two independent clauses when the second clause provides more detail about or emphasizes the first clause.

Lead a brief whole-class discussion of student responses.

Distribute the Semicolon and Colon Handout to each student. Encourage students to use this handout as a reference for proper and common uses of semicolons and colons.

- Students examine the handout.

ⓘ **Differentiation Consideration:** Some students may struggle to immediately grasp the proper use of colons. If students struggle, work with them individually to write out 5–10 examples of the proper use of colons.

Semicolon and Colon Handout

Remember that an *independent clause* is "a clause that can stand alone as a sentence, containing a subject and a predicate with a finite verb." An *independent clause* communicates a complete thought.

Common and Proper Uses of the Semicolon:

- Use a semicolon to connect two *independent clauses* that are related to one another.
    - Example: We were on the moon; there wasn't much time to celebrate.

Common and Proper Uses of the Colon:

- Use a colon when introducing a quotation after an independent clause. The quotation must also be an independent clause.
    - Example: Once I jumped off, I managed to speak the line I'd rehearsed in my head all those times: "That's one small step for a man, one giant leap for mankind."
- Use a colon when introducing a list.
    - Example: For the trip we needed different kinds of equipment: life support packs, helmets, and layers of special clothing under our space suits.
- Use a colon between two independent clauses when the second clause provides more detail about or emphasizes the first clause.
    - Example: We didn't have time to celebrate, because we had a mission to accomplish: we had to collect and report on samples of the moon's surface.

Further reference: The Purdue University Online Writing Lab (OWL): http://owl.english.purdue.edu (search terms: semicolons and colons).

Appendix 2: Splitting Sentences

Explain that writers often combine sentences to show connections between ideas and to make writing flow smoothly; however, sometimes writers split long sentences into shorter sentences in order to vary sentence length or make details stand out. Splitting long sentences can also help writers change the pace of the narrative or create a smooth progression of events.

Post or project the following paragraph and instruct students to work in pairs or small groups to practice splitting sentences by replacing commas and conjunctions or transitional words and phrases with periods. Explain to students that they may not want to split all the sentences in order to vary the length of sentences throughout the paragraph.

ⓘ The following example is modified from paragraph 2 of the Model Narrative (refer to lesson 10).

- She ran my card through her machine and held it for a moment, looking at it in her hand, which moved as if she were going to return it to me. Instead she took another look, squinting hard, and she peered at the card and back at me, as if she were trying to match a face to the name.

Lead a brief whole-class discussion in which volunteers share how and why they split sentences.

- Student responses may include:
  - She ran my card through her machine and held it for a moment, looking at it in her hand. Her hand moved as if she were going to return it to me. But instead she took another look, squinting hard. She peered at the card and back at me, as if she were trying to match a face to the name.

SUPPLEMENTAL SKILLS INSTRUCTION

WR.3.D NARRATIVE Ensuring Sentence Accuracy

Lessons WR.3.A–F offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

In this lesson, the teacher provides direct instruction to students on using commas and repairing sentence fragments and run-on sentences. Students focus on revising their own narratives for using commas effectively and repairing fragments and run-on sentences before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.3 Revision Exit Slip: Ensuring Sentence Accuracy, on which each student records one example of a successful revision.

For homework, students choose three different passages from their narratives and revise each passage focusing on effectively using commas and repairing sentence fragments and run-on sentences. Students also write a few sentences explaining whether they will keep the revisions they drafted and the impact this decision has on their narratives.

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.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Addressed Standard(s)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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 *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.3 Revision Exit Slip: Ensuring Sentence Accuracy. Students record the original passage from their narratives as well as the revised passage. Students then explain why the revision is effective. ⓘ Consider assessing these revisions using the Narrative Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Record the original passage (e.g., And most importantly, we had to get our suits on. Which was like dressing to play football in the arctic on a cold day.). • Revise the original passage, focusing on using commas and repairing fragments and run-ons (e.g., And most importantly, we had to get our suits on, which was like dressing to play football in the arctic on a cold day.). • Explain why the revision is effective (e.g., I added a comma to link the fragment to the main clause.). ⓘ See the Model WR.3 Revision Exit Slip: Ensuring Sentence Accuracy for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: • Standards: W.9-10.5, L.9-10.2, W.9-10.6, SL.9-10.1	

Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Writing Instruction: Commas, Fragments, and Run-ons	3. 30%
4. Narrative Writing Checklist	4. 5%
5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR.3 Revision Exit Slip: Ensuring Sentence Accuracy	7. 5%
8. Closing	8. 5%

Materials

- Copies of the Comma Handout for each student
- Student copies of the up-to-date Narrative Writing Checklist (refer to WR.3 Lesson C Model Narrative Writing Checklist)
- Copies of the WR.3 Revision Exit Slip: _____for each student (refer to WR.3 Lesson A)—students will need additional blank copies

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students learn how to effectively incorporate commas into their writing, as well as how to repair sentence fragments and run-on sentences. Students revise their own drafts before participating in a peer discussion of their individual revisions.

- Students look at the agenda.

Activity 2: Homework Accountability 0%

ⓘ Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction: Commas, Fragments, and Run-ons 30%

Explain to students that they can strengthen the clarity with which they describe experiences and events in their narratives by using commas properly and effectively. Explain that commas are a type of punctuation that can be used to connect related clauses and ideas and create a sequence of events. Explain to students that they can use commas to help them combine clauses, especially when they encounter errors with sentence fragments and run-on sentences.

Post or project the following examples:

ⓘ The following examples can also be found on the Comma Handout.

- **Example 1:** I can see where you couldn't be sure, since I'm not wearing 190 pounds of space gear.
- **Example 2:** For most of human history, it was impossible to imagine that anyone would make it to the moon.
- **Example 3:** We had to help each other put on several layers, attach the life support pack to our backs, and put our helmets on our heads.

Instruct students to work in pairs or small groups to describe the different uses for commas.

- Student responses should include:
  - In example 1, the comma comes before a conjunction and links two independent clauses. This suggests that a comma and a conjunction can be used to connect two independent clauses.
  - In example 2, the comma is between two clauses in the sentence. This indicates that a comma can be used to set off introductory elements like clauses, phrases, or words that come before the main independent clause.
  - In example 3, the commas separate items in a sequential list. This shows that commas can be used to separate three or more words, phrases, or clauses written in a series.

ⓘ **Differentiation Consideration:** Consider providing students with the following definition: *independent clause* means "a clause that can stand alone as a sentence, containing a subject and a predicate." This means that an *independent clause* communicates a complete thought. Post or project the following example of an independent clause: "It was July."

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

Lead a brief whole-class discussion of student responses.

Distribute the Comma Handout to each student. Encourage students to use this handout as a reference for proper and common uses of commas.

- Students examine the handout.

ⓘ **Differentiation Consideration:** Some students may struggle to immediately grasp the proper use of commas. If students struggle, work with them individually to write out 5–10 examples of the proper use of commas.

Explain to students that while effective writing includes varied sentence length, it is important that the sentences are correct and complete. Explain to students that a *sentence fragment* is an incomplete sentence and is usually a part of a sentence that has become disconnected from the main clause. Because fragments are incomplete thoughts, they can leave readers confused.

- Students write the definition of *sentence fragment* in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration:** Students may need more support in understanding the components of a complete sentence in order to understand sentence fragments and run-ons. Consider reviewing and posting the definitions and examples of the parts of speech such as *subject*, *verb*, and *object*.

- Students write the definitions of *subject*, *verb*, and *object* in the appropriate section of their vocabulary journals.

Explain to students that often, repairing a sentence fragment is as simple as combining the fragment with the main clause by using a comma.

Post or project the following example:

- Since I returned from space many years ago. I have been subject to Earth's rules just like everyone else.

Instruct students to Turn-and-Talk about the following question:

How can the sentence fragment in this example be repaired?

- Student responses will vary but may include:

- Replacing the first period with a comma links the fragment to the main clause, which repairs this example. The corrected sentence can be: "Since I returned from space many years ago, I have been subject to Earth's rules just like everyone else."

Lead a brief whole-class discussion in which volunteers share how they repaired the fragment.

Explain to students that sometimes they will need to add or subtract words or phrases in order to effectively combine clauses and avoid a fragment. Post or project the following example:

- We were on the moon. Wasn't much time to celebrate.

Instruct students to Turn-and-Talk about the following question:

How can the sentence fragment in this example be repaired?

- Student responses may vary, but may include:
  - Adding a comma after the word "moon" and adding the phrase "but there" after the comma can repair the example. The corrected sentence can be: "We were on the moon, but there wasn't much time to celebrate."

Lead a brief whole-class discussion in which volunteers share how they repaired the fragment.

Explain to students that sometimes fragments are not necessarily pieces of sentences separated from the main clause. Often these fragments are written as main clauses but do not have a subject or main verb. Post or project the following example:

- Confident in our training and in the abilities of my fellow astronauts.

Instruct students to Turn-and-Talk about the following questions:

Why is this example a fragment and not a complete sentence?

- There is no subject or main verb in this fragment.

How can the sentence fragment in this example be repaired?

- Student responses will vary, but may include:
  - Adding the subject "I" and main verb "was" can repair this fragment. The corrected sentence can be: "I was confident in our training and in the abilities of my fellow astronauts."

Lead a brief whole-class discussion of student responses.

ⓘ Consider reminding students that when they write narratives, they can take more creative liberties in their writing with regard to sentence fragments and run-ons. For example, sentence fragments

may be used in a stylistic way to give a narrator or other characters a distinct voice or point of view. If necessary, point students to examples of a sentence fragment in the model narrative "Return to July" that students read in Lesson 1: "It was July. One of those nights when you can almost smell the heat."

Explain to students that while they need to be mindful of sentence fragments in their writing, they also need to avoid run-on sentences. Explain that *run-on sentences* are compound sentences that are punctuated incorrectly, or they are two or more sentences incorrectly written as one. Run-on sentences can leave readers confused and make them struggle to make connections in the text.

- Students write the definition of *run-on sentence* in the appropriate section of their vocabulary journals.

Explain to students that incorporating the proper punctuation can repair run-on sentences that are punctuated incorrectly. When two or more sentences are incorrectly written as one, using a period or using a comma, semicolon, or colon (perhaps with a conjunctive adverb) to separate the clauses can repair a run-on sentence.

ⓘ Lesson C provides instruction on the proper and common uses of semicolons and colons.

ⓘ **Differentiation Consideration:** Provide students with the following definition and examples for *conjunctive adverb*: an adverb (word that modifies a verb, adjective, or another adverb) that connects ideas in a sentence (e.g., *also, besides, consequently, finally, however, instead, meanwhile, next, otherwise, similarly, still, then*).

- Students write the definition of *conjunctive adverb* in the appropriate section of their vocabulary journals.

Post or project the following example:

- Buzz must have felt something similar and anyone can see from the videos that we didn't even try to hold it in.

Instruct students to Turn-and-Talk about the following question:

Considering the techniques to avoid run-on sentences, how can this run-on sentence be repaired?

- Student responses may include:
  - This run-on can be repaired by adding a period after the word "similar." Then a second sentence starts with the word "Anyone" rather than "and" (which can be deleted altogether). The corrected sentences can be: "Buzz must have felt something similar. Anyone can see from the videos that we didn't even try to hold it in."

- This run-on can be repaired by adding a semicolon after the word "similar." Then the second independent clause starts with "anyone" rather than "and" (which can be deleted altogether). The corrected sentence can be: "Buzz must have felt something similar; anyone can see from the videos that we didn't even try to hold it in."

Lead a brief whole-class discussion of student responses.

ⓘ Consider reminding students that when they write narratives, they can take more creative liberties in their writing with regard to sentence fragments and run-on sentences. For example, run-on sentences may be used in a stylistic way to give a narrator or other characters a distinct voice or point of view. If necessary, point students to an example of a run-on sentence in the model narrative about the lunar landing: "And I remember the president called you guys up there and my father pretended like he could call too and got on the phone and had us all laughing."

Activity 4: Narrative Writing Checklist 5%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to take out their copies of the Narrative Writing Checklist.

ⓘ Consider posting or projecting the Narrative Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Narrative Writing Checklist? In which categories do these items belong and why?

- Student responses will vary but should include points that address the following:
  - Correctly incorporate commas? This item belongs in the Control of Conventions category, because it is about proper use of punctuation.
  - Avoid sentence fragments and run-on sentences? This item belongs in the Control of Conventions category, because it is about correcting sentences.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Narrative Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Narrative Writing Checklist.

- Students add new items in the appropriate categories to their copies of the Narrative Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Narrative Writing Checklist.

Activity 5: Individual Revision 30%

Instruct students to independently revise their drafts, focusing on using commas effectively and repairing fragments and run-ons. Explain to students that they should revise at least three passages for using commas effectively and repairing fragments and run-ons. Remind students to refer to the Narrative Writing Checklist as they revise their drafts.

ⓘ If students cannot identify three passages that need to be revised to repair fragments and run-ons, consider instructing students to experiment with the use of commas and combining sentences.

Transition to individual revision.

- Students independently revise their drafts for using commas effectively and repairing fragments and run-ons.

- For sample revisions, see the Model WR.3 Revision Exit Slip: Ensuring Sentence Accuracy.

Activity 6: Revision Discussion 20%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

ⓘ Refer to Lesson 7 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
2. Explain to your peers how the revision improves your draft.
3. Ask your peers to provide brief constructive criticism on your revisions.

- Students share and discuss with peers at least two effective revisions they made to their drafts.

ⓘ In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.3 Revision Exit Slip: Ensuring Sentence Accuracy 5%

Explain that for this lesson's assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.3 Revision Exit Slip: _____ to each student. Instruct students to fill in the title "Ensuring Sentence Accuracy" on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Narrative Writing Checklist.

- See the High Performance Response and Model WR.3 Revision Exit Slip: Ensuring Sentence Accuracy for sample student responses.

Activity 8: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on using commas effectively and repairing sentence fragments and run-on sentences.

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your narrative.

ⓘ If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

- Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on using commas effectively and repairing sentence fragments and run-on sentences.

Respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your narrative.

Comma Handout

Remember that an *independent clause* is "a clause that can stand alone as a sentence, containing a subject and a predicate with a finite verb." An *independent clause* communicates a complete thought.

Common and Proper Uses of the Comma

- Use a comma and a conjunction to connect two independent clauses.
    - Example: I can see where you couldn't be sure, since I'm not wearing 190 pounds of space gear.
- Use a comma to set off introductory elements like clauses, phrases, or words that come before the main clause.
    - Example: For most of human history, it was impossible to imagine that anyone would make it to the moon.
- Use commas to separate three or more words, phrases, or clauses written in a series.
    - Example: We had to help each other put on several layers, attach the life support pack to our backs, and put our helmets on our heads.

Further reference: The Purdue University Online Writing Lab (OWL): http://owl.english.purdue.edu (search terms: commas).

Model Narrative Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective narrative established as a class.

