WR.2	Unit Overview
	Informative Writing
Text	"Cave Painting" (informative writing model) "A Brief History of Photography" (informative writing model) *"The New Deal" *"Digging In" by Robert J. Hastings "Firing, Not Hiring" by Nancy Hayes
Number of Lessons in Unit	20 (includes 7 Supplemental Skills Lessons)

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Introduction

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

Students begin the unit by reading two model informative writing texts, "Cave Painting" and "A Brief History of Photography," exploring how each writer organizes and conveys information clearly. Using the models as examples, students learn the purpose of informative writing, the key components of informative writing, and the importance of considering one's audience.

Students then analyze the prompt for this unit's informative writing assignment, which asks them to explain the effects of the Great Depression on the people who lived through it. In order to build their knowledge on the informative writing topic and practice the skill of gathering evidence to support a

claim and develop subtopics, students read and analyze two articles and an excerpt from a memoir that discuss the Great Depression and how it affected people during that time.

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

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

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

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

Literacy Skills and Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Independently read and annotate text in preparation for evidence-based discussion
- Engage in productive evidence-based discussions about text
- Use vocabulary strategies to define unknown words
- Collect and organize evidence from texts to support claims and develop subtopics in writing
- Plan for writing
- Produce writing that is appropriate to task, purpose, and audience
- Introduce a clear topic and subtopics
- Develop the topic with relevant and sufficient evidence
- Clarify the relationships among the topic, claim, subtopics, and evidence
- Use domain-specific vocabulary in writing

- Establish and maintain a formal style and objective tone
- Write an effective introduction to an informative paper
- Write an effective conclusion to an informative paper
- Independently revise writing
- Independently practice the writing process outside of class
- Engage in constructive peer review
- Use editing conventions to finalize writing
- Use a checklist for self-assessment and peer review of writing

Standards for This Unit

College and Career Readiness Anchor Standards for Reading	
None.	
CCS Standards: Reading — Literature	
None.	
CCS Standards: Reading — Informational Text	
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CCS Standards: Writing	
W.9-10.2.a, b, c, d, e, f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
	d. Use precise language and domain-specific vocabulary to manage the complexity

	of the topic.
	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.4	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
W.9-10.5	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
W.9-10.8	**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.**
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCS Standards: Speaking & Listening	
SL.9-10.1.c, d	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.**
	c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate

	others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. **Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.**

CCS Standards: Language	
L.9-10.1.a, b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. **Use parallel structure.** b. **Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.**
L.9-10.2.a-c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. **Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.** b. **Use a colon to introduce a list or quotation.** c. **Spell correctly.**
L.9-10.3.a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. **Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.**

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

Unit Assessments

Ongoing Assessment	
Standards Assessed	RI.9-10.3, W.9-10.2.a, b, c, d, f, W.9-10.4, W.9-10.5, W.9-10.8, SL.9-10.1.c, d, L.9-10.1.a, b, L.9-10.2.a-c, L.9-10.3.a
Description of	Student learning is assessed based on demonstrated planning, drafting, revising,

Assessment	and editing throughout the writing process. At the end of the unit, students are assessed on the effectiveness of their finalized drafts according to the class-generated Informative Writing Checklist.

Culminating Assessment	
Standards Assessed	W.9-10.2.a, b, c, d, f, W.9-10.4, W.9-10.5, L.9-10.1.a, b, L.9-10.2.a-c, L.9-10.3.a
Description of Assessment	Students write a formal, multi-paragraph informative paper in response to the following prompt: ***According to the texts provided, what effects did the Great Depression have on people who lived through it?**

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Unit-at-a-Glance Calendar

Lesson	Text	Learning Outcomes/Goals
1	"Cave Painting" (informative writing model)	In this first lesson, students are introduced to informative writing. Students examine an informative writing model, discussing what they notice about how the writer organizes his ideas and conveys information. Through direct instruction, students explore the components of effective informative writing using the model as an example. Student learning is assessed via participation in a pair or small group activity in which students brainstorm items for the class's Informative Writing Checklist.
2	"A Brief History of Photography" (informative writing model)	In this lesson, students examine a second informative writing model and continue discussing what makes an informative paper effective, focusing in particular on purpose and audience. Student learning is assessed via participation in a pair or small group activity in which students brainstorm items for the class's Informative Writing Checklist.

Lesson	Text	Learning Outcomes/Goals
3	"The New Deal"	In this lesson, students analyze this unit's informative writing prompt to determine the writing task. Students also discuss how the purpose and audience influence their understanding of the task. Students then begin to build their knowledge of the informative writing topic by reading and analyzing the article "The New Deal" by the Public Broadcasting Corporation. Student learning is assessed via completion of the WR.2 Lesson 3 Prompt Analysis Exit Slip in which students explain in their own words what the prompt requires of them.
4	"The New Deal"	In this lesson, students deepen their analysis of "The New Deal" by the Public Broadcasting Corporation by charting the claim, subtopics, and evidence in the article and discussing the relative importance of each subtopic. Student learning is assessed via a Quick Write at the end of the lesson: Choose the subtopic that you think is best supported in the article. What evidence is used to develop the subtopic? Explain whether the evidence is relevant and sufficient to develop the subtopic.
5	"Firing, Not Hiring" by Nancy Hayes	In this lesson, students read and analyze "Firing, Not Hiring" by Nancy Hayes. Students use their analysis to continue charting subtopics and evidence and to write a brief evaluation of one subtopic from the article. Student learning is assessed via a Quick Write at the end of the lesson: Choose the subtopic that you think is best supported in the article. What evidence is used to develop the subtopic? Explain whether the evidence is relevant and sufficient to develop the subtopic.

Lesson	Text	Learning Outcomes/Goals
6	None.	In this lesson, students first continue to refine their understanding of their task, purpose, and audience by reviewing their statements of purpose from WR.2 Lesson 3. Students spend the remainder of the lesson completing a prewrite in order to generate thoughts and ideas for their informative papers. Student learning is assessed via participation in a prewriting activity on this unit's informative writing prompt.
7	None.	In this lesson, students review the format of a standard outline and draft their own outlines for their individual informative papers. Students who need additional support with articulating or organizing their ideas in their outlines will have an opportunity to meet with the teacher for one-on-one conferences. Student learning is self-assessed via annotations to their outlines, corresponding to the applicable items on the Informative Writing Checklist.
8	None.	In this lesson, students identify elements of effective body paragraphs in the informative writing models. Students then draft their own body paragraph to introduce a subtopic and support it with relevant and sufficient evidence that develops the topic and claim of their informative papers. Student learning is self-assessed via annotations to their drafts, corresponding to the applicable items on the Informative Writing Checklist.
9	None.	In this lesson, students learn to craft an introduction that engages the reader's attention and establishes the topic and claim of their informative papers. Students examine effective introductions from the informative writing models. Then, students work individually to draft the introductions for their informative papers. Student learning is self-assessed via annotations to their drafts, corresponding to the applicable items on the Informative Writing Checklist.

Lesson	Text	Learning Outcomes/Goals
10	None.	In this lesson, students learn to craft a conclusion that follows from and further supports their informative papers. Students examine effective conclusions from the informative writing models. Then, students work individually to draft the conclusions for their informative papers. Student learning is self-assessed via annotations to their drafts, corresponding to the applicable items on the Informative Writing Checklist.
A	None.	In this lesson, the teacher provides direct instruction on how to paraphrase text from a source, effectively integrate quotations, punctuate integrated quotations, or include proper in-text citations to avoid plagiarism. Students revise their own informative drafts for well-integrated evidence or proper citations before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Integrating Evidence.
B	None.	In this lesson, the teacher provides direct instruction on how to think through and address the audience's knowledge level or how to identify and use formal style and objective tone. Students revise their own informative drafts considering audience or style and tone before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Audience, Style, and Tone.
C	None.	In this lesson, the teacher provides direct instruction on how to implement effective word choice or work with dictionaries and thesauruses to help students convey more thoughtful and complex ideas. Students revise their own informative drafts for word choice before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Working with Words.

