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:

    o Focus on and remember what they are reading by recording their thoughts about the text
    o Keep track of important ideas or observations about the text
    o Mark sections that are surprising or illuminating
    o Keep track of unfamiliar words and/or familiar words used in an unfamiliar way
    o Keep a record of their thoughts about the text, including thoughts on content and style
    o See how the writer organized his or her thoughts on a topic
    o Question the text or make connections between ideas
    o Interpret the ideas in the text
    o 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:

o 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.

o 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:

o *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:

o 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).

o 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).

o　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:

>> o Introduce a precise central claim?
>> o Develop supporting claims that reinforce or advance the central claim?
>> o Use relevant and sufficient evidence to support my claims?
>> o Use valid reasoning to demonstrate clear relationships between claims and evidence?
>> o 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.
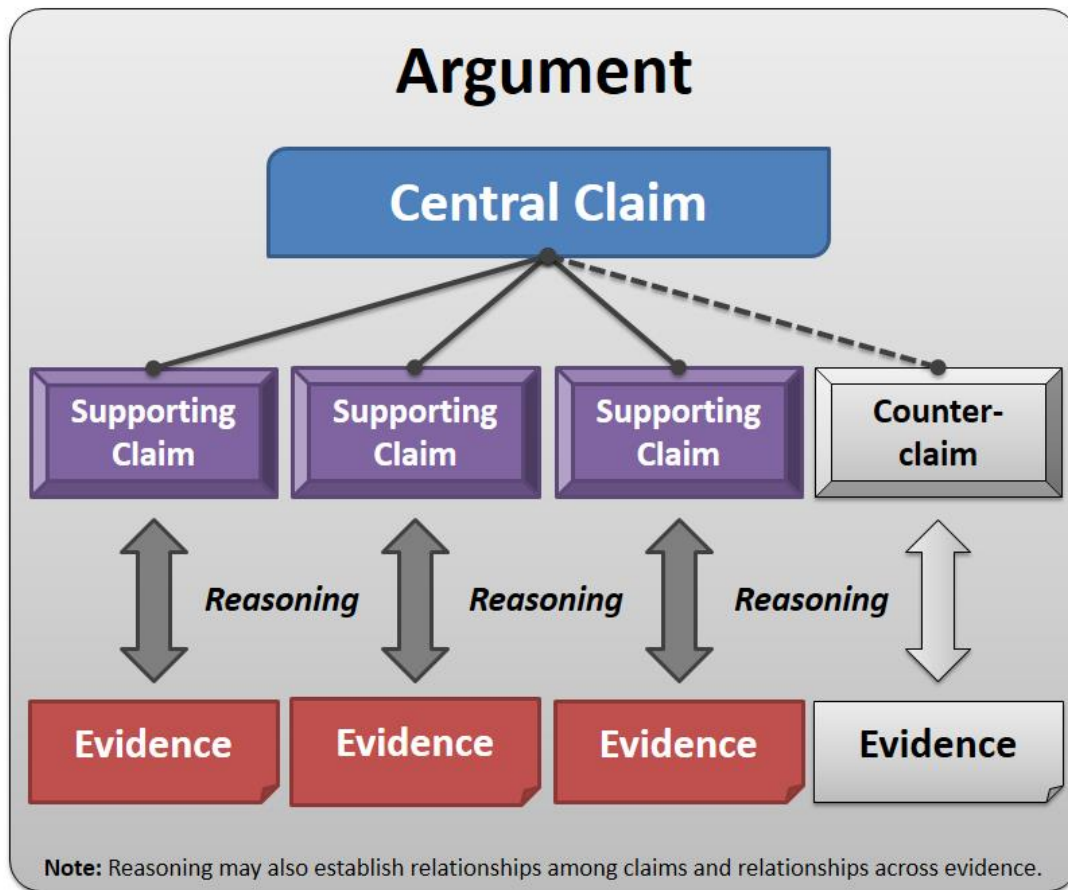
> ‣ Students follow along.

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:

o 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.

o 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:

- o The writer identifies himself as "Senator" who "just participated in a debate" (par. 1).
- o 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).
- o The writer defines what the League of Nations "is designed to deal with" (par. 1).
- o 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:

- o   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).
- o   In paragraph 3, the writer appeals to North Dakotans by sharing the language of the Treaty itself.
- o   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:

- o   Make claims that are most important or meaningful to that audience
- o   Determine what evidence will be most convincing to that audience
- o   Think of counterclaims that his or her audience could make
- o   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:

   o "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.
   o "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.
   o "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.

   o *Organization* means being arranged or planned in a particular way.
   o *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 ✔
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐

	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:

    o 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.

o   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:

  - o 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.
  - o 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.
  - o 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:

- o 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.
- o Because the principal is well educated, I must use compelling claims with detailed evidence and logical reasoning to support my positions.
- o 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:

> o   Understand each author's claims and evidence
> o   Focus on the information they need to build their knowledge on the argument topic
> o   Record their thinking on the argument topic, like whether they agree or disagree with what the author writes and why
> o   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:

> o   The title indicates that the article will focus on how much kids use screens.