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Develop real or imagined experiences or events?	☐	☐
Establish a point of view?	☐	☐
Include settings, characters, and plots that develop the experiences or events?	☐	☐
Use narrative techniques such as dialogue, pacing, description, reflection, or multiple plot lines to develop the narrative?	☐	☐
Use the passage of time to structure the narrative?	☐	☐
Have an introduction that engages and orients the reader by setting out a problem, situation, or observation?	☐	☐
Have an introduction that establishes a point of view and/or characters?	☐	☐
Have an introduction that builds a smooth progression of experiences or events?	☐	☐
Develop distinct character voices?	☐	☐
Provide a conclusion that follows from and reflects on the experiences and observations within the narrative?	☐	☐
Use different structural techniques to sequence events so that they build on one another to create a coherent whole?	☐	☐
Use precise words and phrases, telling details, and sensory language to develop experiences, events, settings, and characters?	☐	☐
Include varied syntax to contribute to a cohesive and engaging narrative?	☐	☐
Include transitional words and phrases that clearly show the relationship among characters, experiences, and events?	☐	☐

Include sentences of varied length that contribute to the flow and effectiveness of my narrative?	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
Correctly incorporate semicolons and colons to make my writing clearer?	☐	☐
Correctly incorporate commas?*	☐	☐
Avoid sentence fragments and run-on sentences?*	☐	☐

*Asterisks indicate new items added in this lesson.

Model WR.3 Revision Exit Slip: Ensuring Sentence Accuracy

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your narrative draft. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
And most importantly, we had to get our suits on. Which was like dressing to play football in the arctic on a cold day.	And most importantly, we had to get our suits on, which was like dressing to play football in the arctic on a cold day.	I added a comma to link the fragment to the main clause
Different ways of getting around, taking small steps, large steps, even hopping like kangaroos, before we figured out that leaping was the best way to go.	We tried different ways of getting around, taking small steps, large steps, even hopping like kangaroos, before we figured out that leaping was the best way to go.	The first version did not have a subject or main verb, so I added the words “we tried” before this fragment to make it a complete sentence.
We were on the moon, but there wasn’t much time to celebrate Buzz and I had to check to make sure the craft was all right so we could get back up to Michael when the time came.	We were on the moon, but there wasn’t much time to celebrate. Buzz and I had to check to make sure the craft was all right so we could get back up to Michael when the time came.	I added a period between “celebrate” and “Buzz” to separate the run-on sentence.

SUPPLEMENTAL SKILLS INSTRUCTION

WR.3.E NARRATIVE Adding Variety and Interest

Lessons WR.3.A–F offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

This lesson is composed of two distinct but related activities that center on using parallel structure and varied phrases to improve narrative writing. Each activity may last an entire class period.

Writing Instruction Options:

- Parallel Structure
- Varied Phrases

In this lesson, the teacher provides direct instruction to students on how to incorporate parallel structure and varied phrases into their writing. Students focus on revising their own narratives for parallel structure or varied phrases before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.3 Revision Exit Slip: Adding Variety and Interest, on which each student records one example of a successful revision.

For homework, students choose three different passages from their draft and revise each passage focusing on incorporating parallel structure or varied phrases. Students also write a few sentences explaining whether or not they will keep the revisions they drafted the impact this decision has on their narratives.

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. 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)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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 *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.3 Revision Exit Slip: Adding Variety and Interest. Students record the original passage from their narratives as well as the revised passage. Students then explain why the revision is effective. ⓘ Consider assessing these revisions using the Narrative Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Record the original passage (e.g., "Thank you," I said. "It is nice to meet you."). • Revise the original passage, focusing on incorporating parallel structure or varied phrases (e.g., "Thank you," I said, as I always do when this kind of thing happens. "It is nice to meet you."). • Explain why the revision is effective (e.g., I added an adverbial phrase to convey how often the narrator is in this kind of situation.). ⓘ See the Model WR.3 Revision Exit Slip: Adding Variety and Interest for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
• Standards: W.9-10.5, L.9-10.1.a, b, W.9-10.6, SL.9-10.1	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Writing Instruction Options:	3. 30%
• Parallel Structure	
• Varied Phrases	
4. Narrative Writing Checklist	4. 5%
5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR.3 Revision Exit Slip: Adding Variety and Interest	7. 5%
8. Closing	8. 5%

Materials

- Student copies of the up-to-date Narrative Writing Checklist (refer to WR.3 Lesson D Model Narrative Writing Checklist)
- Copies of the WR.3 Revision Exit Slip: _____ for each student (refer to WR.3 Lesson A)—students will need additional blank copies

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students learn how to effectively incorporate parallel structure or varied phrases into their writing. Students revise their own drafts before participating in a peer discussion of their individual revisions.

- Students look at the agenda.

Activity 2: Homework Accountability 0%

ⓘ Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction Options 30%

ⓘ Based on student need, select from the two options below:

- Parallel Structure (See Appendix 1)
- Varied Phrases (See Appendix 2)

Activity 4: Narrative Writing Checklist 5%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to take out their copies of the Narrative Writing Checklist.

ⓘ Consider posting or projecting the Narrative Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Narrative Writing Checklist? In which categories do these items belong and why?

- Student responses will vary but should include points that address the following:
  - Correctly incorporate the use of parallel structure? This item belongs in the Control of Conventions category, because it is about language conventions.
  - Include varied phrases, where appropriate? This item belongs in the Coherence, Organization, and Style category, because it is about conveying meaning, as well as creating variety and building interest.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Narrative Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Narrative Writing Checklist.

- Students add new items in the appropriate categories to their copies of the Narrative Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Narrative Writing Checklist.

Activity 5: Individual Revision 30%

Instruct students to independently revise their narratives, focusing on whichever of the following writing skills they learned in this lesson:

- Parallel Structure
- Varied Phrases

ⓘ For example, if students completed the writing instruction activity on Parallel Structure, then their revisions will focus on using parallel structure rather than varied phrases.

Explain to students that they should revise at least three passages for parallel structure or varied phrases. Remind students to refer to the Narrative Writing Checklist as they revise their drafts.

Transition to individual revision.

- Students independently revise their drafts for parallel structure or varied phrases.

For sample revisions, see the Model WR.3 Revision Exit Slip: Adding Variety and Interest.

Activity 6: Revision Discussion 20%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

ⓘ Refer to Lesson 7 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
2. Explain to your peers how the revision improves your draft.
3. Ask your peers to provide brief constructive criticism on your revisions.
   - Students share and discuss with peers at least two effective revisions they made to their drafts.

ⓘ In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.3 Revision Exit Slip: Adding Variety and Interest 5%

Explain that for this lesson's assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.3 Revision Exit Slip: _____ to each student. Instruct students to fill in the title "Adding Variety and Interest" on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Narrative Writing Checklist.

- See the High Performance Response and Model WR.3 Revision Exit Slip: Adding Variety and Interest for sample student responses.

Activity 8: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Parallel Structure
- Varied Phrases

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your narrative.

ⓘ If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

- Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on whichever of the following writing skills you learned in this lesson:

- Parallel Structure
- Varied Phrases

Respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your narrative.

Model Narrative Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective narrative established as a class.

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Develop real or imagined experiences or events?	☐	☐
Establish a point of view?	☐	☐
Include settings, characters, and plots that develop the experiences or events?	☐	☐
Use narrative techniques such as dialogue, pacing, description, reflection, or multiple plot lines to develop the narrative?	☐	☐
Use the passage of time to structure the narrative?	☐	☐
Have an introduction that engages and orients the reader by setting out a problem, situation, or observation?	☐	☐
Have an introduction that establishes a narrator and/or characters?	☐	☐
Have an introduction that builds a smooth progression of experiences or events?	☐	☐
Develop distinct character voices?	☐	☐
Provide a conclusion that follows from and reflects on the experiences and observations within the narrative?	☐	☐
Use different structural techniques to sequence events so that they build on one another to create a coherent whole?	☐	☐
Use precise words and phrases, telling details, and sensory language to develop experiences, events, settings, and characters?	☐	☐
Include varied syntax to contribute to a cohesive and engaging narrative?	☐	☐
Include transitional words and phrases that clearly show the relationship among characters, experiences, and events?	☐	☐

Include sentences of varied length that contribute to the flow and effectiveness of my narrative?	☐	☐
Include varied phrases, where appropriate?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
Correctly incorporate semicolons and colons to make my writing clearer?	☐	☐
Correctly incorporate commas?	☐	☐
Avoid sentence fragments and run-on sentences?	☐	☐
Correctly incorporate the use of parallel structure?*	☐	☐

*Asterisks indicate new items added in this lesson.

Model WR.3 Revision Exit Slip: Adding Variety and Interest

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your narrative draft. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
There we were, two grown men, we were trained professionals and the best in the world at our jobs; we jumped around like bunny rabbits while the whole world watched.	There we were, two grown men, trained professionals, the best in the world at what we do, jumping around like bunny rabbits while the whole world watched.	I changed this to have parallel structure, since all of the clauses are related.
As it happened, the only word I actually said to the cashier was the only word I knew that could describe a memory so vivid, but so far away it was almost unreal: dreamlike.	As it happened, the only word I actually said to the cashier was the only word I knew that could describe a memory so vivid I could feel it, but so far away it was almost unreal: dreamlike.	I added an adjectival phrase to help convey the power of the memory.
"Thank you," I said. "It is nice to meet you."	"Thank you," I said, as I always do when this kind of thing happens. "It is nice to meet you."	I added an adverbial phrase to convey how often the narrator is in this kind of situation.

Appendix 1: Parallel Structure

Explain to students that *parallel structure* is using the same pattern of words to show that two or more ideas are equally important. This pattern can happen at the word, phrase, or clause level. Parallel structures are usually joined by coordinating conjunctions like "and" or "but." Three or more parallel structures in a row require using commas with a coordinating conjunction.

- Students write the definition of *parallel structure* in the appropriate section of their vocabulary journals.

Post or project the following examples:

- **Example 1:** On the surface of the moon, we hopped like bunny rabbits, galloped like horses, and danced like ballerinas while the whole world watched.
- **Example 2:** On the surface of the moon, we hopped like bunny rabbits, galloped like horses, and were dancing like ballerinas while the whole world watched.

Instruct students to Turn-and-Talk about the following questions:

Which example includes parallel structure? What is parallel in this sentence?

- The first example includes parallel structure in phrases describing what the astronauts were doing: "hopped like bunny rabbits, galloped like horses, and danced like ballerinas."

What is the effect of parallel structure on the clarity and meaning of the first sentence?

- Because all of the phrases are structured in the same way, the parallel structure connects the different descriptions of what the astronauts were doing and makes each description equally important. The parallel structure helps provide a clear picture of what the astronauts looked like moving around the surface of the moon.

ⓘ **Differentiation Consideration:** If students struggle, consider posing the following scaffolding questions:

How are the phrases "hopped like bunny rabbits," "galloped like horses," and "danced like ballerinas" in the first example similar?

- They are all phrases that describe what "we" did "[o]n the surface of the moon." Each phrase is structured the same way.

How do these repeating patterns of phrases affect the images in the sentence?

- The repeating pattern helps convey the actions the astronauts were performing on the moon and provide a clear picture for the reader.

Lead a brief whole-class discussion of student responses. Ask the whole class the following question:

Explain why the second example is not parallel.

- The second example is not parallel, because the third verb in the sentence, "were dancing," is not the same form as the first two verbs: "hopped" and "galloped."

ⓘ **Differentiation Consideration:** Review examples of parts of speech and verb tenses so that students can confidently discuss parallel structure.

Post or project the following paragraph.

ⓘ The following example is paragraph 3 of the narrative model "Return to July" that students read in Lesson 1.

ⓘ Consider numbering the sentences of the paragraph before it is posted or projected.

- 1. I was fifteen years old. 2. I was well known and well liked. 3. I had my own room in the only apartment my parents had ever shared. 4. I had two younger sisters, and I was nice to them most of the time. 5. I knew all my neighbors. 6. I was the kid who shoveled sidewalk snow without any bribing. 7. I visited old people in the neighborhood because I genuinely liked their company and their stories, not just because I wanted candy. 8. I never got into any trouble outside the range of standard "kid stuff."9. I had only been grounded once for what I still (to this day) consider nothing more than a big misunderstanding. 10. I was as good a kid as parents could want.

Instruct student pairs or small groups to read the paragraph and identify examples of parallel structure and explain which structure in each sentence is parallel.

- Student responses may include:
  - The entire paragraph, excluding sentence 8, includes parallel structure in that each sentence starts with the subject "I" followed by a past tense verb.
  - Sentence 2 includes parallel adjectives "well known" and "well liked."
  - Sentence 7 includes parallel verb phrases in "visited old people in the neighborhood," "liked their company," and "wanted candy."

ⓘ **Differentiation Consideration:** Explain to students how each example includes parallel structure. For instance, the sentences, except for sentence 8, include parallel structure because they all begin with the subject "I" followed by a past tense verb. For example, if sentence 3 read "In the only apartment my parents had ever shared, I had my own room," it would not be parallel to the other sentences in the paragraph.

Lead a brief whole-class discussion in which volunteers describe the effect of parallel structure on clarity and meaning of ideas in these examples.

- In these sentences parallel structure makes the ideas easier to read because the parts of speech patterns do not change mid-paragraph. Also, because the parts of speech patterns are the same, the ideas seem more connected like they are building toward one whole.

Explain to students that although parallelism can be used for emphasis or as a rhetorical strategy, it should not be overused or it can lead to writing that is boring and repetitive.

ⓘ **Differentiation Consideration:** If students struggle with parallel structure because they do not understand subject-verb agreement, explain that subject-verb agreement means that the subject of a sentence matches in number (plural or singular) the verb of the sentence. The form of the verb has to correspond to the subject; a singular subject goes with a singular verb, and a plural subject goes with a plural verb. In its most basic form, a sentence like "She is happy" includes the singular verb "is" in agreement with singular subject "she." In the sentence "They are happy," the subject "they" is plural, so the verb "are" is also plural.

Post or project the following examples from the models in this unit. Instruct students to work in pairs or small groups to identify 5 different rules of subject-verb agreement. If necessary, consider underlining the subject and verb in each sentence to help students identify the rules.

- **Example 1:** My entire family is there at the house.
- **Example 2:** Now the four blocks from my old home to the old ice cream shop are punctuated by newer, cleaner apartment buildings full of younger, wealthier families.
- **Example 3:** There is beeping and the voice of Mission Control in our headsets.
- **Example 4:** My colleagues and I begin our long and grueling training in flight simulators down in Virginia.
- **Example 5:** Everyone wants ice cream.
- **Example 6:** Neither history nor Houston nor the television camera was on my mind.

- Student responses should include:
  - In example 1, "family" is a collective noun that implies more than one person, but collective nouns are singular and take singular verbs.
  - In example 2, the sentence includes a phrase that come between the subject and the verb, but the verb agrees with the subject, not the noun or pronoun in the phrase.
  - In example 3, the sentence begins with "there is" or "there are" and the subject follows the verb. Since "there" is not the subject, the verb agrees with what follows.
  - In example 4, two subjects joined by a conjunction "and" make a plural subject, so they take a plural verb.

- In example 5, "everyone" is an indefinite pronoun. Indefinite pronouns like *each, each one, either, neither, everyone, everybody, anybody, anyone, nobody, somebody, someone*, and *no one* are singular and require a singular verb.
- In example 6, two subjects joined by a conjunction like "or" or "nor" do not make a plural subject, so the verb agrees with the second subject.

Lead a brief whole-class discussion of student responses.

Appendix 2: Varied Phrases

Inform students that effective writers use a variety of different types of phrases (e.g., noun, verb, adjectival, adverbial, etc.) to vary their sentences to emphasize ideas and keep readers engaged. Remind students that phrases are parts of a sentence composed of more than one word.

Post or project the following paragraph. Then provide students with the definitions and examples below.

ⓘ The following example is modified from paragraph 12 of the Model Narrative (refer to Lesson 10).

ⓘ Consider numbering the sentences before posting or projecting the paragraph.