Lesson	Text	Learning Outcomes/Goals
D	None.	In this lesson, the teacher provides direct instruction on identifying and using transitional words and phrases or varied syntax. Students revise their own informative drafts for transitional words and phrases or varied syntax before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Cohesion and Flow.
E	None.	In this lesson, the teacher provides direct instruction on how to combine sentences using colons and semicolons or how to split sentences. Students revise their own informative drafts, combining sentences with colons and semicolons or splitting sentences. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Varying Sentence Length.
F	None.	In this lesson, the teacher provides direct instruction on how to effectively use commas in writing. Instruction also includes work with repairing run-on sentences and sentence fragments. Students focus on revising their own informative drafts for commas, run-ons, and fragments before transitioning a peer discussion of revisions. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Ensuring Sentence Accuracy.
G	None.	In this lesson, students learn how to effectively incorporate parallel structure or varied phrases into their writing. Students revise their own informative drafts before participating in a peer discussion of their individual revisions. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Adding Variety and Interest.
11	None.	In this lesson, students participate in a peer review activity during which they offer constructive feedback to their classmates about their informative drafts. Students use the Informative Writing Checklist to guide feedback and revisions. Students may also meet in one-on-one teacher conferences to receive feedback on their drafts. Student learning is assessed via completion of the WR.2 Lesson 11 Peer Review Exit Slip.

Lesson	Text	Learning Outcomes/Goals
12	None.	In this lesson, students review common editing symbols and then edit their drafts individually. Students then review the proper formatting for a Works Cited page in a class discussion in order to finalize their informative papers.
13	None.	In this brief activity, students reflect on the writing process, identifying strategies that helped them succeed as well as areas for improvement.

Preparation, Materials, and Resources

Preparation

- Read and annotate the informative writing models (see page 1).

- Read and annotate source articles (see page 1).

- Review the Short Response Rubric and Checklist.

- Review all unit standards.

Materials and Resources

- Copies of informative writing models (see page 1)

- Copies of source articles (see page 1)

- Chart paper

- Writing utensils including pencils, pens, markers, and highlighters

- Methods for collecting student work: student notebooks, folders, etc.

- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector

- Copies of handouts and tools for each student: see materials list in individual lesson plans

- Copies of the Short Response Rubric and Checklist

WR.2 INFORMATIVE

Lesson 1 Informative Writing Model

Introduction

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

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

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

ⓘ Based on students' familiarity with informational texts and informative writing, this lesson may extend beyond one class period.

Standards

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

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	understanding and make new connections in light of the evidence and reasoning presented.
Addressed Standard(s)	
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Assessment

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

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• depicting (v.) – representing by painting • pigment (n.) – a substance that gives color to something else

- literal (adj.) – true to fact; not exaggerated; actual or factual
- shamans (n.) – people who are healers and spiritual counselors for their communities

Vocabulary to teach (may include direct word work and/or questions)

- None.

Additional vocabulary to support English Language Learners (to provide directly)

- impression (n.) – something (such as a design or footprint) made by pressing or stamping a surface
- erosion (n.) – the gradual destruction of something by natural forces (such as water, wind, or ice)
- archeologists (n.) – scientists who deal with past human life and activities by studying the bones, tools, etc., of ancient people
- predatory (adj.) – living by killing and eating other animals
- hallucinations (n.) – experiences (such as images, sounds, or smells) that seem real but do not really exist
- rituals (n.) – formal ceremonies or series of acts that are always performed in the same way
- underscore (v.) – to emphasize (something) or show the importance of (something)

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: SL.9-10.1.c, d, W.9-10.2, W.9-10.9.b	
• Text: "Cave Painting" (informative writing model)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Introduction to Annotation	2. 10%
3. Reading and Discussion	3. 40%
4. Components of Effective Informative Writing	4. 25%
5. Group Assessment: Informative Writing Checklist	5. 15%
6. Closing	6. 5%

Materials

- Copies of informative writing model "Cave Painting" for each student
- Chart paper for pairs or student groups
- Markers of various colors (optional)

ⓘ Consider numbering the paragraphs of "Cave Painting" before the lesson.

Learning Sequence

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

Activity 1: Introduction of Lesson Agenda   5%

Begin by reviewing the goal of this unit. Explain that over the course of this unit, students will compose a formal informative paper. Explain that students will participate in focused informative writing instruction and practice, which will help them develop and strengthen the skills required to craft informative papers that examine and convey complex ideas clearly and accurately through the effective selection, organization, and analysis of a topic.

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

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

‣ Students look at the agenda.

Activity 2: Introduction to Annotation   10%

ⓘ If students have completed WR.1 or WR.3, then this activity should be either skipped or reviewed as necessary.

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

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

What are some purposes for marking the text?

🗨 Student responses may include:

Marking the text helps readers:

- 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 informative writing models in this lesson and Lesson 2 will help them identify and analyze the components of effective informative writing, preparing them to purposefully use these components in their own writing.

Activity 3: Reading and Discussion   40%

Instruct students to form pairs or small groups. Distribute a copy of the informative writing model "Cave Painting" to each student. Explain to students that the goal of reading and discussing this model is to identify the effective elements of the paper.

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

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

Provide students with the following definitions: *depicting* means "representing by painting," *pigment* means "a substance that gives color to something else," *literal* means "true to fact; not exaggerated; actual or factual," and *shamans* means "people who are healers and spiritual counselors for their communities."

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

▸ Students write the definitions of *depicting, pigment, literal*, and *shamans* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration:** Consider providing students with the following definitions: *impression* means "something (such as a design or footprint) made by pressing or stamping a surface," *erosion* means "the gradual destruction of something by natural forces (such as water, wind, or ice)," *archeologists* means "scientists who deal with past human life and activities by studying the bones, tools, etc., of ancient people," *predatory* means "living by killing and eating other animals," *hallucinations* means "experiences (such as images, sounds, or smells) that seem real but do not really exist," *rituals* means "formal ceremonies or series of acts that are always performed in the same way," and *underscore* means "to emphasize (something) or show the importance of (something)."

    ▸ Students write the definitions of *impression*, *erosion*, *archeologists*, *predatory*, *hallucinations*, *rituals*, and *underscore* on their copies of the text or in the appropriate section of their vocabulary journals.

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

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

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

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

What is the topic of this informative paper?

    🗨 The topic of this informative paper is the art form of ancient cave paintings.

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

What is the writer's claim?

    🗨 The writer claims that cave paintings can teach people in the present about people in the past and that there is a lot more to learn about cave painting.

ⓘ **Differentiation Consideration:** If students struggle to identify the claim, provide students with the following definition: a *claim* is "a statement about a topic or text."

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

Describe how the writer organizes the ideas in his paper.

    🗨 The writer first introduces the topic of cave paintings and then expresses the claim that cave paintings allow people in the present to learn about "human history," and there is a lot more to learn about cave painting (par. 1). Then, the writer describes different subtopics about cave paintings, and each subtopic has its own paragraph. At the end, the writer emphasizes the importance of studying cave paintings and repeats his claim that people have a lot to learn about "human history" from cave paintings (par. 8).

File: WR.2 Lesson 1 **Date:** 6/30/15 **Classroom Use:** Starting 9/2015

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

ⓘ **Differentiation Consideration:** If students struggle to describe how the writer arranges his ideas, explain to students that the topics of each paragraph are called *subtopics*. Provide students with the following definition: a *subtopic* is "one of the parts or divisions of the main topic." It develops the topic of informative writing.

▸ Students write the definition of *subtopic* in the appropriate section of their vocabulary journals.

What is the subtopic of each body paragraph? Underline the sentence that introduces the subtopic in each body paragraph.

🗨 Student responses should include:

o Paragraph 2 describes the images that are typically depicted in cave paintings. Underline "The Metropolitan Museum of Art describes the subjects of prehistoric art as 'hundreds of sculptures and engravings depicting humans, animals, and fantastic creatures' (Tedesco)."

o Paragraph 3 is about how old cave paintings are. Underline "Scholar Laura Tedesco suggests that 'the first human artistic representations, markings with ground red ocher, seem to have occurred about 100,000 B.C. in African rock art' (Tedesco)."

o Paragraph 4 is about the difficulties scientists face in accurately dating cave paintings. Underline "Correctly identifying the origin and exact date of cave paintings has been a challenge for archeologists."

o Paragraph 5 describes the varying opinions scholars have about the meanings of cave paintings. Underline "Determining the meaning of cave art is as challenging as identifying the age."

o Paragraph 6 explains that cave paintings are in danger of damage and should be protected. Underline "Researchers do agree, however, that the cave paintings of the world are important and must be protected."

o Paragraph 7 is about the steps countries are taking to preserve cave paintings. Underline "Preservation of this art is an ongoing project, with many nations attempting to protect or repair these vital links to human history."