- o The title suggests that the article will include information about how much time is "too much 'screen time.'"
- o 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:

- o Too much screen time has negative health effects on kids.
- o Media consumption is not bad, but it should be done in moderation.
- o 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).
- o 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.

3

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:

  o 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).

  o 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.

- o **Evidence:** "scientists are discovering that even after the multitasking ends, fractured thinking and lack of focus persist" (sec. 1, par. 12)
- o **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.

- o **Supporting Claim:** The brain is not meant to handle current technology.
- o **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)
- o **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.

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▶	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:

   o **Central Claim:** Don Tapscott "believes the age of learning through the memorization of facts and figures is coming to an end" (par. 1).
   o **Supporting Claim:** "Teachers are no longer the fountain of knowledge; the internet [sic] is." (par. 2)
   o **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)
   o **Reasoning:** "Kids should learn about history to understand the world and why things are the way they are." (par.
   o **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)
   o **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)
   o **Reasoning:** "is it better to just have a general idea so you can focus on better understanding the context and meaning?" (par. 4)
   o **Supporting Claim:** "Today's students are growing up in a world where multi-tasking has them completely immersed in digital experiences." (par. 5)

o **Evidence:** "Wiring up our brains like this makes us adept at filtering information, making snap decisions" (par. 6)

o **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:

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

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:

- o "This could be stronger if you add …"
- o "If you move this paragraph and this paragraph, it would …"
- o "This might make more sense if you explain …"
- o "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:

-     o   I changed the wording of this supporting claim so that it better aligns with my central claim.
-     o   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:

  -     o   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.

- o 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.

- o 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.

- o 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:

- o 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).

- o 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.

- o 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.

- o 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:

o 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:
> - o Develop supporting claims that reinforce or advance the central claim?
> - o Use relevant and sufficient evidence to support my claims?
> - o Use valid reasoning to demonstrate clear relationships between claims and evidence?
> - o Develop counterclaims fairly?
> - o Arrange claims, counterclaims, evidence, and reasoning to create clear relationships among all the components of the argument?
> - o Adapt content and language to my specific audience?
> - o 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:
>
> o The supporting claim in this paragraph is well supported by evidence and follows from the central claim.
> o 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:

- o 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.

- o 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.

- o 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.

- o 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:

- o 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.

- o 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.

- o 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).

- o 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:

   o 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.

   o 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:
    - o Have an introduction that captures the reader's attention and interest?
    - o Have an introduction that establishes the topic and central claim of my argument?
    - o Introduce a precise central claim?
    - o 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:

   o 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).

   o 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.

- o 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.

- o 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:

- o 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).

- o 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.

  o 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).

  o 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:

  o 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:

    - o Provide a conclusion that follows from and supports the argument?
    - o 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:
 	
   • Paraphrasing
 	
   • Integrating Quotations
 	
   • Punctuating Quotations
 	
   • In-Text Citations
	3. 30%

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:

- o Paraphrasing (See Appendix 1)
- o Integrating Quotations (See Appendix 2)
- o Punctuating Quotations (See Appendix 3)
- o 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:

  - o 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.
  - o 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.
  - o 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).

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

What is similar about the two examples? What is different?

- 🗨 Student responses may include:

    o Both examples communicate the same idea from the source.
    o Both examples cite the source.
    o Example 1 is shorter than Example 2.
    o 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:

    o The direct quotation is long and provides information that is not relevant to the writer's argument.
    o The direct quotation requires too many modifications to be integrated into the argument.
    o 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.
    o 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:

    o 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)).
    o 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).

o   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.

- o 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.

- o 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:

   - o **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.
   - o **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:

  - o 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.
  - o 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.
  - o 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.
  - o 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).

  o <u>Example</u>: 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).

  o <u>Example</u>: 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:

  o <u>Example</u>: 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*.

  o <u>Example</u>: 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.

  o <u>Example</u>: 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.

    o 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.

    o 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.

    o 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."

    o 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.

    o Example: <mark>"[S]ustained concentration"</mark> 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:

PUBLIC CONSULTING GROUP

CC BY-NC-SA

engage^ny
Our Students. Their Moment.

- o 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.
- o 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.
- o 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.
- o 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.
- o 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:
  o Addressing an Audience's Knowledge Level and Concerns (See Appendix 1)
  o 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:

  - o 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.
  - o 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:

    - o   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.
    - o   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:

  o 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.

  o 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:

- o 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.
- o 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:

- o 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.
- o 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:

- o 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.
- o 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:

    o   Word Choice (See Appendix 1)

    o   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:

- o 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.
- o 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?	☐	☐

	Drafting	Finalization
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:

- o Using technology frequently throughout the day often requires people to multitask, and excessive multitasking is dangerous for the brain.
- o 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:

- o "really"
- o "a lot of"
- o "sort of"
- o "kind of"
- o "just"
- o "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:

- o Both sentences are about the negative impact of students always being on their phones and how this action makes them seem not like humans.