- 1. After I got home from the grocery store I sat looking at the moon out the window of my second floor study. 2. Today has been one of those days when the moon is visible during the day. 3. Seeing the moon during the daytime is like getting an unexpected visit from a friend that brings back a rush of old memories. 4. I am retired now and I have plenty of time to think about that journey, years ago, that has meant so much to me and many other people. 5. But all of that time to remember does not make the journey any easier to describe. 6. For most of human history, it was impossible to imagine that anyone would make it to the moon. 7. Even after we finished our training down in Virginia, it still very nearly seemed impossible.

A **noun phrase** is a phrase that acts as a noun within a sentence. For example, "one of those days" (sentence 2). While "day" is the noun in the sentence, "one of those days" is the noun phrase.

Similarly, an **adjectival phrase** is a phrase that describes the noun. For example, "that has meant so much to me" (sentence 4) is a phrase that describes the noun "journey," which makes it an adjectival phrase.

A **verb phrase** is a phrase that assigns a verb to the subject of the sentence. For example, "sat looking" (sentence 1). Because "sat" and "looking" are both verbs, together they make up a verb phrase.

An **adverbial phrase** is a phrase that modifies the verb in the sentence. For example, "very nearly" (sentence 7). Because "very nearly" modifies how it "seemed" to the narrator, it is an adverbial phrase.

- Students write the definitions and examples of *noun phrase, adjectival phrase, verb phrase,* and *adverbial phrase* in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration:** Students may need additional support with simple parts of speech (nouns, adjective, verbs, adverbs, etc.). Consider teaching them these one-word parts of speech before moving onto more complex, multi-word phrases.

Explain to students that using a variety of phrases makes their writing more interesting to read. Using the same type of sentence structure too often makes the writing dull and hard to follow.

Post or project the following paragraph.

ⓘ The following example is modified from paragraph 20 of the Model Narrative (refer to Lesson 10).

ⓘ Consider numbering the sentences of the paragraph before it is posted or projected.

- 1. We still had a job to do. 2. Buzz and I were responsible for collecting samples to bring back to earth, which required that we move quickly and with utmost care and precision. 3. Having a scientific focus was a good thing for me, because otherwise, perhaps my feelings would have overwhelmed me. 4. And the feelings I felt were elation and a pure and entrancing joy.

Instruct student pairs or small groups to read the paragraph and identify examples of varied phrases in each sentence.

- Student responses may include:
  - Sentence 2 includes a noun phrase "Buzz and I."
  - Sentence 2 includes an adverbial phrase "quickly and with utmost care and precision."
  - Sentence 3 includes a verb phrase "would have overwhelmed."
  - Sentence 4 includes an adjectival phrase "a pure and entrancing."

Lead a brief whole-class discussion of student responses. Then ask volunteers to describe the effect of varied phrases on the rhythm and flow of ideas in this paragraph.

- In this paragraph, varied phrases make the text seem more engaging because each sentence is unique and interesting.

Lead a brief whole-class discussion of student responses.

SUPPLEMENTAL SKILLS INSTRUCTION

WR.3.F NARRATIVE Punctuating Dialogue

Lessons WR.3.A–F offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

In this lesson, the teacher provides direct instruction on how to punctuate the dialogue in a narrative in order to accurately and effectively convey the experiences they develop. Students focus on revising their own narratives for properly punctuated dialogue before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.3 Revision Exit Slip: Punctuating Dialogue, on which each student records one example of a successful revision.

For homework, students choose three different passages from their narratives and revise each passage focusing on proper punctuation of dialogue.

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.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Addressed Standard(s)	
W.9-10.3.b	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other

	information and to display information flexibly and dynamically.
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 *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.3 Revision Exit Slip: Punctuating Dialogue. Students record the original passage from their narratives as well as the revised passage. Students then explain why the revision is effective. ⓘ Consider assessing these revisions using the Narrative Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Record the original passage (e.g., I didn't even have time to tell Mission Control or say much at all. I let Buzz do all the talking. "Hang tight; we're going to 2,000 feet."). • Revise the original passage, focusing on properly punctuating dialogue (e.g., I didn't even have time to tell Mission Control or say much at all. I let Buzz do all the talking: "Hang tight; we're going to 2,000 feet."). • Explain why the revision is effective (e.g., I used a colon to connect the dialogue to the sentence before it, since the sentence before the dialogue is a complete sentence and the dialogue itself is also a complete sentence. This clarifies the connection between the sentence and the dialogue.). ⓘ See the Model WR.3 Revision Exit Slip: Punctuating Dialogue for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
• Standards: W.9-10.5, L.9-10.2, W.9-10.3.b, W.9-10.6, SL.9-10.1	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Writing Instruction: Punctuating Dialogue	3. 35%
4. Narrative Writing Checklist	4. 5%
5. Individual Revision	5. 25%
6. Revision Discussion	6. 20%
7. WR.3 Revision Exit Slip: Punctuating Dialogue	7. 5%
8. Closing	8. 5%

Materials

- Copies of the Punctuating Dialogue Tool for each student
- Student copies of the up-to-date Narrative Writing Checklist (refer to WR.3 Lesson E Model Narrative Writing Checklist)
- Copies of the WR.3 Revision Exit Slip: _____ for each student (refer to WR.3 Lesson A)—students will need additional blank copies

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students learn how to punctuate the dialogue in their narratives in order to accurately and effectively convey the experiences they develop. Students revise their own drafts before participating in a peer discussion about their individual revisions.

- Students look at the agenda.

Activity 2: Homework Accountability 0%

ⓘ Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction: Punctuating Dialogue 35%

Explain to students that as they develop the experiences, events, and characters in their narratives, they may choose to use the narrative technique of *dialogue*. Remind students that *dialogue* refers to conversation between two or more characters.

ⓘ Students learned the definition of *dialogue* and how to use *dialogue* to develop the experiences, events, and characters in their narratives in Lesson 8.

Lead a brief whole-class discussion about the following question:

Why is it important to properly punctuate the dialogue in a narrative?

- Student responses may include:
  - Properly punctuating dialogue is important for communicating clearly and accurately. When there are multiple characters speaking, punctuation helps the reader understand who is talking, to whom they are talking, and what they are saying.
  - Properly punctuating dialogue is important for effectively developing elements of a narrative. For example, punctuation can help a reader understand how a character feels or what the relationship is like between two characters.
  - Properly punctuating dialogue, like properly punctuating the entire narrative, is important in formal writing, because it contributes to the professional presentation of the writing.

Distribute the Punctuating Dialogue Tool.

Explain to students that the remainder of this lesson activity is a jigsaw discussion in which students identify and discuss how to punctuate dialogue accurately. Transition to the jigsaw discussion by creating groups of three "home" groups. Instruct student groups to decide among themselves which group member is responsible for which set of examples on the Punctuating Dialogue Tool.

- Students form "home" groups of three and decide who is responsible for each set of examples.

Direct students to leave their home groups to form "expert" groups so that groups are now based on the set of examples for which each student is responsible (e.g., all students responsible for Example Set 1 come together to form a group). Inform students that expert groups are those that read, analyze, and become class experts on the examples in their section of the tool so that they can share their understanding with their home groups.

- Students form "expert" groups.

Instruct students to discuss the questions on the Punctuating Dialogue Tool for their set of examples. Instruct students to use the tool to take notes during their discussions. Remind students that taking notes helps them in their roles as experts when they return to their home groups for further discussion. Inform students that as experts, they are expected to synthesize their expert group discussions in order to report back to their home groups, stimulating and propelling the discussion of their set of examples.

Circulate and support as necessary.

- See Model Punctuating Dialogue Tool for sample student responses.

When expert groups complete their analysis of their section of text, instruct students to return to their home group in which each member has explored a different set of examples from the Punctuating Dialogue Tool. Instruct each student to present the analysis from the expert group to his or her home group members for discussion.

Circulate to ensure student comprehension.

Lead a brief whole-class discussion of accurate and effective punctuation of dialogue, ensuring that students understand the rules for proper punctuation and how proper punctuation contributes to the clarity and flow of a narrative.

ⓘ **Differentiation Consideration:** Some students may have trouble immediately grasping the proper punctuation of dialogue. If students continue to struggle, provide them with 5–10 examples of incorrectly punctuated dialogue and instruct them to determine how to correct each example.

ⓘ **Differentiation Consideration:** If students readily grasp the punctuation rules demonstrated in the tool, consider posting or projecting the following examples from the model narrative in Lesson 10. Then pose the extension questions below to allow for a more detailed discussion of proper punctuation and capitalization with dialogue (the following examples are taken from paragraphs 4 and 6 the Model Student Narrative (refer to Lesson 10)):

- **Example 1:** "Are you *the* Neil Armstrong?" she asked.
- **Example 2:** "This is … wow … this is amazing!" she exclaimed.

What do you notice about the punctuation in these examples?

- Student responses should include:
  - In both examples, the dialogue is part of the same sentence as the other words.
  - Instead of ending in a comma, the dialogue ends in either a question mark or an exclamation point, even though the dialogue is part of the larger sentence.
  - The whole sentence ends in a period even though the dialogue is a question or exclamation.

Why is "she" not capitalized in either example?

- In both examples, "she" is not capitalized, because the dialogue is part of the larger sentence. The phrases "she asked" or "she exclaimed" are not complete sentences, because they are not complete ideas.

What rules about punctuating dialogue can be inferred from these examples?

- Student responses should include:
  - If the dialogue is a question or exclamation, then the dialogue should end with the proper punctuation mark inside the quotation marks—a question mark or exclamation point—and not a comma.
  - If the dialogue is a question or exclamation and it is also a part of a larger sentence, then the word following the dialogue should not be capitalized.

Activity 4: Narrative Writing Checklist 5%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to take out their copies of the Narrative Writing Checklist.

ⓘ Consider posting or projecting the Narrative Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson's writing instruction, what items should the class add to the Narrative Writing Checklist? In which categories do these items belong and why?

- Student responses will vary but should include points that address the following:

- Properly punctuate dialogue to develop experiences clearly and accurately? This item belongs in the Control of Conventions category, because it is about using proper punctuation.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Narrative Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Narrative Writing Checklist.

- Students add new items in the appropriate categories to their copies of the Narrative Writing Checklist.

ⓘ Consider adding the new items in the appropriate categories to the displayed copy of the Narrative Writing Checklist.

Activity 5: Individual Revision 25%

ⓘ The following activity addresses the expectations of W.9-10.3.b.

Instruct students to independently revise their drafts, focusing on properly punctuating dialogue to develop experiences clearly and accurately. Explain to students that they should revise at least three passages to ensure proper punctuation of dialogue. Remind students to refer to the Narrative Writing Checklist as they revise their drafts.

Transition to individual revision.

- Students independently revise their drafts to ensure the proper punctuation of dialogue to develop experiences clearly and accurately.

For sample revisions, see the Model WR.3 Revision Exit Slip: Punctuating Dialogue.

Activity 6: Revision Discussion 20%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

ⓘ Refer to Lesson 7 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
2. Explain to your peers how the revision improves your draft.
3. Ask your peers to provide brief constructive criticism on your revisions.
   - Students share and discuss with peers at least two effective revisions they made to their drafts.

ⓘ In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.3 Lesson Revision Exit Slip: Punctuating Dialogue 5%

Explain that for this lesson's assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.3 Revision Exit Slip: _____ to each student. Instruct students to fill in the title "Punctuating Dialogue" on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Narrative Writing Checklist.

- See the High Performance Response and Model WR.3 Revision Exit Slip: Punctuating Dialogue for sample student responses.

Activity 8: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts, focusing on properly punctuating dialogue to develop experiences clearly and accurately.

ⓘ If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

- Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft, focusing on properly punctuating dialogue to develop experiences clearly and accurately.

Punctuating Dialogue Tool

Name:		Class:		Date:	

Directions: Read and discuss the punctuation in each example from the article "The Flight of Apollo 11." Discuss and record punctuation rules that can be inferred from each example.

SET 1

"Sixty seconds," called Astronaut Charles Duke, the capsule communicator (CapCom) in Houston. (sec. 2, par. 10)	"Light's on." Aldrin confirmed that the astronauts had seen the fuel warning light. (sec. 2, par. 12)
Compare the examples.	
What punctuation rule(s) can be inferred from each example?	

SET 2

"It's not easy," he admitted, "but that's about the same problem seismologists have been facing for years in deciding whether a tremor on earth is caused by a quake or by a nuclear test in some remote place. We can do it because the waves caused by a bomb or an impact are richer in high-frequency vibrations than those caused by a quake." (sec. 10, par. 7)	"That's why the corner reflector works so well for our purposes," explained Professor Alley. "These prisms are the most accurate reflectors ever made in any quantity. Yet, of course, the beam is severely attenuated in its half-million-mile round trip." (sec. 12, par. 7)
Compare the examples.	

What punctuation rule(s) can be inferred from each example?	

SET 3

As Buzz Aldrin said in a TV broadcast while coming home from the moon, "This has been far more than three men on a voyage to the moon ... This stands as a symbol of the insatiable curiosity of all mankind to explore the unknown." (sec. 16, par. 1)	In the control center, George Hage, Mission Director for Apollo 11, was pleading silently: "Get it down, Neil! Get it down!" (sec. 2, par. 16)
Compare the examples.	
What punctuation rule(s) can be inferred from each example?	

Model Punctuating Dialogue Tool

Name:		Class:		Date:	

Directions: Read and discuss the punctuation in each example from the article "The Flight of Apollo 11." Discuss and record punctuation rules that can be inferred from each example.

SET 1

"Sixty seconds," called Astronaut Charles Duke, the capsule communicator (CapCom) in Houston. (sec. 2, par. 10)	"Light's on." Aldrin confirmed that the astronauts had seen the fuel warning light. (sec. 2, par. 12)
Compare the examples.	
The dialogue is part of the larger sentence.	The dialogue is its own sentence.
What punctuation rule(s) can be inferred from each example?	
When dialogue part of the same sentence as the other words, a comma is used at the end of the quotation to separate it from the rest of the sentence even if the dialogue is a complete sentence.	When dialogue is its own sentence, the proper ending punctuation (e.g., a period) goes inside the quotation marks.

SET 2

"It's not easy," he admitted, "but that's about the same problem seismologists have been facing for years in deciding whether a tremor on earth is caused by a quake or by a nuclear test in some remote place. We can do it because the waves caused by a bomb or an impact are richer in high-frequency vibrations than those caused by a quake." (sec. 10, par. 7)	"That's why the corner reflector works so well for our purposes," explained Professor Alley. "These prisms are the most accurate reflectors ever made in any quantity. Yet, of course, the beam is severely attenuated in its half-million-mile round trip." (sec. 12, par. 7)
Compare the examples.	
A sentence in the dialogue is split up by words that tell the reader who is speaking and how he is speaking. The second part of the dialogue continues the sentence that was started in the	The dialogue is split. The first piece of dialogue is part of a sentence, but the second piece of dialogue is its own sentence. The same person is saying both pieces of the

first part. The same person is saying both pieces of the dialogue.	dialogue.
What punctuation rule(s) can be inferred from each example?	
When a sentence in the dialogue is split up, a comma belongs inside the quotation marks of the first piece of dialogue, and then another comma belongs right before the second piece of dialogue that is in the same sentence. When dialogue ends the sentence, the proper sentence-ending punctuation (e.g., an exclamation point, a period, a question mark) belongs inside the quotation mark.	When dialogue is split up and the first piece of dialogue is part of another sentence, then a comma is used at the end of the quotation to separate it from the rest of the sentence and a period is used at the end of the whole sentence. If the second part of the dialogue is its own sentence(s), then a quotation mark begins the sentence, and the proper sentence-ending punctuation (e.g., a period) belongs inside the quotation mark.