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

🗨 Although the writer presents a different subtopic in each body paragraph, the subtopics are all about a different aspect of the same topic of cave painting expressed in the introduction. The information in each body paragraph supports the claim from the introduction that cave

paintings can give insight into "human history" and that there is a lot more scholars can learn about humankind by studying cave paintings (par. 1).

Describe how the writer uses each body paragraph to deepen the reader's understanding of the topic.

🗨 In each body paragraph, the writer deepens the reader's understanding of cave paintings by giving relevant facts about different aspects of the art form. In each body paragraph, the writer thoroughly develops each subtopic about cave painting by including concrete details and quotes from sources.

Lead a brief whole-class discussion of student responses.

Activity 4: Components of Effective Informative Writing   25%

ⓘ The following activity addresses the expectations of W.9-10.2.

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

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

🗨 The purpose of informative writing is to deepen someone's knowledge of a topic.

Explain to students that that the purpose of informative writing is to provide readers with a better understanding of an idea or topic by conveying information accurately. Explain that an informative paper is a logically organized composition of accurate statements about a topic. Informative writing differs from both argument writing, which seeks to persuade readers of a particular point or side of an issue, and narrative writing, which tells a story, either real or imagined.

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

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

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

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

What is the writer's purpose in the model?

🗨 The writer's purpose in the model is to help the reader understand cave paintings.

What are the components of informative writing?

🗨 Student responses should include:

- o Informative writing includes a claim about a topic.
- o Informative writing includes subtopics that develop the topic.
- o Informative writing includes evidence to develop the subtopics and to support the claim.

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

What is a *topic*?

🗨 A *topic* is the subject of a conversation or formal discussion.

What is a *claim*?

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

Describe what a *subtopic* is. Give an example from the model.

🗨 A *subtopic* is a topic that is one of the parts or divisions of the main topic. It develops the topic of the informative paper. In the model, one of the writer's subtopics is about the different images represented in cave paintings.

What do writers use to develop their topics and subtopics and support their claims? Give an example from the model.

🗨 Writers develop their topics and subtopics and support their claims by using *evidence*, like facts and examples that are clearly related to the subtopic. Evidence is necessary for informing readers because it gives readers proof that the claims and subtopics are supported with facts. An example of evidence in the model is the information from a scholar who describes cave painting as "'literal depictions of hallucinations experienced by tribal shamans' painted on the wall during various rituals (Curry)" (par. 5).

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

Explain to students that when writing an informative paper, the writer first engages the reader, introduces a topic, and makes a claim about the topic. The writer then develops the topic and supports the claim with subtopics. The writer includes relevant and sufficient evidence to develop each subtopic and support the claim. Finally, the writer concludes with a statement or section that follows from and supports the information presented.

ⓘ **Differentiation Consideration:** If necessary to support comprehension, provide students with the following definitions: *relevant* means "relating to a subject in an appropriate way" and *sufficient* means "adequate for the purpose; enough."

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

ⓘ Students will learn how to develop their own informative papers with a claim, subtopics, and evidence in Lessons 8–10.

Activity 5: Group Assessment: Informative Writing Checklist   15%

ⓘ The following activity addresses the expectations of W.9-10.2.

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

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

• **Example 1:** Does my response express to the reader what my informative paper topic is about?

• **Example 2:** Does my response clearly introduce a topic?

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

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

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

▸ Students individually brainstorm items for the class's Informative Writing Checklist.

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

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

🗨 Student responses may include:

   o Clearly introduce a topic?
   o Develop a precise claim about the topic?
   o Include subtopics that develop the topic and support the claim?
   o Use relevant and sufficient evidence to develop my subtopics?

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

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

Activity 6: Closing   5%

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

What might have been the prompt for the informative writing model "Cave Painting"? Give three reasons to support your answer.

▸ Students follow along.

Homework

Respond briefly in writing to the following question:

What might have been the prompt for the informative writing model "Cave Painting"? Give three reasons to support your answer.

WR.2 INFORMATIVE	Lesson 2 Informative Writing Model

Introduction

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

For homework, students respond briefly in writing to the following question: What might have been the prompt for the informative writing model "A Brief History of Photography"? Give three reasons to support your answer. Students also use online resources to conduct a brief search into the Great Depression and record three facts they learned.

ⓘ Based on students' familiarity with informational texts and informative writing, this lesson may extend beyond one class period.

Standards

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

Addressed Standard(s)	
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Assessment

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

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• impermanent (adj.) – not lasting forever
Vocabulary to teach (may include direct word work and/or questions)
• None.

Additional vocabulary to support English Language Learners (to provide directly)
• track (v.) – watch or follow the progress of (someone or something)
• projected (v.) – caused (light, a picture, a movie, etc.) to appear on a surface
• plate (n.) – a sheet of glass or plastic that is treated with a special chemical and used in photography
• fumes (n.) – smoke or gas that smells unpleasant
• fossils (n.) – things (such as leaves, skeletons, or footprints) that are from a plant or animal which lived in ancient times and that you can see in some rocks

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: SL.9-10.1.c, d, W.9-10.2, W.9-10.9.b	
• Text: "A Brief History of Photography" (informative writing model)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Reading and Discussion	3. 30%
4. Components of Effective Informative Writing	4. 20%
5. Group Assessment: Informative Writing Checklist	5. 10%
6. Class Discussion of Informative Writing Checklist	6. 15%
7. Closing	7. 5%

Materials

• Copies of informative writing model "A Brief History of Photography" for each student

• Student chart papers from WR.2 Lesson 1

• Markers of various colors (optional)

• Copies of the Informative Writing Checklist Template for each student

ⓘ Consider numbering the paragraphs of "A Brief History of Photography" before the lesson.

Learning Sequence

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

Activity 1: Introduction of Lesson Agenda   5%

Begin by reviewing the agenda. In this lesson, students read an informative writing model and discuss what makes the informative paper effective. Through instruction and discussion, students explore the components of successful informative writing and the importance of considering the specific purpose and audience. Students then continue to brainstorm items for a class-wide Informative Writing Checklist before coming together as a whole class to create a uniform checklist.

▸ Students look at the agenda.

Activity 2: Homework Accountability   15%

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

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

🗨 Student responses may include:

  o The prompt may have asked the writer to describe cave art and its significance.
  o This may have been the prompt, because the writer's topic is cave painting, a specific art form. His claim introduces the significance of the art form: "Cave paintings provide an illuminating look into human history, and scientists have much more to discover about this art form" (par. 1). Also, the writer's subtopics describe different aspects of cave painting, such as the typical subjects of the paintings, the danger cave paintings face and the efforts to preserve them.

Display the actual prompt for the model "Cave Painting":

• Choose an early art form. Explain the history and current context of that art form.

Lead a brief whole-class discussion on whether "Cave Painting" fulfilled the prompt.

Activity 3: Reading and Discussion   30%

Instruct students to remain in their pairs or small groups from the previous activity. Distribute a copy of the informative writing model "A Brief History of Photography" to each student. Explain that the goal of reading and discussing this model is to identify the effective elements of the paper.

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

Provide students with the following definition: *impermanent* means "not lasting forever."

ⓘ Students may be familiar with this word. Consider asking students to volunteer the definition before providing it to the class.

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

ⓘ **Differentiation Consideration**: Consider providing students with the following definitions: *track* means "watch or follow the progress of (someone or something)," *projected* means "caused (light, a picture, a movie, etc.) to appear on a surface," *plate* means "a sheet of glass or plastic that is treated with a special chemical and used in photography," *fumes* means "smoke or gas that smells unpleasant," and *fossils* means "things (such as leaves, skeletons, or footprints) that are from a plant or animal which lived in ancient times and that you can see in some rocks."