- o 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:
  - o 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.
  - o 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.
  - o 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.
  - o 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.
  - o 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:
  - o "Overdoing" includes the verb "do," which does not make sense for digital media, so replace "overdoing" with "overusing."
  - o "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.
  - o "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.
  - o "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:
  - o 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:

- o Varied Syntax (See Appendix 1)
- o 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:

- o 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.

o   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?	☐	☐

	Drafting	Finalization
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:

  o 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."

  o 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.

    o   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:

    o   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.

    o   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:

  o "However"
  o "actually"
  o "and"
  o "These effects"
  o "Ultimately"
  o "which"

How does each transitional word or phrase contribute to the paragraph?

- 🗩 Student responses may include:

  - o The word "However" shows that ideas in this paragraph may be somewhat different from ideas in the previous paragraph.
  - o The word "actually" indicates that there is real support or evidence for the assertion that "extensive use [of technology] is harmful to the brain."
  - o The word "and" shows that multitaskers suffer in more ways than one.
  - o The phrase "These effects" connect prior information to a new idea.
  - o The word "Ultimately" suggests that the paragraph or idea is coming to a conclusion.
  - o 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

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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:

   o Combining Sentences Using Semicolons and Colons (See Appendix 1)

   o 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:

  o 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.

  o 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?	☐	☐

	Drafting	Finalization
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:

o The subject is "he."
o 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:

> > o   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:

- o 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.
- o 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.
- o 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 2. Homework Accountability 3. Writing Instruction: Commas, Fragments, and Run-ons 4. Argument Writing Checklist 5. Individual Revision 6. Revision Discussion 7. WR.1 Revision Exit Slip: Ensuring Sentence Accuracy 8. Closing	 1. 5% 2. 0% 3. 30% 4. 5% 5. 30% 6. 20% 7. 5% 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:

  o 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.

- o   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.
- o   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:
    - o 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)."
    - o 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:
    - o 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:

  - o 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:

    o 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."

    o 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:

    o Correctly incorporate commas? This item belongs in the Control of Conventions category, because it is about proper use of punctuation.

    o 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.

    o <u>Example</u>: 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.

    o <u>Example</u>: 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.

    o <u>Example</u>: 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?	☐	☐

	Drafting	Finalization
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:
    • Parallel Structure
    • Varied Phrases
	3. 30%

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?	☐	☐

	Drafting	Finalization
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:
  o The verbs with the same ending make all the ideas seem connected.
  o 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:

      o Sentence 1 includes parallel structure in the two singular nouns that are joined by the coordinating conjunction "or": "screen" and "e-mail inbox."
      o Sentence 6 includes parallel structure with adverbs "positively" and "effectively."
      o 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.

o **Example 1:** The <u>United States</u> <u>is</u> not the only country whose <u>teens</u> <u>suffer</u> from technology overuse.

o **Example 2:** The <u>use</u> of different technologies <u>is</u> doing actual damage to brains and communities.

o **Example 3:** People's <u>brains and communities</u> <u>are</u> suffering.

o **Example 4:** An <u>e-mail or a text</u> <u>is</u> just as distracting as a loud noise like a fire siren.

o **Example 5:** <u>There is a debate</u> among scientists about technology.

🗨 Student responses should include:

    o In example 1, "United States" is a collective noun that implies more than one person, but collective nouns are singular and take singular verbs.

    o 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.

    o In example 3, two subjects joined by a conjunction like "and" make a plural subject, so they take a plural verb.

    o 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.

    o 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:

  - o Sentence 1 begins with a noun phrase.
  - o Sentence 2 begins with a noun phrase.
  - o Sentence 3 begins with an adverbial phrase.
  - o Sentence 4 begins with a simple noun and a verb.
  - o 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:
>
> o Reading aloud made it easier to find repetition of words.
> o Reading aloud made it easier to hear sentences that did not make sense.
> o Reading aloud helped identify if a sentence was too long.
> o 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):
  - o 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:

- o 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.
- o The in-text citations are directly linked to the sources in the Works Cited page.
- o 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:

- o Book citations include author and book name, but periodical articles have to include author, article title, and the name of the periodical.
- o 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
a̲̳	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.**

PUBLIC CONSULTING GROUP

engage^{ny}
Our Students. Their Moment.

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

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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], have just 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.

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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."

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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.

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"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

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EDUCATION 2.0: NEVER MEMORIZE AGAIN?
BY SARAH PEREZ

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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?