SET 3

As Buzz Aldrin said in a TV broadcast while coming home from the moon, "This has been far more than three men on a voyage to the moon ... This stands as a symbol of the insatiable curiosity of all mankind to explore the unknown." (sec. 16, par. 1)	In the control center, George Hage, Mission Director for Apollo 11, was pleading silently: "Get it down, Neil! Get it down!" (sec. 2, par. 16)
Compare the examples.	
There is a comma after the first phrase and before the dialogue, because the first phrase is not a complete sentence on its own. Because the beginning of the dialogue is the beginning of a sentence, the first word is capitalized even though the dialogue is part of a larger sentence.	There is a colon before the dialogue. The phrase before the dialogue is a complete sentence, and the dialogue is also a complete sentence.
What punctuation rule(s) can be inferred from each example?	
If a phrase introduces the dialogue, then there should be a comma at the end of the phrase before the first quotation mark. Because the dialogue ends the sentence, the proper sentence-ending punctuation (e.g., an exclamation point, a period, a question mark)	If a complete sentence introduces the dialogue and the dialogue is also a complete sentence, then the writer should use a colon to introduce the dialogue. Because the dialogue ends the sentence, the proper sentence-ending punctuation (e.g., an

belongs inside the quotation marks.	exclamation point, a period, a question mark) belongs inside the quotation marks.

Model Narrative Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective narrative established as a class.

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Develop real or imagined experiences or events?	☐	☐
Establish a point of view?	☐	☐
Include settings, characters, and plots that develop the experiences or events?	☐	☐
Use narrative techniques such as dialogue, pacing, description, reflection, or multiple plot lines to develop the narrative?	☐	☐
Use the passage of time to structure the narrative?	☐	☐
Have an introduction that engages and orients the reader by setting out a problem, situation, or observation?	☐	☐
Have an introduction that establishes a narrator and/or characters?	☐	☐
Have an introduction that builds a smooth progression of experiences or events?	☐	☐
Develop distinct character voices?	☐	☐
Provide a conclusion that follows from and reflects on the experiences and observations within the narrative?	☐	☐
Use different structural techniques to sequence events so that they build on one another to create a coherent whole?	☐	☐
Use precise words and phrases, telling details, and sensory language to develop experiences, events, settings, and characters?	☐	☐
Include varied syntax to contribute to a cohesive and engaging narrative?	☐	☐

Include transitional words and phrases that clearly show the relationship among characters, experiences, and events?	☐	☐
Include sentences of varied length that contribute to the flow and effectiveness of my narrative?	☐	☐
Include varied phrases, where appropriate?	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
Correctly incorporate semicolons and colons to make my writing clearer?	☐	☐
Correctly incorporate commas?	☐	☐
Avoid sentence fragments and run-on sentences?	☐	☐
Correctly incorporate the use of parallel structure?	☐	☐
Properly punctuate dialogue to develop experiences clearly and accurately?*	☐	☐

*Asterisks indicate new items added in this lesson.

Model WR.3 Revision Exit Slip: Punctuating Dialogue

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your narrative. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
"Sorry" she said, after she finally saw my outstretched hand. She handed me the card.	"Sorry," she said, after she finally saw my outstretched hand. She handed me the card.	To properly punctuate the dialogue and improve clarity, I added a comma after "Sorry."
I didn't even have time to tell Mission Control or say much at all. I let Buzz do all the talking. "Hang tight; we're going to 2,000 feet."	I didn't even have time to tell Mission Control or say much at all. I let Buzz do all the talking: "Hang tight; we're going to 2,000 feet."	I used a colon to connect the dialogue to the sentence before it, since the sentence before the dialogue is a complete sentence and the dialogue itself is also a complete sentence. This clarifies the connection between the sentence and the dialogue.
When Buzz got off the ladder, I asked him "Isn't it fun?"	When Buzz got off the ladder, I asked him, "Isn't it fun?"	To properly punctuate the dialogue and improve clarity, I used a comma after the phrase at the beginning of the sentence.

WR.3 NARRATIVE

Lesson 11 Peer Review

Introduction

In this lesson, students participate in a peer review activity during which they offer constructive criticism to their classmates about their narrative drafts, using the Narrative Writing Checklist to guide feedback and revisions. Students use the Peer Review Tool to record the feedback they receive during the process as well their final decisions about how to address the feedback. While students are participating in peer review, they also take turns meeting individually in teacher conferences. Student learning is assessed via completion of the WR.3 Lesson 11 Peer Review Exit Slip, on which they record one suggested revision that they plan to implement from the Peer Review Tool, as well as a sentence or two explaining why and how they will implement this peer suggestion.

For homework, students integrate the revisions into their draft and read their draft aloud to prepare for the next lesson's discussion.

ⓘ WR.3 Lessons A–F offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

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)	
W.9-10.3.a-e	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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 *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via the completion of the WR.3 Lesson 11 Peer Review Exit Slip. Students record one example of a peer's suggestion for revision from their Peer Review Tool that they plan on implementing as well as a sentence or two explaining why and how they will implement this peer suggestion. ⓘ Revisions will be assessed using the Narrative Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Include one example of a peer suggestion for revision from the Peer Review Tool. • Explain how and why the revision will be implemented.

ⓘ See the Model Peer Review Tool and the Model WR.3 Lesson 11 Peer Review Exit Slip for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
• Standards: W.9-10.5, W.9-10.3.a-e, W.9-10.6, SL.9-10.1	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Instruction for Multiple-Peer Review	3. 20%
4. Multiple-Peer Review and Student-Teacher Conferences	4. 60%
5. WR.3 Lesson 11 Peer Review Exit Slip	5. 10%
6. Closing	6. 5%

Materials

- Student copies of the up-to-date Narrative Writing Checklist (refer to WR.3 Lesson F Model Narrative Writing Checklist)
- Copies of the Peer Review Tool for each student
- Copies of the WR.3 Lesson 11 Peer Review Exit Slip 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.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students participate in a peer review of each other's narrative drafts. Students read drafts from three classmates and use the Narrative Writing Checklist to guide feedback. Students provide feedback to their classmates in the form of constructive feedback. Students also have an opportunity to meet with their teacher in a conference about their writing.

- Students look at the agenda.

Activity 2: Homework Accountability 0%

ⓘ Students will be held accountable for homework during Activity 3: Instruction for Multiple-Peer Review.

Activity 3: Instruction for Multiple-Peer Review 20%

Inform students that in this lesson they peer review each other's drafts in small groups. Student reviewers suggest revisions based on the items in the Narrative Writing Checklist. Ask students to take out their Narrative Writing Checklist and review the items.

- Students take out and review their Narrative Writing Checklist.

Provide students with an example of an appropriate way to give constructive criticism based on a checklist item. For instance, if a reviewer notices that the writer has not clearly established a point of view, the reviewer might suggest adding language that helps the reader understand who is telling the story.

Inform students that they will practice this kind of review as a class with a student volunteer. Instruct students to individually review their revisions of their narrative from the previous lesson's homework assignment, looking for an issue still unresolved. Then ask for a student volunteer to share with the class an unresolved issue in their draft related to an item on the Narrative Writing Checklist.

- A student volunteer shares an unresolved problem with the class.

Lead a whole-class discussion of suggestions for addressing this problem. Instruct students to provide concrete feedback in a positive and polite way.

- Students provide suggestions for addressing the problem that the volunteer has presented.

ⓘ Consider noting these suggestions on the board.

Ask which suggestions the writer plans to use to address the problem, and why.

- The student volunteer discusses which suggestion to implement and why.

Instruct students to gather necessary review materials (their copies of the Narrative Writing Checklist, sticky notes, and/or colored pens or pencils) and form small groups. Students remain in these groups throughout the peer review process in this lesson. Instruct students to take out their narrative drafts.

- Students form small groups and take out their review materials and narrative drafts.

Instruct students to number the paragraphs on their drafts in the left margin. Explain that this helps their peers review one another's work.

- Students number the paragraphs of their narrative drafts.

Remind students that they should provide constructive criticism to their peers during this peer review process.

ⓘ Refer to Lesson 7 for a discussion of constructive criticism.

Inform students that the following peer review activity involves reading three papers in three rounds of peer review. For each round of review, student reviewers suggest the most significant revisions to the original writer's draft based on the items on the Narrative Writing Checklist. Each student reviewer in the group is assigned a category for which to review (e.g., Coherence, Organization, and Style or Command of Conventions).

Distribute a blank copy of the Peer Review Tool to each student. Explain the peer review process:

- Peer reviewers use the Peer Review Tool to track the most significant revisions they suggest for each writer's paper.
- The same Peer Review Tool travels with the draft from reviewer to reviewer so that peer reviewers are noting their suggestions on the same tool for the writer to review.
- The writer addresses these suggestions on the same tool, and then uses these suggestions to improve their draft for homework.

  - Students examine the Peer Review Tool.

ⓘ Consider allowing students to also make suggestions directly on their peers' papers. If they do so, they may want to use different colored pens or colored pencils to distinguish different reviewers' feedback. Students can also use color-coded sticky notes.

ⓘ If resources are available, consider allowing students to peer review by tracking their changes and commenting in a word processing program. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

Inform students that while they peer review in groups, they also begin to meet individually in teacher conferences to review their narrative drafts. Assign each student an individual time for a teacher conference.

Activity 4: Multiple-Peer Review and Student-Teacher Conferences 60%

ⓘ The following activity addresses the expectations of W.9-10.3.a-e and SL.9-10.1.

Instruct students to remain in the small groups they formed in the previous activity and begin the three rounds of peer review. Throughout this activity, students also individually meet with the teacher to discuss their writing.

- Students pass their drafts and Peer Review Tools to the peer on the right and begin reviewing a peer's draft.

Activity 5: WR.3 Lesson 11 Peer Review Exit Slip 10%

Instruct students to collect their draft and Peer Review Tool. Explain to students that when they receive feedback from their peers, they do not have to accept all the suggestions, but they should consider each suggestion carefully before revising their papers.

Remind students that they now have three or more revisions on the Peer Review Tool that their peers have suggested as the most significant. Explain that in this activity, students decide whether to implement the feedback and explain why they made that decision. Inform students that their revisions will be assessed using the Narrative Writing Checklist.

Instruct students to read through all the constructive criticism carefully, and complete one column of the Peer Review Tool (Final Decision and Explanation) for a revision they plan to implement.

- Students examine their Peer Review Tools.

Distribute copies of the WR.3 Lesson 11 Peer Review Exit Slip to each student. Instruct students to independently copy one peer suggestion for revision from their Peer Review Tool onto the exit slip. Then, instruct students to write a sentence or two explaining why and how they will implement this peer suggestion.

- See the Model Peer Review Tool and the Model WR.3 Lesson 11 Peer Review Exit Slip for sample student responses.

Activity 6: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to continue to implement revisions based on peer and/or teacher feedback. Additionally, instruct students to read their draft aloud (to themselves or someone else) to identify problems in syntax, grammar, or logic. Instruct students to prepare to discuss examples of how reading their paper aloud helped them to identify problems in their writing.

- Students follow along.

Homework

Continue to implement revisions based on peer and/or teacher feedback. Additionally, read your draft aloud (to yourself or someone else) to identify problems in syntax, grammar, or logic. Prepare to discuss examples of how reading your paper aloud helped you to identify problems in your writing.

Peer Review Tool

Name:		Class:		Date:	

Directions: Use this tool to record the most significant suggested revisions for your peer's narrative draft. Peers provide the number of the suggested revision in the first column and the suggested revision in the second column. Peers include the checklist category for which they were reviewing in parentheses at the end of their suggested revision. Original writers provide an explanation of their decision about the final revision in the third column.

Comment Number	Peer Suggestion for Revision	Final Decision and Explanation

Model Peer Review Tool

Name:		Class:		Date:	

Directions: Use this tool to record the most significant suggested revisions for your peer's narrative draft. Peers provide the number of the suggested revision in the first column and the suggested revision in the second column. Peers include the checklist category for which they were reviewing in parentheses at the end of their suggested revision. Original writers provide an explanation of their decision about the final revision in the third column.

Comment Number	Peer Suggestion for Revision	Final Decision and Explanation
1	The setting of the story is unclear, as we are told that the narrator is in a grocery store and also at his house, but we don't know the name of the town or what part of the country he is in. (Coherence, Organization, and Style)	I will add more detail to establish the setting. Maybe if I include details about what the time of day, for example, the reader will have a better sense of the setting.
2	Consider adding parallel structure to the sentence describing how the astronauts put on their equipment. Right now, the list of items and unclear, and so it doesn't seem like an important detail. (Control of Conventions)	I will add parallel structure to this sentence in the phrases describing what the equipment was and where the astronauts had to attach it. That way, I can emphasize the equal importance of each piece of equipment and communicate the importance to the reader.
3	The story might benefit from including more dialogue between Buzz Aldrin and Neil Armstrong as they approached the moon. As a reader, I am curious to know what their relationship is like and who Buzz was as a character, and I don't have a good sense of either as it is now. (Coherence, Organization, and Style)	This is a good suggestion, but I made the choice to use actual dialogue for the moon landing from the sources we read instead of inventing dialogue for that part. While I agree that adding more dialogue would develop the character of Buzz Aldrin, I prefer to have this realistic use of dialogue.

WR.3 Lesson 11 Peer Review Exit Slip

Name:		Class:		Date:	

Directions: In the first column, record the peer suggestion for improvement to your narrative draft. In the second column, record why and how you will implement this peer suggestion.

Peer Suggestion for Revision	Final Decision and Explanation

Model WR.3 Lesson 11 Peer Review Exit Slip

Name:		Class:		Date:	

Directions: In the first column, record the peer suggestion for improvement to your narrative. In the second column, record why and how you will implement this peer suggestion.

Peer Suggestion for Revision	Final Decision and Explanation
The setting of the story is unclear, as we are told that the narrator is in a grocery store and also at his house, but we don't know the name of the town or what part of the country he is in. (Coherence, Organization, and Style)	I will add more detail to establish the setting. Maybe if I include details about the time of day, for example, the reader will have a better sense of the setting.

WR.3 NARRATIVE

Lesson 12 Editing

Introduction

In this lesson, students finalize their narrative drafts. After a review of common editing symbols, students edit their drafts individually. Student learning is assessed via changes made during the editing process.

For homework, students complete their editing and write or type clean copies of their final drafts. Students also write two or three reflections on their experience of the writing process for discussion in the following lesson.

Standards

Assessed Standard(s)	
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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. 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.
L.9-10.2.a-c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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.
Addressed Standard(s)	
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Assessment

Assessment(s)
Student learning is assessed via changes made during the editing process. ⓘ Edits will be assessed using the Control of Conventions portion of the Narrative Writing Checklist at the end of the following lesson when students turn in their finalized drafts.
High Performance Response(s)
A High Performance Response should: • Demonstrate that students understand and utilize the conventions of the editing process (e.g., Unedited sentence: Without this equipement, we would have lasted about 12 seconds before we lost conscienceness. Compared to edited sentence: Without this equipment, we would have lasted about 12 seconds before we lost consciousness.).