▸ Students write the definitions of *track, projected, plate, fumes*, and *fossils* on their copies of the text or in the appropriate section of their vocabulary journals.

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

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

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

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

What is the topic of this informative paper?

🗨 The topic of this informative paper is the history of photography.

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

What is the writer's claim?

🗨 The writer claims that the history of photography is about "humans discovering how to use light to draw and preserve images of the world around them" (par. 1).

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

🗨 The writer's claim seems to indicate that the rest of the paper will explain the process of "humans discovering how to use light to draw and preserve images" (par. 1). This suggests that the writer's purpose is to help the reader understand of the history of photography by explaining how people have used light to capture pictures.

How does the writer achieve his purpose? Describe at least one example of how the writer develops the topic and supports his claim. Use the informative writing terms from Lesson 1 in your answer.

🗨 Student responses may include:

o   In the body of the informative paper, the writer includes subtopics about the history of photography. For example, in paragraph 7, the writer states, "The final step in the evolution of photography was the transition to digital photography." This subtopic about digital photography is a part of the overall history of photography, and it supports the writer's claim that the story of photography has been about people making use of light to capture images.

o   The writer uses evidence to develop this subtopic. He uses information from the article "Evolution of Digital Cameras" to explain that "light sensitive lenses and sensors record the image in a digital camera and reproduce it using the pixels, or tiny dots, on a digital screen" (par. 7).

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

🗨 Student responses may include:

- o The writer organizes his subtopics chronologically, which makes the model well-organized and easy to understand.
- o Both paragraph 2 and paragraph 3 discuss the camera obscura, but this is logical, because paragraph 2 first explains how the camera obscura works and paragraph 3 follows with a discussion of how the use of the camera obscura changed over time.
- o In each of the body paragraphs, the writer gives details and evidence that support the subtopic of that paragraph, which makes the paper well-organized and easy to understand. For example, in paragraph 2, the writer describes how the camera obscura works, which explains how "some of the first drawings were aided by some version of photography."

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

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

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

🗩 Student responses should include:

- 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 and phrasing that seem more academic and less like talking to a friend. Examples include the words "encountering," "therefore" (par. 1), "however," "were aided" (par. 2), "serious attempts" (par. 3), and "rather than" (par. 7).
- o The writer's style is formal. He is communicating information about photography without giving his opinion. He does not make the essay personal. For example, when he explains the importance of photography, he does not write, "I think." Instead he writes, "his invention stands as one of the most important advancements of the modern age" (par. 8).
- o The writer's style is formal, because he does not use contractions or the first person.

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

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

Lead a brief whole-class discussion of student responses.

Activity 4: Components of Effective Informative Writing   20%

ⓘ The following activity addresses the expectations of W.9-10.2.

Remind students that that the purpose of writing an informative paper is to provide readers with a greater comprehension of a concept by conveying information accurately.

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

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

🗨 Student responses may include:

- It helps the writer ensure that that he or she explains the topic enough to provide context for the rest of the informative paper.
- The writer can make a claim and develop subtopics that are most interesting or meaningful to that audience.
- The writer can determine what evidence and details to use in order to ensure that the audience gains a deeper understanding of a concept
- The writer can use the most appropriate vocabulary and writing style for that audience.

Explain that in order to effectively increase readers' knowledge of a subject and convey information accurately, the writer must understand who the audience is. Knowing the audience allows the writer to adapt content and language to be the most appropriate for the particular audience.

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

Who might be the writer's audience in "A Brief History of Photography"?

🗨 Student responses may include:

- Because the writer explains each significant point in the history of photograph in detail, the audience might be a person or people who do not know anything about who was involved in the development of contemporary photography, or the timeline for photography's evolution.
- Because the writer explains terms like *photography* and *camera obscura*, it seems unlikely that his audience would include any experts like photographers or historians.

Explain to students that different audiences have different knowledge levels about particular topics. Instruct students to Turn-and-Talk about the following question:

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

🗨 Student responses may include:

  ○ In his introduction, the writer gives examples of instances in which people see photographs every day, which suggests that the writer anticipated that his audience is familiar with photography and understands that photography is a part of everyday life.

  ○ In his introduction, the writer says, "photography is a relatively recent invention, even though humans have understood its basic elements for a long time" (par. 1). This statement suggests that the writer anticipated that his audience might not already know two facts about photography: photography is relatively new, even though it is now a part of everyday life; and despite how recently photography was invented, people understood the elements that make up photography before it was invented.

  ○ In paragraph 2, the writer explains what a camera obscura is and how it works, which suggests that the writer anticipated that his audience was not familiar with the idea of a camera obscura.

  ○ In paragraph 7, the writer briefly describes the difference between film photography and digital photography by explaining, "Instead of light sensitive chemicals, light sensitive lenses and sensors record the image in a digital camera and reproduce it using the pixels, or tiny dots, on a digital screen." This explanation suggests that the writer anticipated that his audience does not understand how digital photography works or maybe that his audience does not understand the role light plays in digital photography.

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

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

Activity 5: Group Assessment: Informative Writing Checklist   10%

ⓘ The following activity addresses the expectations of W.9-10.2.

Instruct students to form the same pairs or small groups they established for the group assessment in Lesson 1. Explain that the assessment for this lesson requires students to continue collaborating with the pairs or groups from the previous lesson to brainstorm, discuss, and decide on items that they believe should be included on the class's Informative Writing Checklist. Each pair or group adds their items to the existing list on a piece of chart paper. Instruct students to use this lesson's discussions about the informative writing model and the components of effective informative writing to inform their

brainstorming. Explain that at the end of this activity, the whole class will discuss each other's checklists to come to a consensus on which items should be included on the class's Informative Writing Checklist.

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

💬 Student responses may include:

o Adapt content and language to my specific audience?

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

Activity 6: Class Discussion of Informative Writing Checklist   15%

ⓘ The following activity addresses the expectations of W.9-10.2.

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

‣ Students examine the Informative Writing Checklist Template.

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

💬 Student responses may include:

o "Command of Evidence" means that students must demonstrate that they have the ability to use facts, events, and ideas to support their claims and develop their topics and subtopics.
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 meanings of *coherence and style* during the Reading and Discussion activity in this lesson and the meaning of *evidence* in the previous lesson.

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

- o C*onventions* include grammar, usage, capitalization, punctuation, and spelling.

- ▶ Students write the definitions of *organization* and *conventions* in the appropriate section of their vocabulary journals.

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

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

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

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

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

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

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

Activity 7: Closing   5%

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

What might have been the prompt for the informative writing model "A Brief History of Photography"? Give three reasons to support your answer.

Also, instruct students to use online resources to conduct a brief search into the Great Depression. Instruct students to record three facts they learned about the Great Depression.

▸   Students follow along.

Homework

Respond briefly in writing to the following question:

What might have been the prompt for the informative writing model "A Brief History of Photography"? Give three reasons to support your answer.

Also, use online resources to conduct a brief search into the Great Depression. Record three facts you learned about the Great Depression.

Informative Writing Checklist Template

Name:		Class:		Date:	

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

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

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

	☐	☐
	☐	☐
	☐	☐
	☐	☐
	☐	☐

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

Model Informative Writing Checklist

Name:		Class:		Date:	

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

Command of Evidence Does my response…	Drafting ✔	Finalization ✔
Use relevant and sufficient evidence to develop my subtopics?*	☐	☐

Coherence, Organization, and Style Does my response…	Drafting ✔	Finalization ✔
Clearly introduce a topic?*	☐	☐
Develop a precise claim about the topic?*	☐	☐
Include subtopics that develop the topic and support the claim?*	☐	☐
Adapt content and language to my specific audience?*	☐	☐

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

*Asterisks indicate new items added in this lesson.

WR.2 INFORMATIVE	Lesson 3 Informative Writing Prompt Analysis

Introduction

In this lesson, students are introduced to the unit's informative writing prompt: According to the texts provided, what effects did the Great Depression have on people who lived through it? As the first step in the writing process, students analyze the prompt to determine the writing task for this unit. Students also discuss how the purpose and audience influence their understanding of the task. Student learning is assessed via completion of the WR.2 Lesson 3 Prompt Analysis Exit Slip, in which students explain in their own words what the prompt requires of them. Students then transition to reading and analyzing the article "The New Deal," which briefly describes some of President Roosevelt's New Deal programs.