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: • Standards: W.9-10.3, W.9-10.5, L.9-10.1.a, b, L.9-10.2.a-c, W.9-10.4, W.9-10.6	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Writing Instruction: Editing Symbols	3. 75%
4. Closing	4. 5%

Materials

- Copies of the Common Editing Symbols Handout for each student
- Student copies of the up-to-date Narrative Writing Checklist (refer to WR.3 Lesson F Model Narrative Writing Checklist)

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.
	Italicized text indicates a vocabulary word.
▸	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. In this lesson, students review common editing symbols before individually editing and finalizing their drafts.

▸ Students look at the agenda.

Activity 2: Homework Accountability 15%

Instruct students to take out their responses to the previous lesson's homework assignment. (Continue to implement revisions based on peer and/or teacher feedback. Additionally, read your draft aloud (to yourself or someone else) to identify problems in syntax, grammar, or logic. Prepare to discuss examples of how reading your paper aloud helped you to identify problems in your writing.)

Instruct students to form pairs or small groups to discuss the revisions they made and how reading aloud helped to identify problems in their writing.

🗨 Student responses may include:

- Reading aloud made it easier to find repetition of words.
- Reading aloud made it easier to hear sentences that did not make sense.

- Reading aloud helped identify if a sentence was too long.
- Reading aloud helped identify if the order of the sentences was clear and logical.

Activity 3: Writing Instruction: Editing Symbols 75%

Explain that in this lesson, students independently edit and finalize their drafts. Explain that now that students have spent significant time *revising* the content and wording of their drafts, they will now spend time *editing*.

Provide students with the following definitions: *revising* means "altering something already written or printed, in order to make corrections, improve, or update" and *editing* means "preparing something written to be published or used; to make changes, correct mistakes, etc. in something written."

- Students write the definitions of *revising* and *editing* in the appropriate section of their vocabulary journals.

Explain to students that they will use a list of common symbols and abbreviations to guide their editing process. Display and distribute the Common Editing Symbols Handout. Review the handout with students, explaining each symbol as necessary.

- Students follow along with the handout.

Post or project the following example.

ⓘ This example has been modified from paragraph 16 of the model narrative (refer to Lesson 10) to include errors.

- I could hear the whoops and shouts from Mission Control's over the headset. We were on the moon, but there wasn't time much to celebrate. Buzz and I had to check to make sure the craft was all right so we could get back up to Michael when the time came. And most importantly we had to get our suits on which was like dressing to play football in the arctic on a cold day. We had to help each other put on several layers and attach the life support packs to our backs and the helmets to our heads. Without this equipement, we would have lasted about 12 seconds before we lost conscienceness. We knew the next steps in the process, and we performed them mechanically, I prepared to open the door that would lead to the ladder, which would lead to the moon.

Lead the class through a review of this paragraph, using the editing symbols. For example, read the first sentence aloud and ask volunteers to suggest edits to the sentence. Record these suggestions using the appropriate editing symbols.

- Student responses should include (edits highlighted):
  - I could hear the whoops and shouts from Mission Control over the headset. We were on the moon, but there wasn't much time to celebrate. Buzz and I had to check to make sure the

> craft was all right so we could get back up to Michael when the time came. And most importantly, we had to get our suits on, which was like dressing to play football in the arctic on a cold day. We had to help each other put on several layers and attach the life support packs to our backs and the helmets to our heads. Without this equipment, we would have lasted about 12 seconds before we lost consciousness. We knew the next steps in the process, and we performed them mechanically. I prepared to open the door that would lead to the ladder, which would lead to the moon.

Transition to individual editing.

ⓘ The following activity addresses the expectations of W.9-10.4.

Instruct students to read their narrative drafts quietly to themselves and use the Common Editing Symbols Handout to guide their editing. Remind students to consult the Control of Conventions portion of their Narrative Writing Checklist as they edit their drafts. Inform students that they will be assessed on changes they make during the editing process, and they should circle parts of the draft where they have made changes or use track changes if they are using word processing programs. Circulate and support students as necessary and review changes students make.

- Students edit their writing, reading quietly aloud to themselves.

Activity 4: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to complete their editing and write or type their final draft.

Additionally, instruct students to reflect on the writing process (from reading texts, to planning and drafting, to revising and editing). Instruct students to consider which steps of the writing process they found most and least effective in helping them improve their writing, as well as which steps of the writing process they can focus on more to continue to improve. Instruct students to write two or three reflections on their experience of the writing process for discussion in the following lesson.

- Students follow along.

ⓘ Students' use of online and word processing resources addresses the expectations of W.9-10.6.

Homework

Complete your editing and write or type your final draft.

Additionally, reflect on the writing process (from reading texts, to planning and drafting, to revising and editing). Consider which steps of the writing process you found most and least effective in helping you improve your writing, as well as which steps of the writing process you can focus on more to continue to improve. Write two or three reflections on your experience of the writing process for discussion in the following lesson.

Common Editing Symbols Handout

sp	Spelling needs to be changed.
frag	Fragment, or incomplete sentence
¶	Begin a new paragraph
ro	Run-on sentence: break up or revise
◯	Insert, change, or delete punctuation
^	Insert a word, phrase, or punctuation mark
∿	Switch order of words
wc	Word choice: choose a better or more appropriate word
a̲	Capitalize

WR.3 NARRATIVE

Lesson 13 Reflection Activity

Introduction

In this brief activity, students reflect on the writing process, identifying strategies that helped them succeed as well as areas for improvement. Students complete a Quick Write on one of the following prompts: Quote a passage from your narrative that you think is particularly strong and explain what makes it so strong. Or: Describe an important revision you made and explain why it was so important.

Students then form pairs or small groups and discuss questions to help them identify areas of strength and weakness and how they plan to improve in the future.

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)	
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Materials

- Copies of the Short Response Rubric and Checklist 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.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
❝	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Homework Accountability 10%

Instruct students to take out their responses to the first part of the previous lesson's homework assignment. (Complete your editing and write or type your final draft.) Circulate to review students' final drafts and explain to students that they need their final draft for the following Quick Write activity. Drafts will be collected for final assessment after that activity.

Instruct students to take out their responses to the second part of the previous lesson's homework assignment. (Reflect on the writing process (from reading texts, to planning and drafting, to revising and editing). Consider which steps of the writing process you found most and least effective in helping you improve your writing, as well as which steps of the writing process you can focus on more to continue to improve. Write two or three reflections on your experience of the writing process for discussion in the following lesson.)

ⓘ Students will be held accountable to this part for their homework in Activities 2 and 3.

Activity 2: Quick Write 50%

Distribute and introduce the Short Response Rubric and Checklist. Briefly explain the purpose of the rubric and checklist: to help students improve their Quick Write responses. Inform students that they should use the Short Response Rubric and Checklist to guide their written responses.

ⓘ If necessary, lead a brief discussion of the Short Response Rubric and Checklist categories: Inferences/Claims, Analysis, Evidence, and Conventions. Review the components of high-performing responses.

Instruct students to respond briefly in writing to one of the following prompts:

Quote a passage from your narrative that you think is particularly strong and explain what makes it so strong.

OR

Describe an important revision you made and explain why it was so important.

- Students listen and read the Quick Write prompts.

ⓘ Display the prompts for students to see, or provide the prompts in hard copy.

Transition to the independent Quick Write.

- Students independently answer a prompt, using evidence from their narratives.

ⓘ Collect both the Quick Writes and the students' final narratives.

Activity 3: Plan for Improving Writing 40%

ⓘ The following activity addresses the expectations of W.9-10.10.

Instruct students to form pairs or small groups to discuss the following questions. Instruct students to take notes during the discussion so they can share their ideas with the whole class.

Post or project the following questions for students to answer in their pairs or groups:

What helped you succeed most during the writing process?

What made it difficult for you to finish your task?

How did collaboration help you in the writing process?

Name two ways that peers helped you improve your writing.

Discuss one activity that you observed one of your peers doing during the writing process that you would like to try next time.

What is the most important step you think you can take to improve your writing?

Lead a brief whole-class discussion of student responses.

Short Response Rubric

Name:		Class:		Date:	

	2-Point Response	1-Point Response	0-Point Response
Inferences/Claims	Includes valid inferences or claims from the text. Fully and directly responds to the prompt.	Includes inferences or claims that are loosely based on the text. Responds partially to the prompt or does not address all elements of the prompt.	Does not address any of the requirements of the prompt or is totally inaccurate.
Analysis	Includes evidence of reflection and analysis of the text.	A mostly literal recounting of events or details from the text(s).	The response is blank.
Evidence	Includes relevant and sufficient textual evidence to develop response according to the requirements of the Quick Write.	Includes some relevant facts, definitions, concrete details, or other information from the text(s) to develop an analysis of the text according to the requirements of the Quick Write.	The response includes no evidence from the text.
Conventions	Uses complete sentences where errors do not impact readability.	Includes incomplete sentences or bullets.	The response is unintelligible or indecipherable.

Short Response Checklist

Name:		Class:		Date:	

Does my writing…	Did I…	✔
Include valid inferences and/or claims from the text(s)?	Closely read the prompt and address the whole prompt in my response?	☐
	Clearly state a text-based claim I want the reader to consider?	☐
	Confirm that my claim is directly supported by what I read in the text?	☐
Develop an analysis of the text(s)?	Consider the author's choices, the impact of word choices, the text's central ideas, etc.?	☐
Include evidence from the text(s)?	Directly quote or paraphrase evidence from the text?	☐
	Arrange my evidence in an order that makes sense and supports my claim?	☐
	Reflect on the text to ensure the evidence I used is the best evidence to support my claim?	☐
Use complete sentences, correct punctuation, and spelling?	Reread my writing to ensure it means exactly what I want it to mean?	☐
	Review my writing for correct grammar, spelling, and punctuation?	☐

RETURN TO JULY

It was July. One of those nights when you can almost smell the heat. The moon was low enough to shine down on back alleys and shortcuts. I had been working at my dad's ice cream shop that summer, but what started as long day shifts turned into evening and night shifts. Everyone wanted ice cream. This particular night, I finished work and headed home, with strict orders from my mom, sick in bed. This sweltering July night, my mother had a cold and wanted hot soup.

It was the night I took something that didn't belong to me.

I was fifteen years old. I was well known and well liked. I had my own room in the only apartment my parents had ever shared. I had two younger sisters, and I was nice to them most of the time. I knew all my neighbors. I was the kid who shoveled sidewalk snow without any bribing. I visited old people in the neighborhood because I genuinely liked their company and their stories, not just because I wanted candy. I never got into any trouble outside the range of standard "kid stuff." I had only been grounded once for what I still (to this day) consider nothing more than a big misunderstanding. I was as good a kid as parents could want.

Dad's ice cream shop was four blocks away from our apartment. Four long blocks that took me twenty minutes most days, and fifteen if I hustled. Mom was a big fan of Liu's China Garden, a small restaurant that we could see from our front stoop if the light was right and we squinted. We ate there at least twice a week. When we ate at the restaurant, I was encouraged to say "hello" and "thank you" in Chinese. These simple utterances routinely set Mr. Liu off in a flurry of sentences strung together with an almost overwhelming pace and volume. I never understood any of it, but the initial interaction usually ended with a cheerful pat on my back and an enthusiastic thumbs up to my parents.

That hot July night, Liu's China Garden was empty. While Mr. Liu set off to get mom's soup order together, I waited at the counter with a few sweaty, crumpled ones I'd gotten from dad's tip jar. I watched the fortune cat with the big eyes on the shelf next to the register, waving in what seemed like perfect time to the faint sounds of Chinese opera coming from an old radio in Mr. Liu's dark kitchen. I couldn't stop looking at it, though I don't know why I should care about a thing like that. He looked like some kind of cheap toy that my sisters might have enjoyed when they were younger. Before I could think about what I was doing, I picked up the cat, flicked the small power button under his paws to "off," and put the motionless creature in my backpack. I placed the money on the counter and walked out. That was the last time I set foot in Liu's China Garden, my family's favorite nearby restaurant.

I have not been back to my old neighborhood in almost twenty years.

My father sold the ice cream shop after I graduated from college, and once all of the kids were out of our old apartment, my parents moved to a quieter suburb, to a house without stairs. Returning now is bittersweet. The side streets and shortcuts are mostly preserved, but now the four blocks from my old home to the old ice cream shop are punctuated by newer, cleaner apartment buildings full of younger, wealthier families.

It is another hot, sunny July day.

Standing in the spot where my front stoop used to be, I squint towards Liu's China Garden, one of the few relics from my past that remains in the neighborhood. The restaurant has received a bit of a face-lift and has expanded to almost twice the size that I remember as a teen. The small "fortune cookies" neon that used to flicker nonstop is gone, replaced by a sign indicating that all major forms of credit cards are now accepted.

I set off towards the old ice cream shop, wondering if I can maintain my former pace. As I approach Liu's China Garden, I see Mr. Liu turn his sign from closed to open. He holds the door for me and pats me on the back, smiling, as I unzip my bag.

College Application Essay

My Future Footprint

If my life to date were a novel, the motif would be *shoes*. Shoes have made a huge impact on my life in ways varied and unexpected. In fact, a passion for shoes is a family trait. My father was a long-distance runner and an early athletic shoe aficionado. He later became the CFO of an athletic shoe manufacturer where he helped develop some of the first high-tech running shoes. Following in my father's footsteps, I acquired a great passion for learning about athletic shoes and I now have an impressive collection to match. Shoes have shaped my college and career plans, but their impact goes even deeper.

Studying and collecting athletic shoes has taught me the value of a hard-earned dollar. When I was fourteen, my mom gave me an ultimatum: "Dad and I have been looking at the bills, and we have decided that unless you would like to eat shoes, you will have to get a job."

I looked at the meticulously stacked shoeboxes towering over the rest of my room and made some quick calculations. "I see your point," I replied.

So I spent my summer poolside, not lounging around with a tall glass of lemonade, but standing over a deep fryer slinging fries and onion rings at my community pool's snack bar. I faithfully saved half of every paycheck for college, and just as faithfully spent the other half on shoes. Pairs of slim metallic gold Air Max, orange filigree-embossed Foamposites, and a rare tie-dyed mash up of fabrics branded as "What the Dunk" all made their way into my collection. By the end of that summer, I had enough stock in my collection that I decided to become a self-employed shoe entrepreneur, buying and selling shoes online at a handsome profit. I camped overnight in Center City Philadelphia to get a prime place in line to purchase highly-coveted sneakers. I made some savvy investments, but I was also conned in an ill-advised Craigslist deal with an unscrupulous buyer. The challenges, rewards, and thrills of running a small business have fueled my decision to major in business.

A shared passion for shoes creates an instant connection with people I meet, whether in a suburban shopping mall or a trendy neon-lit Los Angeles sneaker store. I have learned that in some places, shoes are not a fashion statement or a status symbol. Rather, shoes enable a child to make an arduous trek to school and surmount a potential education barrier. When I first learned about the nonprofit organization, In Ian's Boots, I knew I found a way to unite my shoe passion with my mission to contribute positively to the world around me. Founded by the grieving parents of a fellow soccer goalie killed in a sledding accident, In Ian's Boots collects used shoes for people in need around the world. Doctors found a biblical message in his boots urging "perseverance," and this story and message spoke to me. Last year, I hosted a drive and collected over 600 pairs of shoes, some of which have been distributed to Honduras, Ghana, and Haiti.

I am eager to continue my life's journey at a college where my passion, entrepreneurial spirit, and desire to effect social change can be ignited by a powerful educational experience. I can only imagine all the places my shoes will take me next.