For homework, students read and annotate the entirety of "Digging In" by Robert J. Hastings. Students mark a passage that caught their attention and explain briefly in writing why. Students also mark two surprising or interesting facts and record a question raised by their reading.

ⓘ Based on students' familiarity with informational texts and informative writing, this lesson may extend beyond one class period.

Standards

Assessed Standard(s)	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Addressed Standard(s)	
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.2 Lesson 3 Prompt Analysis Exit Slip. Students respond to the following prompt: • In your own words, explain what the prompt requires you to do and consider how purpose and audience influence your task. ⓘ Refer to the Model WR.2 Lesson 3 Prompt Analysis Exit Slip at the end of the lesson.
High Performance Response(s)
A High Performance Response should: • Explain what the prompt requires (e.g., The prompt requires me to use the information from the given sources to identify and explain how the Great Depression affected people during that time period. I need to learn about different effects of the Great Depression.). • Explain how the purpose and audience influence the task (e.g., I must clearly convey accurate information about the effects of the Great Depression to enrich my teacher's and classmates' understanding of the topic. Because my audience is also familiar with the same information, I need to support my claim with accurate subtopics and develop my subtopics with interesting evidence.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• unprecedented (adj.) – never before known or experienced • predecessor (n.) – a person who had a job or position before someone else • sought (v.) – searched for (someone or something) • carte blanche (n.) – permission to do something in any way you choose to do it • rubber-stamped (v.) – gave approval automatically or without consideration • expedite (v.) – speed up the progress of • subsidized (v.) – helped someone or something pay for the costs of (something) • foreclosure (n.) – the act of taking back property because the money owed for the property has not been paid
Vocabulary to teach (may include direct word work and/or questions)
• None.

Additional vocabulary to support English Language Learners (to provide directly)
• catastrophic (adj.) – of the nature of a terrible disaster
• weather (v.) – deal with or experience (something dangerous or unpleasant) without being harmed or damaged too much
• Congress (n.) – the national lawmaking body of the U.S., consisting of the Senate, or upper house, and the House of Representatives, or lower house, as a continuous institution
• bills (n.) – written descriptions of new laws that are being suggested and that the lawmakers of a country, state, etc., must vote to accept before they become law
• banning (v.) – saying that something cannot be used or done
• bankruptcy (n.) – a condition of financial failure caused by not having the money that you need to pay your debts
• immeasurably (adv.) – acting in a way that is very great in size or amount

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: W.9-10.5, W.9-10.9.b	
• Text: "The New Deal"	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 20%
3. Analysis of the Prompt	3. 25%
4. Prompt Analysis Exit Slip	4. 10%
5. Reading and Discussion	5. 35%
6. Closing	6. 5%

Materials

- Copies of the WR.2 Lesson 3 Prompt Analysis Exit Slip for each student
- Copies of "The New Deal" for each student

- Copies of "Digging In" from *Nickel's Worth of Skim Milk: A Boy's View of the Great Depression* by Robert J. Hastings for each student

ⓘ Consider numbering the paragraphs of "The New Deal" and "Digging In" before the lesson.

Learning Sequence

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

Activity 1: Introduction of Lesson Agenda   5%

Begin by reviewing the agenda. In this lesson, students are introduced to the unit's informative writing prompt. As the first step in the writing process, students analyze the prompt to determine the writing task for this unit. Students also discuss how the purpose and audience influence their understanding of the task, which they demonstrate on the WR.2 Lesson 3 Prompt Analysis Exit Slip. Students then transition to reading and analyzing the article "The New Deal," which describes some of President Roosevelt's New Deal programs. Before discussing the article, students briefly consider the purpose of annotating the articles in this unit.

▶ Students look at the agenda.

Activity 2: Homework Accountability   20%

Instruct students to take out their responses to the first part of the previous lesson's homework assignment. (Respond briefly in writing to the following question: What might have been the prompt for the informative writing model "A Brief History of Photography"? Give three reasons to support your answer.)

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

💬 Student responses may include:

- o The prompt might have asked the writer to explain the history of photography.
- o This prompt seems appropriate, because the writer's topic is the history of photography, and he describes photography's presence in everyday life in both his introduction and his conclusion. Also, the writer's claim is that the history of photography "is a story of humans discovering how to use light to draw and preserve images of the world around them" (par. 1), which indicates that the rest of the paper is about this "story." Each of the writer's subtopics describes a significant point in time of photography's history.

Post or project the actual prompt for the model "A Brief History of Photography":

- Choose an invention. Explain the history of that invention and why it continues to be important today.

Lead a brief whole-class discussion about whether "A Brief History of Photography" fulfilled the prompt.

Instruct students to take out their responses to the second part of the previous lesson's homework assignment. (Use online resources to conduct a brief search into the Great Depression. Record three facts you learned about the Great Depression.)

Instruct student pairs or groups to share and discuss the facts they learned about the Great Depression.

- 💬 Student responses may include:
  - o The Great Depression was a worldwide economic crisis that began in the United States when the stock market crashed on October 29, 1929, a date known as Black Tuesday.
  - o As people lost confidence in the economy, they demanded that their banks give them their deposits in cash. This caused tens of thousands of banks to fail, which meant investors and regular people lost their savings, further worsening the crisis.
  - o During the Great Depression millions of people lost their jobs and became poor. During the worst periods of the Great Depression, more than 20% of Americans were unemployed. People struggled to get enough food for their families. Unemployment also caused many people to become homeless.
  - o Farmers also struggled during the Great Depression, because crop prices fell, so they could not stay in business.
  - o Herbert Hoover was president at the beginning of the Great Depression, and he believed that the government should not be involved in the economy or provide relief for Americans.
  - o When Franklin Delano Roosevelt came into office, he initiated the "New Deal," which was a number of programs created to provide relief and help end the economic crisis.
  - o The Great Depression lasted until 1939 when World War II began.

Lead a brief whole-class discussion of student findings to ensure that the class has a shared, basic understanding of the Great Depression.

Activity 3: Analysis of the Prompt   25%

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

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

According to the texts provided, what effects did the Great Depression have on people who lived through it?

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

What are your initial reactions to this prompt? What are your initial thoughts and questions about the effects of the Great Depression on the people who lived through it?

- 🗩 Student responses will vary.

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

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

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

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

- 🗩 The task is to use the information from the given sources to identify and explain how the Great Depression affected people during that time period.

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

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

Lead a brief whole-class discussion of student responses.

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

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

Describe the claim the prompt requires you to make. What information will your subtopics convey?

- 🗨 The prompt requires me to make a claim about how the Great Depression affected the people who lived through it. Each of my subtopics will be about one of the effects of the Great Depression.

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

What is the topic presented in this prompt?

- 🗨 The topic of the prompt is how the Great Depression affected the people who lived during that time.

On which aspect of the Great Depression does the prompt require you to focus?

- 🗨 Because the prompt specifies "effects … on people," my writing should focus on what people alive during that time experienced rather than on how the Depression caused significant and long-lasting economic and political changes.

The prompt says, "According to the texts provided" Why is this phrase important? How does this phrase influence the way you will write your paper?

- 🗨 This phrase is important, because it indicates that my paper should be based on the texts provided to me. For this assignment, I should not use information from other sources.

What is the purpose of informative writing? How will you apply this purpose to this assignment?

- 🗨 The purpose of informative writing is to provide readers with a greater comprehension of a concept by conveying information accurately. In this assignment, I must ensure that my claim is accurate and that I clearly explain each of my subtopics, using detailed evidence to develop each subtopic.

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

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

🗨   Student responses may include:

o   Knowing about what the given texts say about what happened during the Great Depression would be helpful. I could use this information in my introduction to set up the topic of the paper.

o   Learning how the Great Depression influenced people's lives is essential. I will use this information to determine each of my subtopics and as evidence to develop my subtopics.

Lead a brief whole-class discussion of student responses.