APOLLO 11 MISSION OVERVIEW

CREDITS: NASA

"The Eagle has landed…"

Mission Objective

The primary objective of Apollo 11 was to complete a national goal set by President John F. Kennedy on May 25, 1961: perform a crewed lunar landing and return to Earth.

Additional flight objectives included scientific exploration by the lunar module, or LM, crew; deployment of a television camera to transmit signals to Earth; and deployment of a solar wind composition experiment, seismic experiment package and a Laser Ranging Retroreflector. During the exploration, the two astronauts were to gather samples of lunar-surface materials for return to Earth. They also were to extensively photograph the lunar terrain, the deployed scientific equipment, the LM spacecraft, and each other, both with still and motion picture cameras. This was to be the last Apollo mission to fly a "free-return" trajectory, which would enable, if necessary, a ready abort of the mission when the combined command and service module/lunar module, or CSM/LM, prepared for insertion into lunar orbit. The trajectory would occur by firing the service propulsion subsystem, or SPS, engine so as to merely circle behind the moon and emerge in a trans-Earth return trajectory.

Mission Highlights

Apollo 11 launched from Cape Kennedy on July 16, 1969, carrying Commander Neil Armstrong, Command Module Pilot Michael Collins and Lunar Module Pilot Edwin "Buzz" Aldrin into an initial Earth-orbit of 114 by 116 miles. An estimated 530 million people watched Armstrong's televised image and heard his voice describe the event as he took "...one small step for a man, one giant leap for mankind" on July 20, 1969.

Two hours, 44 minutes and one-and-a-half revolutions after launch, the S-IVB stage reignited for a second burn of five minutes, 48 seconds, placing Apollo 11 into a translunar orbit. The command and service module, or CSM, Columbia separated from the stage, which included the spacecraft-lunar module adapter, or SLA, containing the lunar module, or LM, Eagle. After transposition and jettisoning of the SLA panels on the S-IVB stage, the CSM docked with the LM. The S-IVB stage separated and injected into heliocentric orbit four hours, 40 minutes into the flight.

The first color TV transmission to Earth from Apollo 11 occurred during the translunar coast of the CSM/LM. Later, on July 17, a three-second burn of the SPS was made to perform the second of four scheduled midcourse corrections programmed for the flight. The launch had been so successful that the other three were not needed.

CREDIT LINE: NASA.

On July 18, Armstrong and Aldrin put on their spacesuits and climbed through the docking tunnel from Columbia to Eagle to check out the LM, and to make the second TV transmission.

On July 19, after Apollo 11 had flown behind the moon out of contact with Earth, came the first lunar orbit insertion maneuver. At about 75 hours, 50 minutes into the flight, a retrograde firing of the SPS for 357.5 seconds placed the spacecraft into an initial, elliptical-lunar orbit of 69 by 190 miles. Later, a second burn of the SPS for 17 seconds placed the docked vehicles into a lunar orbit of 62 by 70.5 miles, which was calculated to change the orbit of the CSM piloted by Collins. The change happened because of lunar-gravity perturbations to the nominal 69 miles required for subsequent LM rendezvous and docking after completion of the lunar landing. Before this second SPS firing, another TV transmission was made, this time from the surface of the moon.

On July 20, Armstrong and Aldrin entered the LM again, made a final check, and at 100 hours, 12 minutes into the flight, the Eagle undocked and separated from Columbia for visual inspection. At 101 hours, 36 minutes, when the LM was behind the moon on its 13th orbit, the LM descent engine fired for 30 seconds to provide retrograde thrust and commence descent orbit insertion, changing to an orbit of 9 by 67 miles, on a trajectory that was virtually identical to that flown by Apollo 10. At 102 hours, 33 minutes, after Columbia and Eagle had reappeared from behind the moon and when the LM was about 300 miles uprange, powered descent initiation was performed with the descent engine firing for 756.3 seconds. After eight minutes, the LM was at "high gate" about 26,000 feet above the surface and about five miles from the landing site.

The descent engine continued to provide braking thrust until about 102 hours, 45 minutes into the mission. Partially piloted manually by Armstrong, the Eagle landed in the Sea of Tranquility in Site 2 at 0 degrees, 41 minutes, 15 seconds north latitude and 23 degrees, 26 minutes east longitude. This was about four miles downrange from the predicted touchdown point and occurred almost one-and-a-half minutes earlier than scheduled. It included a powered descent that ran a mere nominal 40 seconds longer than preflight planning due to translation maneuvers to avoid a crater during the final phase of landing. Attached to the descent stage was a commemorative plaque signed by President Richard M. Nixon and the three astronauts.

The flight plan called for the first EVA to begin after a four-hour rest period, but it was advanced to begin as soon as possible. Nonetheless, it was almost four hours later that Armstrong emerged from the Eagle and deployed the TV camera for the transmission of the event to Earth. At about 109 hours, 42 minutes after launch, Armstrong stepped onto the moon. About 20 minutes later, Aldrin followed him. The camera was then positioned on a tripod about 30 feet from the LM. Half an hour later, President Nixon spoke by telephone link with the astronauts.

Commemorative medallions bearing the names of the three Apollo 1 astronauts who lost their lives in a launch pad fire, and two cosmonauts who also died in accidents, were left on the moon's surface. A one-and-a-half inch silicon disk, containing micro miniaturized goodwill messages from 73 countries, and the names of congressional and NASA leaders, also stayed behind.

During the EVA, in which they both ranged up to 300 feet from the Eagle, Aldrin deployed the Early Apollo Scientific Experiments Package, or EASEP, experiments, and Armstrong and Aldrin gathered and verbally

reported on the lunar surface samples. After Aldrin had spent one hour, 33 minutes on the surface, he re-entered the LM, followed 41 minutes later by Armstrong. The entire EVA phase lasted more than two-and-a-half hours, ending at 111 hours, 39 minutes into the mission.

Armstrong and Aldrin spent 21 hours, 36 minutes on the moon's surface. After a rest period that included seven hours of sleep, the ascent stage engine fired at 124 hours, 22 minutes. It was shut down 435 seconds later when the Eagle reached an initial orbit of 11 by 55 miles above the moon, and when Columbia was on its 25th revolution. As the ascent stage reached apolune at 125 hours, 19 minutes, the reaction control system, or RCS, fired so as to nearly circularize the Eagle orbit at about 56 miles, some 13 miles below and slightly behind Columbia. Subsequent firings of the LM RCS changed the orbit to 57 by 72 miles. Docking with Columbia occurred on the CSM's 27th revolution at 128 hours, three minutes into the mission. Armstrong and Aldrin returned to the CSM with Collins. Four hours later, the LM jettisoned and remained in lunar orbit.

Trans-Earth injection of the CSM began July 21 as the SPS fired for two-and-a-half minutes when Columbia was behind the moon in its 59th hour of lunar orbit. Following this, the astronauts slept for about 10 hours. An 11.2 second firing of the SPS accomplished the only midcourse correction required on the return flight. The correction was made July 22 at about 150 hours, 30 minutes into the mission. Two more television transmissions were made during the trans-Earth coast.

Re-entry procedures were initiated July 24, 44 hours after leaving lunar orbit. The SM separated from the CM, which was re-oriented to a heat-shield-forward position. Parachute deployment occurred at 195 hours, 13 minutes. After a flight of 195 hours, 18 minutes, 35 seconds – about 36 minutes longer than planned – Apollo 11 splashed down in the Pacific Ocean, 13 miles from the recovery ship USS Hornet. Because of bad weather in the target area, the landing point was changed by about 250 miles. Apollo 11 landed 13 degrees, 19 minutes north latitude and 169 degrees, nine minutes west longitude July 24, 1969.

Crew

Neil Armstrong, Commander

Edwin E. Aldrin Jr., Lunar Module Pilot

Michael Collins, Command Module Pilot

Backup Crew

James A. Lovell, Commander

Fred W. Haise Jr., Lunar Module Pilot

William A. Anders, Command Module Pilot

Payload

Columbia (CSM-107)

Eagle (LM-5)

Prelaunch Milestones

11/21/68 – LM-5 integrated systems test

12/6/68 – CSM-107 integrated systems test

12/13/68 – LM-5 acceptance test

1/8/69 – LM-5 ascent stage delivered to Kennedy

1/12/69 – LM-5 descent stage delivered to Kennedy

1/18/69 – S-IVB ondock at Kennedy

1/23/69 – CSM ondock at Kennedy

1/29/69 – command and service module mated

2/6/69 – S-II ondock at Kennedy

2/20/69 – S-IC ondock at Kennedy

2/17/69 – combined CSM-107 systems tests

2/27/69 – S-IU ondock at Kennedy

3/24/69 – CSM-107 altitude testing

4/14/69 – rollover of CSM from the Operations and Checkout Building to the Vehicle Assembly Building

4/22/69 – integrated systems test

5/5/69 – CSM electrical mate to Saturn V

5/20/69 – rollout to Launch Pad 39A

6/1/69 – flight readiness test

6/26/69 – Countdown Demonstration Test

Launch

July 16, 1969; 9:32 a.m. EDT

Launch Pad 39A

Saturn-V AS-506

High Bay 1

Mobile Launcher Platform-1

Firing Room 1

Orbit

Altitude: 118.65 miles

Inclination: 32.521 degrees

Orbits: 30 revolutions

Duration: eight days, three hours, 18 min, 35 seconds

Distance: 953,054 miles

Lunar Location: Sea of Tranquility

Lunar Coordinates: .71 degrees north, 23.63 degrees east

Landing

July 24, 1969; 12:50 p.m. EDT

Pacific Ocean

Recovery Ship: USS Hornet

THEY REMEMBER WHERE THEY WERE THAT NIGHT

BY DENNY GAINER

The moon landing was one of those "Where were you when?" moments in history. Here are recollections from readers as told to USA TODAY's Denny Gainer. Ages and locations given are from 1969. Audio from these interviews and more are available at usatoday.com.

Bill Wilhelm, 26, working for Grumman at Cape Canaveral

"On the day before the launch, NASA flew in, from Hawaii, Charles Lindbergh. This was about five years before his death. It was very moving to see Charles Lindbergh. I was very glad NASA had the foresight and the thoughtfulness to bring him there. He was tall, very aristocratic-looking, very intense, and was paying close attention to everything that the NASA people were telling him."

Brian Davenport, 26, serving in Army in West Berlin

"We were kind of upset that we weren't going to be able to watch it because of the duty. And some of the electronic repair guys thought that they could do something about it. So they got a small oscilloscope that had a green screen on it; it was only 6 or 8 inches across. And somehow they rigged that oscilloscope up to receive a TV signal. … It was at a small area so only 30 to 40 guys could get around to see it. And everyone was just going crazy when they actually landed and started walking around."

Steve Brozene, 16, at a Portland, Ore., hotel

"I looked across the hotel and saw a little black-and-white TV set. It was showing Neil Armstrong walking on the moon, and I froze, staring at this little box, fixated, for hours. … The irony of this was I had the dubious honor of working with Neil Armstrong 10 years later in the only TV commercial he did — for Chrysler, shown on Super Bowl XIII in January of 1979. I was his stand-in, doing everything he did in the commercial. … When he was there, I always kept my distance out of respect, until one day he approached me and he jokingly said, 'You're making me look bad, kid. You're too good.' And I said, 'Well, sir, look at it this way: I never walked on the moon, so we can call it even.' "

Cathy Learnard, 13, Colonial Heights, Va.

"It was my 13th birthday, and we were all very excited about the moon landing being on my birthday. We all watched the lunar landing. And we waited and waited and kept looking back at the television, and wondering when are they going to take that first moonwalk. … We were all getting a little bit concerned that it was not going to happen until after midnight, which would be July 21st. My best friend, Janet, spent the night with me, and we stayed up and kept watching and kept saying, 'Please get out of this thing.' And finally it was 11 something. The door opened, and Neil Armstrong started out and he took his first step. And it was still July 20th."

Chris Volberding, 14, Security, Colo.

"It was extremely hot, and my parents were extremely poor. Dad had actually built his very own television that barely worked. It was hard to tell what was really going on, because the television was fading in and out. Of course, all was black-and-white back then."

"The thing that I was so awed with was that there was someone actually on the moon, and getting off of this little thing and bouncing down the steps."

Steve Tooley, 15, Jackson Hole, Wyo.

"In 1969, my parents took my three brothers and myself on a trip across the United States. It took 49 days. As we were going across the country, the astronauts took off in Apollo 11 to land on the moon. We had gotten to a place in Jackson Hole on July 20th, and we set up in a travel-trailer campground. My dad had a large TV antenna mounted to the outside of the trailer, and he and I were aiming the antenna at a television repeater at the top of one of the local mountains. … We thought our snowy picture was just the result of poor reception. It wasn't until we got home and saw repeats of the same picture that we realized that the snowy pictures that we got were the same kind of snowy pictures that everybody got that evening."

Roger L. Ruhl, 25, Phuoc Vinh, South Vietnam

"I found myself wondering about our country's priorities as Neil Armstrong landed on the moon. … Seeing the end of a fruitless war was higher on my radar screen than space exploration. Five years later, and in the serenity of peacetime, I had a somewhat different perspective. I was promotional director for the Cincinnati Reds baseball team, and we had invited Neil Armstrong to throw out the ceremonial first pitch. Fans embraced the moment enthusiastically, and I did, too, and felt great admiration for the man and the accomplishment."

Aaron Strickland, 9, Atlanta

"I had a paper, put-together lunar module that I was holding as the Eagle was landing on the moon. I can remember being surprised when I landed the lunar module to the timer that was showing on the television set. … It seemed like something out of a movie … watching the fuzzy images of two men walking around on the moon. At 9 years old, my first memory of our country was, 'Well, we can do anything, can't we?' I was very proud of my country then, and, looking back, I still am."

Jerry Vegter, 22, on honeymoon in Wabeno, Wis.

"We stopped at a little country store. And on this building was a big banner, and it said Moon Day.

"Diane and I had no idea what Moon Day was, so while I was making my purchase, I said to the guy behind the counter, 'What is this, some kind of local festivity? What in the world is this Moon Day?' He says, 'Where in the world have you been?' I said, 'We've been on our honeymoon.' He said, 'That explains it. They just landed on the moon.'"

THE FLIGHT OF APOLLO 11

"ONE GIANT LEAP FOR MANKIND"

BY KENNETH F. WEAVER

This article was originally published in the December 1969 issue of the magazine.

Two thousand feet above the Sea of Tranquillity, the little silver, black, and gold space bug named *Eagle* braked itself with a tail of flame as it plunged toward the face of the moon. The two men inside standing like the motorman in a 19th-century trolley car-strained to see their goal. Guided by numbers from their computer, they sighted through a grid on one triangular window.

Suddenly they spotted the onrushing target. What they saw set the adrenalin pumping and the blood racing. Instead of the level, obstacle-free plain called for in the Apollo 11 flight plan, they were aimed for a sharply etched crater, 600 feet across and surrounded by heavy boulders.

For Astronaut Neil Armstrong, at the controls of the frail, spidery craft, a crisis in flight was nothing new. In 1966 he had subdued the wildly gyrating Gemini 8 when one of its thrusters stuck. More recently, he had ejected safely from the "flying bedstead," a 752 jet-powered lunar-landing training vehicle, just before it crashed. Now he would need all the coolness and skill acquired during 500 earthbound hours in simulators and during years test-flying the X-15 and other experimental aircraft for the National Aeronautics and Space Administration.