Explain to students that knowledge of the audience also influences the way they execute their task and attempt to fulfill their purpose. Inform students that the audience for their informative paper is composed of their teacher and classmates. Ask students to Think, Pair, Share about the following question:

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

🗨   Student responses may include:

o   Because my teacher and classmates are familiar with the topic, I should try to make an interesting, but still accurate, claim about the topic.

o   My teacher and classmates will have the same information about the topic as I do, so I should use specific and detailed evidence to provide my audience with a greater comprehension of the topic.

o   My teacher and classmates expect a well-written paper, so to ensure that my audience understands my ideas and considers them seriously, I must write a formal paper with correct English.

Lead a brief whole-class discussion of student responses.

ⓘ   Students learn how to take their audience's knowledge into account when revising their informative papers in Lesson B.

Activity 4: Prompt Analysis Exit Slip   10%

Inform students that the assessment for this lesson requires students to explain the prompt in their own words and consider how purpose and audience influence their task. Distribute a copy of the WR.2 Lesson 3 Prompt Analysis Exit Slip to each student. Instruct students to independently complete the WR.2 Lesson 3 Prompt Analysis Exit Slip.

> 🗨 See the High Performance Response and the Model WR.2 Lesson 3 Prompt Analysis Exit Slip for sample student responses.

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

Activity 5: Reading and Discussion   35%

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

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

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

> 🗨 Student responses may include:
>
> Annotating these articles helps students:
>
> o Understand each author's topic, subtopics, and evidence
> o Focus on the information they need to build their knowledge on the informative paper topic
> o Record their thinking on the informative paper topic, like how they might group together different effects of the Great Depression
> o Keep track of the evidence they may want to include when they write their own papers

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

File: WR.2 Lesson 3 **Date:** 6/30/15 **Classroom Use:** Starting 9/2015

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Instruct students to form pairs or small groups. Distribute a copy of "The New Deal" to each student.

Provide students with the following definitions: *unprecedented* means "never before known or experienced," *predecessor* means "a person who had a job or position before someone else," *sought* means "searched for (someone or something)," *carte blanche* means "permission to do something in any way you choose to do it," *rubber-stamped* means "gave approval automatically or without consideration," *expedite* means "speed up the progress of," *subsidized* means "helped someone or something pay for the costs of (something)," *and foreclosure* means "the act of taking back property because the money owed for the property has not been paid."

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

> ▸ Students write the definitions of *unprecedented, predecessor, sought, carte blanche, rubber-stamped, expedite, subsidized,* and *foreclosure* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration**: Consider providing students with the following definitions: *catastrophic* means "of the nature of a terrible disaster," *weather* means "deal with or experience (something dangerous or unpleasant) without being harmed or damaged too much," *Congress* means "the national lawmaking body of the U.S., consisting of the Senate, or upper house, and the House of Representatives, or lower house, as a continuous institution," *bills* means "written descriptions of new laws that are being suggested and that the lawmakers of a country, state, etc., must vote to accept before they become law," *banning* means "saying that something cannot be used or done," *bankruptcy* means "a condition of financial failure caused by not having the money that you need to pay your debts," *and immeasurably* means "acting in a way that is very great in size or amount."

> ▸ Students write the definitions of *catastrophic, weather, Congress, bills, banning, bankruptcy,* and *immeasurably* on their copies of the text or in the appropriate section of their vocabulary journals.

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

Instruct students to read "The New Deal." Instruct students to annotate the article for items they find interesting and engaging, such as an unusual word choice, beautiful phrase, illuminating analysis, or surprising fact.

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

ⓘ   **Differentiation Consideration:** If the skill of annotation is new or challenging to students, consider posting or projecting the text and asking student volunteers to share their annotations for important information related to this unit's writing prompt. Consider posting or projecting the volunteered annotations.

What are your initial reactions to the information in this article? Did you find any of the information surprising?

🗨   Student responses will vary but should demonstrate an engagement with the article and topic.

What is the topic of this article?

🗨   This article is about some of the programs in President Roosevelt's New Deal.

How does the information in this article influence your thoughts about the topic of the Great Depression's effects on the people who lived through it?

🗨   Student responses may include:

○   This article describes how Roosevelt and the government responded to the crisis of the Great Depression. Some of the information in the article, such as the number of people who were put to work through the government's programs, demonstrates how large a problem the Great Depression was for the people who lived through it.

○   The article shows how the government's response was able to improve the lives of people during the Great Depression, and how the effects of the Great Depression probably would have been worse without Roosevelt's response.

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

Activity 6: Closing   5%

Display and distribute the homework assignment. For homework, instruct students to read and annotate the entirety of "Digging In" by Robert J. Hastings (from "The closing of Old West Side Mine" to "your daddy always has a little dab of money put back somewhere…)). Instruct students to mark a passage that caught their attention and explain briefly in writing why. Additionally, instruct students to mark two surprising or interesting facts and record a question raised by their reading.

▸   Students follow along.

Homework

Read and annotate the entirety of "Digging In" by Robert J. Hastings (from "The closing of Old West Side Mine" to "your daddy always has a little dab of money put back somewhere…"). Mark a passage that caught your attention and explain briefly in writing why. Additionally, mark two surprising or interesting facts and record a question raised by your reading.

WR.2 Lesson 3 Prompt Analysis Exit Slip

Name:		Class:		Date:	

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

Writing Prompt:	**According to the texts provided, what effects did the Great Depression have on people who lived through it?**

Explanation of the prompt in your own words:

Model WR.2 Lesson 3 Prompt Analysis Exit Slip

Name:		Class:		Date:	

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

Writing Prompt:	**According to the texts provided, what effects did the Great Depression have on people who lived through it?**

Explanation of the prompt in your own words:

The prompt requires me to use the information from the given sources to identify and explain how the Great Depression affected people during that time period. I need to learn about different effects of the Great Depression. I must clearly convey accurate information about the effects of the Great Depression to enrich my teacher's and classmates' understanding of the topic. Because my audience is also familiar with the same information, I need to support my claim with accurate subtopics and develop my subtopics with interesting evidence.

WR.2
INFORMATIVE   **Lesson 4 Reading Sources**

Introduction

In this lesson, students continue their analysis of the article "The New Deal" to build their knowledge on this unit's informative writing topic. Students review the topic and claim of the article before briefly discussing how to organize their reading notes. Then, students work in pairs or groups to identify and chart the subtopics and evidence presented in the article. Student learning is assessed via a Quick Write at the end of the lesson: Choose the subtopic that you think is best supported in the article. What evidence is used to develop the subtopic? Explain whether the evidence is relevant and sufficient to develop the subtopic.

For homework, students reread and annotate the entirety of "Digging In" by Robert J. Hastings, identifying the subtopics and evidence in the memoir.

Standards

Assessed Standard(s)	
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Addressed Standard(s)	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Assessment

Assessment(s)
Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.   • Choose the subtopic that you think is best supported in the article. What evidence is used to develop the subtopic? Explain whether the evidence is relevant and sufficient to develop the subtopic.   ⓘ Throughout this unit, Quick Writes will be assessed using the Short Response Rubric.

High Performance Response(s)
A High Performance Response should: • Identify a subtopic (e.g., The subtopic which states that Roosevelt passed laws to address unemployment is the best supported in the article.).   • Identify the evidence used to develop the subtopic (e.g., According to the article, the "Civil Conservation Corps was one of the New Deal's most successful programs" because it "addressed the pressing problem of unemployment" (par. 4). This program sent 3 million men into the "nation's forests to work" (par. 4). Roosevelt created the Works Progress Administration, which would "employ more than 8.5 million people to build bridges, roads" and other projects (par. 4).).   • Explain whether or not the evidence is relevant and sufficient to develop the subtopic (e.g., The evidence is relevant, because it clearly demonstrates how Roosevelt addressed the problem of unemployment through the New Deal laws. The evidence is sufficient, because there are several examples of these laws.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• None.

Vocabulary to teach (may include direct word work and/or questions)
• None.

Additional vocabulary to support English Language Learners (to provide directly)
• None.

* See WR.2 Lesson 3 for vocabulary from "The New Deal."

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: RI.9-10.3, W.9-10.5, W.9-10.9.b	
• Text: "The New Deal"	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Identifying Subtopics and Evidence	3. 20%
4. Organizing Reading Notes	4. 40%
5. Quick Write	5. 15%
6. Closing	6. 5%

Materials

- Copies of the Subtopics and Evidence Chart for each student (optional)
- Copies of the Short Response Rubric and Checklist for each student

Learning Sequence

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

Activity 1: Introduction of Lesson Agenda   5%

Begin by reviewing the agenda. In this lesson, students continue their analysis of the article "The New Deal" by reviewing the article's topic and claim. Then, students discuss how to organize their reading notes before working in pairs or groups to identify and chart the subtopics and evidence presented in the article.

▶ Students look at the agenda.

Activity 2: Homework Accountability   15%

Instruct students to take out their responses to the previous lesson's homework assignment. (Read and annotate the entirety of "Digging In" by Robert J. Hastings. Mark a passage that caught your attention and explain briefly in writing why. Additionally, mark two surprising or interesting facts and record a question raised by your reading.)

Instruct students to form pairs or small groups to discuss the passages and facts they identified as well as the questions raised by their reading.

▶ Student pairs or groups discuss the passages, facts, and questions they identified.

Ask student volunteers to share their responses to the homework assignment.

Activity 3: Identifying Subtopics and Evidence   20%

Instruct students to take out their notes from the previous lesson on the article "The New Deal." Ask for a student volunteer to answer the following question:

What is the claim of the article "The New Deal"?

🗨 The claim of the article "The New Deal" is: Through the New Deal, President Roosevelt used the power of government to help Americans survive the Great Depression.

Remind students that a *claim* is a statement about a topic or text. A *topic* is the subject of a conversation or formal discussion. A *claim* is related to the topic and should be based on *evidence*. The *claim* may be a response or answer to a prompt.

Post or project the following example of a prompt, topic, and claim:

- **Prompt:** What was the New Deal and what effect did it have?
- **Topic:** The New Deal and its effects

- **Claim:** The New Deal was a series of government programs created by Franklin Roosevelt that helped people survive the Great Depression.

Remind students that a writer uses *subtopics,* which are the parts or divisions of the main topic, to develop the *topic*. Explain to students that a *subtopic* must be based on and supported by *evidence*. *Evidence* includes the textual facts, events, and ideas cited to develop the *subtopics* and support the *claim*. To effectively develop the *subtopic* and support the *claim*, the evidence must be both relevant and sufficient.

Post or project the following example of a subtopic and supporting evidence:

- **Subtopic:** Roosevelt created a "brain trust" to help him decide the "best course of action" (par. 2).
- **Evidence:** Congress "rubber-stamped his proposals" (par. 2), which means they approved them without question. "During the first 100 days of his presidency, a never-ending stream of bills was passed" (par. 2). The bills were meant to "relieve poverty, reduce unemployment, and speed economic recovery" (par. 2).

    ▸ Students follow along, reading the examples.

Activity 4: Organizing Reading Notes   40%

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

Explain to students that in order to be able to write about the effects of the Great Depression on the people who lived through it, they must develop a way of tracking claims, subtopics, and evidence regarding the prompt topic for the three texts they read in this unit.

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

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

   🗨 Student responses may include:

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

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

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

According to the texts provided, what effects did the Great Depression have on people who lived through it?

Explain to students that reading and noting subtopics and evidence is part of the planning process for successfully drafting an informative paper, because students can choose to use subtopics and evidence from these texts to inform and develop their own informative essays.

Instruct students to form pairs or small groups. Inform students that in this activity they identify and discuss the subtopics and evidence used to develop the topic and support the claim in the article "The New Deal."

Distribute a blank copy of the Subtopics and Evidence Chart to each student or instruct students to create their own charts on blank pieces of paper with space at the top to record the title of the text, the topic, and the claim, and then two columns titled "Subtopics" and "Evidence."

▸ Students examine or create the Subtopics and Evidence Chart.

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

Instruct students to discuss and record the topic and claim of the article, as well as the subtopics, and the evidence used to support the claim and develop the subtopics.

🖝 See the Model Subtopics and Evidence Chart at the end of the lesson for possible student responses.

ⓘ **Differentiation Consideration:** If students struggle, consider modeling how to use the Subtopics and Evidence Chart by leading students in identifying the subtopics and evidence in the second and third paragraphs of "The New Deal."

Lead a brief whole-class discussion of student responses. Then, discuss with students the relative importance of each subtopic they have noted. Instruct students to star the subtopics they think are particularly important or relevant to the topic of their own informative papers. Explain to students that there are not necessarily right and wrong answers to identifying the relative importance of subtopics. Students should discuss what makes evidence relevant and sufficient.

Activity 5: Quick Write   15%

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

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

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

Choose the subtopic that you think is best supported in the article. What evidence is used to develop the subtopic? Explain whether the evidence is relevant and sufficient to develop the subtopic.

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

▸ Students listen and read the Quick Write prompt.

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

Transition to the independent Quick Write.

▸ Students independently answer the prompt using evidence from the text.

🕮 See the High Performance Response at the beginning of this lesson.

Activity 6: Closing   **5%**

Display and distribute the homework assignment. For homework, instruct students to reread and annotate the entirety of "Digging In" by Robert J. Hastings, identifying the subtopics and evidence in the memoir.

▸ Students follow along.

Homework

Reread and annotate the entirety of "Digging In" by Robert J. Hastings, identifying the subtopics and evidence in the memoir.

Subtopics and Evidence Chart

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

Directions: Record the subtopics and evidence from the text in this chart. A *subtopic* is "a topic that is one of the parts or divisions of the main topic" and *evidence* is "the textual facts, events, and ideas cited to develop a topic or subtopic." Place a star next to the subtopics you think are most important.

Text:	
Topic:	
Claim:	

Subtopics	Evidence

Model Subtopics and Evidence Chart

Name:		Class:		Date:	

Directions: Record the subtopics and evidence from the text in this chart. A *subtopic* is "a topic that is one of the parts or divisions of the main topic" and *evidence* is "the textual facts, events, and ideas cited to develop a topic or subtopic." Place a star next to the subtopics you think are most important.

Text: "The New Deal"

Topic: Roosevelt's New Deal programs

Claim: Through the New Deal, President Roosevelt used the power of government to help Americans survive the Great Depression.

Subtopics	Evidence
Roosevelt created a "brain trust" to help him decide the "best course of action" (par. 2).	• Congress "rubber-stamped his proposals" (par. 2). • "During the first 100 days of his presidency, a never-ending stream of bills was passed." (par. 2) • The bills were meant to "relieve poverty, reduce unemployment, and speed economic recovery" (par. 2).
Roosevelt passed laws to fix the banks.	• Roosevelt declared a "four-day bank holiday" during which Congress wrote a law, which "stabilized the banking system" (par. 3). • Roosevelt signed "the Glass-Steagall Act" (par. 3), which insured deposits.
Roosevelt passed laws to address unemployment.	• "The Civil Conservation Corps was one of the New Deal's most successful programs." (par. 4) • The CCC sent "3 million single men from age 17–23 to the nations' forests to work" (par. 4). • "The Works Progress Administration … would employ more than 8.5 million people to build bridges, roads … and airports." (par. 4)
A variety of programs helped the unemployed, agricultural workers, and homeowners.	• "The Agricultural Adjustment Act … provided loans for farmers facing bankruptcy." (par. 5) • "The Home Owners' Loan Corporation helped people save their homes from foreclosure." (par. 5)
"the New Deal's	• The New Deal's programs took care of people's "basic needs" and

experimental programs helped the American people" (par. 6)	gave them "the dignity of work and hope" (par. 6).

Short Response Rubric

Assessed Standard(s): _____

Name:		Class:		Date:	

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

Short Response Checklist

Assessed Standard(s): _____

Name:		Class:		Date:	

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

WR.2 INFORMATIVE	Lesson 5 Reading Sources

Introduction

In this lesson, students read and analyze the article "Firing, Not Hiring" by Nancy Hayes, which describes the effects of the Great Depression on average Americans and explains some of its causes. Building on skills developed in previous lessons, students work in pairs or small groups to read and analyze the article. Students add to their Subtopics and Evidence Charts or their own organizing tools, recording the subtopics and evidence from the article "Firing, Not Hiring." Student learning is assessed via a Quick Write at the end of the lesson: Choose the subtopic that you think is best supported in the article. What evidence does the author use to develop the subtopic? Explain whether the evidence is relevant and sufficient to develop the subtopic.