The problem was not completely unexpected. Shortly after Armstrong and his companion, Edwin (Buzz) Aldrin, had begun their powered dive for the lunar surface ten minutes earlier, they had checked against landmarks such as crater Maskelyne and discovered that they were going to land some distance beyond their intended target.

And there were other complications. Communications with earth had been blacking out at intervals. These failures had heightened an already palpable tension in the control room in Houston. This unprecedented landing was the trickiest, most dangerous part of the flight. Without information and help from the ground, *Eagle* might have to abandon its attempt.

Moreover, the spacecraft's all-important computer had repeatedly flashed the danger signals "1201" and "1202," warning of an overload. If continued, it would interfere with the computer's job of calculating altitude and speed, and neither autopilot nor astronaut could guide *Eagle* to a safe landing.

CREDIT LINE: Kenneth Weaver/National Geographic Creative.

Eagle's Descent Fuel Runs Low

Armstrong revealed nothing to the ground controllers about the crater ahead. Indeed, he said nothing at all; he was much too busy. The men back on earth, a quarter of a million miles away, heard only the clipped, deadpan voice of Aldrin, reading off the instruments.

"Hang tight; we're go. 2,000 feet."

Telemetry on the ground showed the altitude dropping ... 1,600 feet ... 1,400 ... 1,000. The beleaguered computer flashed another warning. The two men far away said nothing.

Not till *Eagle* reached 750 feet did Aldrin speak again. And now it was a terse litany: "750 [altitude], coming down at 23 [feet per second, or about 16 miles an hour] ... 600 feet, down at 19 ... 540 feet, down at 15 ... 400 feet, down at 9 ... 8 [feet per second] forward ... 330, 3½ down." *Eagle* was braking its fall, as it should, and nosing slowly forward.

But now the men in the control room in Houston realized that something was wrong. *Eagle* had almost stopped dropping, but suddenly—between 300 and 200 feet altitude—its forward speed shot up to 80 feet a second—about 55 miles an hour! This was strictly not according to plan.

At last forward speed slackened again and downward velocity picked up slightly.

"Down at 2½ [feet per second], 19 forward ... 3½ down, 220 feet [altitude] ... 11 forward, coming down nicely, 200 feet, 4½ down ... 160, 6½ down ... 9 forward ... 100 feet."

And then, abruptly, a red light flashed on *Eagle's* instrument panel, and a warning came on in Mission Control. To the worried flight controllers the meaning was clear. Only 5 percent of *Eagle's* descent fuel remained. By mission rules, *Eagle* must be on the surface within 94 seconds or the crew must abort (give up) the attempt to land on the moon. They would have to fire the descent engine full throttle and then ignite the ascent engine to get back into lunar orbit for a rendezvous with *Columbia*, the mother ship.

When only 60 seconds remained, the countdown began. The quivering second hands on stopwatches began the single sweep that would spell success or failure.

"Sixty seconds," called Astronaut Charles Duke, the capsule communicator (CapCom) in Houston. Sixty seconds to go. Every man in the control center held his breath.

Failure would be especially hard to take now. Some four days and six hours before, the world had watched a perfect, spectacularly beautiful launch at Kennedy Space Center, Florida. Apollo 11 had flown flawlessly, uneventfully, almost to the moon. Now it could all be lost for lack of a few seconds of fuel.

"Light's on." Aldrin confirmed that the astronauts had seen the fuel warning light.

"Down 2½ [feet per second]," Aldrin continued. "Forward, forward. Good. 40 feet [altitude], down 2½. Picking up some dust. 30 feet. 2½ down. Faint shadow."

He had seen the shadow of one of the 68-inch probes extending from *Eagle's* footpads.

"Four forward ... 4 forward, drifting to the right a little."

"Thirty seconds," announced CapCom. Thirty seconds to failure. In the control center, George Hage, Mission Director for Apollo 11, was pleading silently: "Get it down, Neil! Get it down!"

The seconds ticked away.

"Forward, drifting right," Aldrin said.

And then, with less than 20 seconds left, came the magic words: "Contact light!"

The spacecraft probes had touched the surface. A second or two later Aldrin announced, "O.K., engine stop."

Still later, the now-famous words from Neil Armstrong: "Tranquillity Base here. The *Eagle* has landed."

And, with joy in his voice, CapCom replied: "Roger, Tranquillity, we copy you on the ground. You got a bunch of guys about to turn blue. We're breathing again. Thanks a lot."

It was 4:17:43 p.m., Eastern Daylight Time, Sunday, July 20, 1969.

Feat Watched by the World

Man's dream of going to the moon was fulfilled. The most exciting adventure in human memory now neared its climax as the two men prepared to step out on the lunar surface, while their fellow crew member, Mike Collins, kept vigil in his orbiting command module, *Columbia*, 70 miles above.

To me, it is impossible to compare this exploit with the epic feats of the great 15th- and 16th-century navigators, of the 20th-century polar explorers, or of Lindbergh in 1927. The differences are too profound, and one of the most important of those differences is that the whole world was watching.

According to estimates, one out of every four persons on the face of the earth watched or heard the astronauts by television or radio as they ventured to the moon. Nearly 850 foreign journalists, representing 55 countries and speaking 33 languages, reported the story from Cape Kennedy and Houston.

Americans abroad were thrilled by the impact of the flight on foreign peoples. Dr. Louis B. Wright, former Director of the Folger Shakespeare Library and a National Geographic Society Trustee, observed the effect firsthand in Italy. With 25,000 other people he was attending a performance of *Aida* in the Roman Arena at Verona on that Sunday night.

"At the first intermission," Dr. Wright recalls, "an announcement was made in four languages: 'The Americans have just landed on the moon at 10:17.' My watch said 10:28.

"The crowd applauded wildly. Here and there spectators pulled little United States flags from their pockets and waved them. And for days afterward, when Italians met me on the street, they all had one word for the flight—'Fantastico!'"

And so it was—with different inflections—in Buenos Aires and Sydney, Tokyo and Delhi, Dublin, and Madrid.

The thrill of a race had added to the excitement. Since 1961, when President John F. Kennedy had announced the goal "before this decade is out, of landing a man on the moon and returning him safely to

the earth," many people had firmly believed that the Soviet Union was racing to put a Russian on the moon first.

In the past year or so, Soviet chances had seemed to dim, but as Apollo 11 approached the moon, the news that Luna 15 was already in lunar orbit lent color to the suspicion that the Soviets hoped to land an unmanned craft, scoop up some lunar soil, and rush back to earth before the American moon samples could get home. Only when Luna 15 crashed in Mare Crisium—the Sea of Crises—some 500 miles from Tranquillity Base, was the way clear for the U. S. triumph.

That triumph was an especially heady one for those who argued the advantages of manned space flight. Without a man at the controls, they pointed out, *Eagle* would almost certainly have crashed into an unforgiving field of boulders.

The full story became known only after the astronauts returned to earth. When Neil Armstrong first spotted the landing site through the grid on his window, he did not really know where he was. Actually the crater toward which he was heading—later identified as "West Crater" (an unofficial name) was just within the southwest edge of the planned landing ellipse, a bull's-eye 7.4 miles long and 3.2 miles wide. But most of the landmarks the astronauts had memorized so carefully before the flight were several miles behind them, and were of no help now.

Armstrong had no doubts, however, about what to do; he had faced problems like this many times before in the simulators.

Taking over partial control from *Eagle's* autopilot, he ordered the computer to keep the craft at a steady altitude and gave *Eagle* its head, reducing the braking effect of the descent engine and letting the craft surge forward at high speed.

Only when he had shot over West Crater and its frightful rocks ("as big as Volkswagens"), and had cleared a second, smaller crater 100 feet in diameter, did he bring the descent engine's braking power into full play again and drop to a level, relatively clear spot.

During the last forty feet or so of descent, the rocket-engine exhaust sent the dust of the moon flying. Not billows of dust; instead, the disturbed particles flew out at low angles and high velocity, like rays of light, with no atmosphere to buoy them or impede them. Armstrong later described it as "much like landing through light ground fog." The moment the engine shut off, however, the view out the window was completely clear again.

Armstrong's maneuver took him more than 1,000 feet beyond where the autopilot would have set him down, cost an extra 40 seconds, and left only about 2 percent of usable fuel—about 400 pounds—for the descent engine.

But it meant a safe landing, and a gentle one—so gentle that the two men hardly felt it. Armstrong says that their downward speed was probably no more than one foot a second. And the footpads of the eight-ton craft (it weighed only a sixth of that on the moon) settled just an inch or two into the surface.

Space Suits Balk Lunar Hazards

Inside the spacecraft, Armstrong and Aldrin set calmly about making sure they could get home again. They carefully worked through their check lists to assure that all the systems were working, that the supplies of oxygen and fuel were satisfactory, and that the ascent engine would be ready when needed.

Then history's first lunar explorers completed the laborious task of suiting up for their excursion onto the moon's surface. To their many-layered space suits, marvels of engineering that work like Thermos bottles and that can stop micro-meteoroids traveling at 64,000 miles an hour—30 times the speed of a military rifle bullet—they added other ingenious protections against the hazards of the moon's environment: heavily corrugated plastic overboots that can resist temperatures from 250 degrees above zero F. to 250 degrees below; gloves covered with fine metal mesh (a special alloy of chromium and nickel)—worth $1,000 a yard—to protect the glass-fiber and Teflon material from abrasion; hoods for their transparent bubble helmets, with double visors (both of them coated with gold) to block the sun's intense glare, heat, and ultraviolet radiation.

Finally each donned a remarkable backpack known as the PLSS (portable life support system) to provide cooling water, electric power, communications, and oxygen enough to last four hours outside the lunar module without replenishing. The men had become, in effect, independent spacecraft.

All this added nearly 190 pounds to each man's earthly weight. Although that means only about 32 pounds on the moon, it alters the center of gravity and hampers activity. The suit, when pressurized, becomes so hard that hitting it with the fist would be like striking a football. Bending over to the ground is extremely difficult.

I have some idea of how all this paraphernalia must feel: I once tried on Astronaut Gene Cernan's suit and helmet. Under earthly conditions, I found them heavy, cumbersome, and slightly claustrophobic. But no astronaut complains. Should his space suit lose pressure, he would keep useful consciousness, as pilots say, for only 8 to 12 seconds.

First Step Beamed to a Waiting World

About six and a half hours after *Eagle* landed, its hatch opened and the Apollo 11 commander backed slowly out to its little porch. On the ladder he paused, pulled a lanyard, and thus deployed the MESA, or modularized equipment stowage assembly, just to the left of the ladder. As the MESA lowered into position with its load of equipment for lunar prospecting, a seven-pound Westinghouse TV camera mounted atop the load began shooting black-and-white pictures. Fuzzy and scored with lines, the pictures nonetheless held earthlings spellbound.

No one who sat that July night welded to his TV screen will ever forget the sight of that ghostly foot groping slowly past the ladder to *Eagle's* footpad, and then stepping tentatively onto the virgin soil. Man had made his first footprint on the moon.

Neil Armstrong spoke into his microphone. And in less than two seconds the message that will live in the annals of exploration flew with the wings of radio to the huge telescope dish at Honeysuckle Creek, near Canberra, Australia, thence to the Comsat satellite over the Pacific, then to the switching center at the

Goddard Space Flight Center outside Washington, D. C., and finally to Houston and the rest of the world: "That's one small step for a man, one giant leap for mankind."

Lunanauts Move Easily on the Moon

At last man was seeing before his eyes answers to a host of riddles that had perplexed and divided scientists and intrigued other mortals. Could man perform at the moon's ⅙ g (⅙ of earth's gravity)? Would he sink into a sea of soft, smothering dust? Would fatigue quickly claim him?

And what about the lunar material? Would it be young or old, hard or soft, black or brown or gray? Would it be volcanic? Would it duplicate material on the earth? Would it tell the story of a hot moon or a cold moon?

Obviously the lunanauts had little difficulty performing in ⅙ g. After gingerly testing the soil and the best ways of moving, they frolicked about like colts, or—as Apollo 8 Astronaut Bill Anders remarked—like a pair of Texas jack rabbits. They tried two-legged kangaroo jumps; that technique proved tiring. They floated across the long-shadowed scene in a lazy lope, six to eight feet at a stride, with both feet in the air most of the time. It felt like slow motion, Armstrong reported, but it was a comfortable way to cover ground—if they remembered to plan their stops three or four steps ahead.

At times they seemed, in their bulky suits, like dancing bears; at other times they were marionettes. And now and then it was a ballet, with a graceful pas de deux.

Their exuberance was seen not only in their lively actions but also in Armstrong's excited query right after Aldrin came down the ladder: "Isn't it fun?"

But it was hard work too, with many scientific observations to make and tasks to perform in a tightly limited schedule.

As for the surface, at least in the Sea of Tranquillity, the *Eagle* crew said it was somewhat slippery and described the soil as seeming like graphite, or soot, or almost like flour. It stuck to their boots, but because of the moon's lack of air, it never billowed up to hamper work.

They said that their boots pressed in only a fraction of an inch in most places, although on the edges of small craters they sank as much as six or seven inches and tended to slip sideways.

In fact, the two men discovered a strange paradox: When they planted the United States flag in the lunar soil, they had to press hard to force the staff down, yet it would fall over easily. The soil showed great resistance downward, but little sideways. Aldrin found that he could pound a core tube only about five inches deep, even with repeated blows.

The men remarked on the variety of the moon rocks. The surface of some showed vesicles, or tiny pits, formed by gas bubbles as the rock cooled. Some were pitted with little glassy craters as though they had been struck by BB shot.

Colors varied from chalky gray to ashen gray, with hints of tan or cocoa brown at times, depending on the angle of view.

Moon Rocks Hold High Priority

In every direction, the lunar surface was pocked with thousands of little craters and many larger ones, five to fifty feet across and littered with angular blocks.

It had been decided in advance that the most important single thing the astronauts could do—scientifically speaking—would be to bring back samples of the moon.

Shortly after stepping onto the surface, Armstrong took a "grab sample," or contingency sample, scooping it up into a Teflon bag on the end of a light collapsible rod. The pole he discarded, but the bag of soil he rolled up and—with some difficulty—tucked into a pocket above his left knee.

As Astronaut-scientist Don Lind commented in Houston during the flight, "He is certainly going to get back in the spacecraft with his pants on, so we will have this sample for sure."

With a specially made aluminum scoop on an extension handle, and with a pair of long aluminum tongs, Armstrong later gathered a larger quantity of the dark lunar soil and representative samples of the lunar rocks. These he put into two boxes, each formed from a single piece of aluminum. A ring of soft metal, indium, lined the lip of each box; when the box was closed and the straps drawn tight around it, a knifelike strip around the edge of the lid bit deeply into the indium, thus helping to seal the samples in a vacuum and to protect them against contamination.

All told, the astronauts brought back about 48 pounds of lunar material. In addition, they undertook to gather a bit of the sun. To be sure, it was a very small sample, less than a billionth of an ounce at best, but presumably it was enough to tell a great deal about the solar furnace. The sample was gathered by trapping particles of the solar wind.

Swiss Scientists Count Sun Particles

The solar wind is an ionized, or electrified, gas constantly streaming away from the sun at speeds of 200 to 400 miles a second. Ordinarily we do not detect the wind on earth, because the magnetosphere—the magnetic field around our planet—deflects the electrified gas. We see its effects only when a little of the solar wind occasionally leaks into the magnetosphere in the polar regions, becomes accelerated by some process that scientists do not yet understand, and causes the brilliant aurora high in the atmosphere.

The moon lacks a strong magnetic field, so the solar wind flings against it a steady barrage of atomic particles that, scientists believe, may slowly erode the lunar rocks. The device to trap these infinitesimal particles is ingeniously simple, compared to other more sophisticated instruments designed for lunar research. It amounts to little more than a strip of aluminum foil about a foot wide and four and a half feet long that Aldrin unfurled and hung on a slender mast stuck into the moon near the lunar module.

This sheet was left exposed to direct sunlight for an hour and 17 minutes, then rolled up like a window shade and stored inside one of the lunar sample boxes. Scientists hope that during exposure the sheet received the full force of the solar particles. Many of them—perhaps as many as 100 trillion—may have embedded themselves in the foil, penetrating several times their own diameter—as much as a millionth of an inch.

As this is written, Swiss researchers led by Dr. Johannes Geiss are attempting to extract the solar particles at the University of Bern and the Federal Institute of Technology in Switzerland.

Their technique is to melt and vaporize the foil in an ultrahigh vacuum. Then, in a device known as a mass spectrometer, the atomic particles of the gases they are seeking may be separated according to their mass. The process faintly resembles that of the cream separator which drives the heavier milk particles to one outlet and the lighter cream particles to another.

Unmanned satellites outside our atmosphere have already investigated the solar wind, and from these studies scientists have found that it holds particles of hydrogen, helium, and probably oxygen. Theoretically it should also contain particles of all the other chemical elements making up the sun—some 92 in all. The Swiss researchers do not expect to detect all these; rather, they seek to measure the gases helium, neon, and argon, known as "noble gases" because they normally do not react with other substances.

Dr. Geiss hopes to find isotopes, or varieties, of these elements in the foil-trapped solar wind sample. Knowledge about the proportions of such isotopes will add to our understanding of the origin of the solar system. Particularly it may tell us something of how the earth and its atmosphere were formed.

Unique Instruments Gleam Like Jewels

The solar wind collector came back to earth with the astronauts, but two other important scientific instruments were left behind on the moon. One is a seismometer, a device for detecting tremors and quakes. The other is a super-mirror to reflect laser beams sent up from earth. Together they form the EASEP, or early Apollo scientific experiments package.

I was privileged to see these two instruments a few days before they were placed aboard the lunar module. As befits all hardware going on moon flights, they were kept in a "clean room," where all dust is carefully filtered out. Before going in, I had to thrust my shoes into a mechanical brusher to remove dust, then cover my clothing with a white nylon gown and my hair with a nylon cap.

The two instruments stood in solitary splendor in the middle of the floor, completely dominating an otherwise nearly empty room. A barrier surrounded them, keeping me at a discreet distance. Lights bathed the scene from a high ceiling, reflecting on white walls and an aluminum floor. I felt as though I were in a sultan's treasury, looking at his crown jewels. And, in truth, the two devices shone and glittered like jewels—the seismometer because of its amber-gold thermal covering, and the reflector because of the crystalline beauty of its 100 glistening prisms.

Inside the golden cylinder at the heart of the seismometer were mechanical combinations of booms, hinges, and springs that respond to vibrations, and electronic devices to record the intensity of the vibrations and transmit the information by radio to earth. Two large solar panels, producing as much as 40 watts, could provide the necessary electric power during the two-week-long lunar day. During the moon's night the instrument was to fall silent, but nuclear heaters, fueled with radioactive plutonium 238, would keep the transmitter warm.

Device to Measure Lunar Tides

Dr. Gary V. Latham of Columbia University's Lamont-Doherty Geological Observatory, the principal investigator for the seismometer experiment, told me that this kind of instrument has given us most of what we know about the earth's interior, and should do the same for the moon.

"However, the lunar seismometer is ten to a hundred times more sensitive than those we use on earth," he explained. "The moon fortunately lacks the constant vibrations from ocean tides, wind, and traffic that plague instruments on earth.

"With this device—actually four seismometers in one package—we should be able to detect the impact of a meteorite the size of a garden pea half a mile away on the moon.

"Also, in time we should be able to tell if there are small tilts in the surface caused by tides in the lunar material itself. If a rigid bar 300 miles long were lifted at one end by one inch, this seismometer could record it.

"And the instrument can record tremors about one million times smaller than the vibration level that a human being can feel."

I asked Dr. Latham how he could tell the difference between a moonquake and a meteorite impact.

"It's not easy," he admitted, "but that's about the same problem seismologists have been facing for years in deciding whether a tremor on earth is caused by a quake or by a nuclear test in some remote place. We can do it because the waves caused by a bomb or an impact are richer in high-frequency vibrations than those caused by a quake."

On the moon, Buzz Aldrin opened an equipment bay on the back of the lunar module and lifted out the two instruments—weighing a total of nearly 170 pounds—as though they were light suitcases. He carried them easily, with both arms bent at the elbows so the packages would not chafe his suit. He deployed the seismic package about 60 feet away from *Eagle* while Armstrong set up the laser reflector nearby, where they would presumably not suffer from the blast of the ascent engine.

A few minutes later, a radio command from earth uncaged the seismometers and turned on their transmitter. Immediately—to the joy of scientists on earth—the instruments began recording the footfalls of the astronauts on the moon.

Inked Squiggles Record Moon's First Visitors

In the control center at Houston, I watched signals coming in from the seismometers. Inked pens traced endless lines on long strips of paper issuing from strip-chart recorders; heated styluses did the same on waxed paper on drum recorders.

Dr. Latham explained that when the lines were straight, the moon was quiet. When the pens and styluses began to vibrate and trace squiggly lines, something was happening on the moon. The nature of the squiggles and their amplitude suggested to Dr. Latham and his colleagues what was happening. For example, rapid vibrations of the pens, tracing designs like fuzzy caterpillars, recorded the movements of the astronauts.

The moon seems to be quieter internally than earth—but the instruments have nonetheless recorded trains of high-frequency waves lasting from one to nine minutes. These, say the scientists, may be landslides, perhaps in West Crater. It is a new enough crater for such slides to be expected from the stresses caused by constant shifts from extreme heat to extreme cold.

The seismometers also seemed to detect several fairly strong shocks with lower frequencies than the landslide tremors. At first these appeared to be moonquakes. But peculiarities in the signals have led the seismologists to suspect that the "tremors" may have been caused by venting of gases from the lunar module, or by abnormalities within the instruments themselves. Only further experiments will tell.

The Apollo 11 seismometers survived the oven heat of one lunar noon and the bitter cold of one lunar night, but the electronics in their command receiver gave out from overheating on the second noon. Dr. Latham expects the instruments carried on future missions to last longer because they will be protected with a heat-radiating thermal blanket.

Laser Hits a Far-off Target

As soon as Neil Armstrong had put the laser reflector in place and carefully aimed it at earth, scientists began firing powerful pulses of ruby laser light at it. The second and third largest telescopes in the world (after Mount Palomar's)—the 120-incher at Lick Observatory, on Mount Hamilton, California, and a brand-new 107-incher at McDonald Observatory, Fort Davis, Texas—were used to concentrate the beams. Light passing backward through one of these telescopes spreads out to a spot only a few miles wide by the time it hits the Sea of Tranquillity.

At first no detectable light returned; the brilliance of reflected sunlight obscured whatever laser light might be struggling back. But shortly before lunar night, the telescope at Lick began to pick up signals, and McDonald has since detected them repeatedly.

Unlike the seismic package, the laser reflector has no moving parts and requires no power supply. It consists simply of a hundred fused-silica prisms, each about the width of a silver dollar, set in an aluminum frame 18 inches square. Each prism is the corner of a cube. When light enters and strikes one face, it must, by the laws of optics, bounce off two other faces as well, and then come right back out on itself.

Professor Carroll O. Alley, Jr., of the University of Maryland, who is in charge of the experiment, showed me one of the prisms. As I looked into it, the image of my eye filled the corner where the three planes intersected.

"Now tilt the reflector a few degrees in each direction," suggested Professor Alley.

To my surprise, my eye kept looking straight back at me no matter which way I tilted the piece of silica. It was uncanny that I could not escape its fixed stare.

"That's why the corner reflector works so well for our purposes," explained Professor Alley. "These prisms are the most accurate reflectors ever made in any quantity. Yet, of course, the beam is severely attenuated in its half-million-mile round trip."

How much, I wondered.

"We send out about 10 billion billion photons [units of light]," he said. "If we are lucky, 10 photons will return to our detector. That's far too few for the eye to see, but our instruments can measure them."

Knowing the speed of light, and timing the round trip (about 2½ seconds) to an accuracy of one billionth of a second, Professor Alley and his colleagues can figure the distance to the reflector with an exactness never before possible. They expect to refine that distance, as measured at any given moment, to an error of only six inches—and that's exactly the point of the experiment.

"Once we can determine the moon's distance from two observing spots on earth simultaneously," Professor Alley continued, "then by simple calculation we can find out exactly how far apart those two spots lie. If distances between observatories in Europe and the Americas tend to increase over a period of years, then we will have strong evidence that those continents are slowly drifting apart, as many scientists now believe."

Within a decade the laser experiment will also help scientists check on how fast the moon is receding from the earth, examine the wobble of the earth on its axis, and test new theories of gravity.

Professor Alley expects that the reflector will continue to give good results for at least ten years, maybe a hundred. During that time anyone can use it who has the appropriate laser and telescope equipment. It is truly an international experiment.

Even before Armstrong and Aldrin had finished their observations, photography, and scientific chores, the flight controllers in Houston were getting nervous that the two men would overstay their time on the surface of the moon.

At one point Armstrong loped some 200 feet to photograph the smaller of the two craters he had overflown. "When he returned he was really puffing," one of the men in the control room at Houston told me later. And when the Apollo commander hauled the rock-sample boxes through *Eagle's* hatch with a line-and-pulley arrangement, the exertion sent his pulse up to 160 beats a minute—four beats faster than it had been during the lunar landing.

Those Who Follow Will Stay Longer

But the controllers' fears were groundless. Armstrong entered the LM and locked the hatch just two hours and 20 minutes after he had stepped out of it, almost exactly according to plan. He did not feel particularly tired.

"It was nothing at all like the exhaustion after a football game," he said later.

In fact, the metabolic rate for both men stayed considerably lower than expected. Half their oxygen supply remained unused in their portable life-support packs, as did ample water and battery power. For that reason, the astronauts of Apollo 12 were given permission to stay substantially longer on the moon.

When Aldrin and Armstrong re-entered *Eagle*, one incident aroused momentary apprehension among TV watchers back on earth. One of the backpacks, which barely cleared the hatch entrance, struck a circuit breaker just inside and snapped its end off. It was needed to arm the ascent engine—a necessary step before the engine could be fired to get the men off the lunar surface.

Fortunately, the circuit breaker could still be pushed in. More important, there were other ways in which the astronauts could arm the engine. Almost everything in Apollo can be accomplished in two or more ways for safety's sake.

Before leaving the moon, the two men opened the hatch once more and jettisoned their backpacks and other items not destined for return to earth. (The lunar seismometers dutifully recorded the impacts.)

Million-dollar Museum on the Moon

Any future explorers who reach Tranquillity Base will find an expensive museum. There remain the two lunar instruments, the United States flag (which does not, incidentally, constitute a territorial claim by the United States), *Eagle's* descent stage with the plaque on one leg announcing that "We came in peace for all mankind," and a symbolic olive branch in gold.

And scattered about lie a million dollars' worth of discarded items that had to be left behind to save weight and space: cameras, backpacks, tools, lunar overboots, bags, containers, armrests, brackets, and other miscellaneous gear.

In addition, the crew left an Apollo shoulder patch commemorating the three astronauts—Gus Grissom, Ed White, and Roger Chaffee—who died on January 27, 1967, in a spacecraft fire, and medals honoring two Soviet cosmonauts who have lost their lives—Yuri Gagarin and Vladimir Komarov.

A final memento carried messages of good will from leaders of 73 nations. Etched on a 1½-inch disk of silicon by the same process used for making miniaturized electronic circuits, the messages have been reduced in size 200 times and are invisible to the naked eye.

Eagle's climb back into orbit took less than eight minutes of firing by the ascent engine. Mike Collins, who had been the solar system's most isolated man in his orbiting command module, watched his companions return with undiluted joy. *Eagle* started as a pinpoint of light as its tracking beacon flashed, but grew rapidly in size till it swung grandly into position for rendezvous.

For a few moments during docking, the two craft failed to align themselves properly, but skillful jockeying by the pilots solved the problem. Then Collins floated into the tunnel between *Eagle* and *Columbia* to shake hands with his colleagues.

The three men, reunited in the command module, set the ascent stage adrift in lunar orbit, where it will remain indefinitely, and began the 60-hour journey home. As uneventful as the trip out, the coast back ended on July 24 with a fiery but totally successful reentry in the Pacific, 950 miles southwest of Honolulu.

Emerging from the blackened command module, the three men began a period of earthly quarantine. Wearing biological isolation garments—coveralls with gas masks—they went immediately from the helicopter to a specially adapted vacation trailer known as the mobile quarantine facility. Carried by ship to Hawaii and thence by plane to Houston, they entered living quarters in the Lunar Receiving Laboratory, where they underwent the most intensive medical scrutiny.

None of the tests of the men or of the lunar samples they brought back revealed any organisms that could harm life on earth—or indeed any organisms at all. So, late on August 10, the three Apollo crewmen were released to their families and a waiting world.

What Did Apollo Mean?

Amid all the excitement and hyperbole, what was the real significance of Apollo 11?

In a minor sense, perhaps, it was the coming of age of the space program, for it was the 21st manned space flight for the United States, as well as the 21st launch in the Saturn series. And if life begins at 40, that too is symbolic, for the day after the flight began marked the 40th anniversary of Robert Goddard's first launching of an instrumented rocket, complete with thermometer, barometer, and camera.

Apollo 11 was in addition a momentous adventure, the most widely shared adventure in all history.

It was, as well, a technological triumph of the highest order, made possible only by the sustained effort during the past decade of hundreds of thousands of persons and the expenditure of some 22 billion dollars.

It involves so complex a technology that no one man can begin to comprehend what lies behind it: the tons of blueprints, the 20 thousand contractors; the 20 million pages of manuals, instructions, and other material printed monthly by the Kennedy Space Center alone; the rocket and spacecraft encompassing more than five million separate parts; the engines—most powerful in the world—that gulp 15 tons of kerosene and liquid oxygen a second and get five inches to the gallon; the telemetry that during launch sends back to Houston each second enough information to fill an encyclopedia volume.

Man's Long Reach to the Unknown

But above all, Apollo 11 was a triumph of the human spirit. As Buzz Aldrin said in a TV broadcast while coming home from the moon, "This has been far more than three men on a voyage to the moon ... This stands as a symbol of the insatiable curiosity of all mankind to explore the unknown."

At the President's dinner honoring the astronauts shortly after their release from quarantine, Neil Armstrong brought tears to the eyes of many when he said, in a voice filled with emotion: "We hope and think ... that this is the beginning of a new era, the beginning of an era when man understands the universe around him, and the beginning of the era when man understands himself."

But with all the congratulations, and all the pride of accomplishment, Buzz Aldrin struck perhaps the finest note of all when, on the way home from the lunar conquest, he read to a listening world this moving passage from the eighth Psalm of the Old Testament: "When I consider thy heavens, the work of thy fingers, the moon and the stars, which thou hast ordained; What is man, that thou art mindful of him?"