For homework, students gather and review their annotations, notes, and charts for the texts they have read to prepare for the following lesson's prewriting activity.

Standards

Assessed Standard(s)	
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Addressed Standard(s)	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Assessment

Assessment(s)
Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. • Choose the subtopic that you think is best supported in the article. What evidence does the author use to develop the subtopic? Explain whether the evidence is relevant and sufficient to develop the subtopic.

High Performance Response(s)
A High Performance Response should: • Identify a subtopic (e.g., The subtopic that states how the Depression caused a "downward economic spiral" (par. 6) is the best supported subtopic in the article.). • Identify the evidence used to develop the subtopic (e.g., The author describes how people went "without new clothes, furniture, and other goods," which resulted in businesses that served these customers losing "confidence," closing stores, and firing people (par. 6). Because people lost their jobs, they had even less money to spend on products, which made the situation even worse.). • Explain whether the evidence is relevant and sufficient to develop the subtopic (e.g., Because the evidence is about the different aspects of the "downward economic spiral" (par. 6), it is directly relevant to the subtopic. By describing the circular effect in detail, the author uses sufficient evidence to develop the subtopic.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• deflation (n.) – a decrease in the amount of available money or credit in an economy, causing prices to go down • speculators (n.) – people who invest money in ways that could produce a large profit but that also involve a lot of risk • stocks (n.) – shares of the value of a company which can be bought, sold, or traded as investments • congregated (v.) – came together in a group or crowd

Vocabulary to teach (may include direct word work and/or questions)
• None.

Additional vocabulary to support English Language Learners (to provide directly)
• credit (n.) – money that a bank or business will allow a person to use and then pay back in the future
• postponed (v.) – decided that something which had been planned for a particular time will be done at a later time instead

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: RI.9-10.3, W.9-10.5, W.9-10.9.b	
• Text: "Firing, Not Hiring" by Nancy Hayes	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 20%
3. Reading and Discussion	3. 40%
4. Organizing Reading Notes	4. 15%
5. Quick Write	5. 15%
6. Closing	6. 5%

Materials

- Copies of "Firing, Not Hiring" by Nancy Hayes for each student
- Student copies of the Subtopics and Evidence Chart (refer to WR.2 Lesson 4) (optional)—students may need additional blank copies
- Student copies of the Short Response Rubric and Checklist (refer to WR.2 Lesson 4)
- Copies of FDR's Second Inaugural Address for each student (optional) (http://historymatters.gmu.edu/d/5105/)

ⓘ Consider numbering the paragraphs of "Firing, Not Hiring" and FDR's Second Inaugural Address before the lesson.

Learning Sequence

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

Activity 1: Introduction of Lesson Agenda   5%

Begin by reviewing the agenda. In this lesson, students work in pairs or small groups to read and analyze the article "Firing, Not Hiring" by Nancy Hayes. Students then organize their reading notes, identifying and charting the subtopics and evidence presented in the article.

▶ Students look at the agenda.

Activity 2: Homework Accountability   20%

Instruct students to take out their responses to the previous lesson's homework assignment. (Reread and annotate the entirety of "Digging In" by Robert J. Hastings, identifying the subtopics and evidence in the memoir.)

Instruct students to form pairs or small groups to share the subtopics and evidence they identified.

🗨 Student responses should include:

- o **Subtopic:** The narrator's family survived the Great Depression because of "Dad's willingness to take any job and Mom's ability to stretch every available dollar" (par. 2).
- o **Evidence:** The WPA, or Works Progress Administration, provided occasional work.
- o **Evidence:** Most of the jobs were "those you made for yourself" (par. 2).

- o **Subtopic:** The narrator's family cut back on everything possible but did not lose their house.
- o **Evidence:** The family was able to keep their house by making a deal with "the loan company" and borrowing money to pay them (par. 6).

- o **Subtopic:** The family saved money in many different ways.

- o **Evidence:** They turned off lights they weren't using and patched their shoes in the winter.
- o **Evidence:** The narrator's mother would buy the narrator books from someone ahead of him in class.

- o **Subtopic:** The narrator writes, "whatever was free was our recreation"(par. 14) which means that for fun, the family did things that did not cost money.
- o **Evidence:** The narrator's father sang songs to him.

- o **Subtopic:** The narrator's parents made sure they had enough money to survive.
- o **Evidence:** When the "cupboard was literally bare of money," "Dad … came out with a jar in which he had saved a few nickels and dimes for such an emergency" (par. 16).
- o **Evidence:** The narrator's mother tells him that his father "always has a little dab of money put back somewhere" (par. 17).

Lead a brief whole-class discussion of student responses.

ⓘ **Differentiation Consideration**: Students may use their Subtopics and Evidence Charts to record the subtopics and evidence they identify and discuss.

Instruct students to remain in their pairs or small groups and discuss the following question:

Use evidence from "Digging In" to describe three ways the Great Depression affected people's lives.

- 🗩 Student responses may include:

  - o This text shows in detail how difficult life was for people who lived through the Great Depression. Since there was no steady work, people had to show a "willingness to take any job" (par. 2) to make enough money to buy food to eat and keep the electricity running.
  - o This article shows that even though life was very difficult in the Great Depression, some people were able to keep hope and find enjoyment with each other by finding free entertainment and doing activities together, such as when the narrator says, "whatever was free was our recreation" (par. 14).
  - o People felt that they always had to have something extra stored away for difficult times, as when the narrator learns that his father "saved a few nickels and dimes for … an emergency" (par. 16).

Lead a brief whole-class discussion of student responses.

Activity 3: Reading and Discussion   40%

Instruct students to remain in their pairs or small groups from the previous activity. Distribute a copy of the article "Firing, Not Hiring" by Nancy Hayes to each student. Explain to students that this article, similar to the memoir "Digging In," describes the effects of the Great Depression through the perspective of someone who lived through it.

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

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

Instruct students to read paragraphs 1–5 of "Firing, Not Hiring" (from "Sixteen-year-old Gordon Parks— who would later become" to "traded at a fraction of their worth"). Instruct students to annotate for items they find interesting and engaging, such as an unusual word choice, beautiful phrase, illuminating analysis, or surprising fact.

Provide students with the following definitions: *deflation* means "a decrease in the amount of available money or credit in an economy, causing prices to go down," *speculators* means "people who invest money in ways that could produce a large profit but that also involve a lot of risk," and *stocks* are "shares of the value of a company which can be bought, sold, or traded as investments."

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

    ▸ Students write the definitions of *deflation*, *speculators*, and *stocks* on their copies of the text or in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration**: Consider providing students with the following definition: *credit* means "money that a bank or business will allow a person to use and then pay back in the future."

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

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

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

Whose words are quoted in the second paragraph?

🗩 The words are from "sixteen-year-old" Gordon Parks, a man who "would later become an award-winning photographer, film director, musician, writer, and activist" (par. 1).

What is this person's reaction to the news reports he reads? What event changes his reaction?

🗩 At first, Gordon Parks "couldn't imagine such financial disaster touching [his] small world" (par. 2). He believes that it will only affect "the rich" (par. 2). Then, the narrator finds himself "without a job," which forces him to realize that the "Market Crash[]" will affect him and "millions of others" (par. 2).

Who says the words "We're firing, not hiring" (par. 2)? What is the significance of this phrase?

🗩 Potential employers say, "We're firing, not hiring." Parks tells how the phrase was repeated "again" (par. 2), which shows that many employers were getting rid of their employees instead of hiring new ones. This demonstrates how severely the Great Depression affected people's ability to get jobs.

What was "Black Thursday" (par. 3)? What effect did it have on people's lives?

🗩 Black Thursday was the day the stock market crashed, which happened because prices kept going "lower and lower" and people were selling stocks "for a small fraction" of what they had paid for them (par. 3). The author explains how on Black Thursday "many people … lost large fortunes" (par. 3).

Lead a brief whole-class discussion of student responses.

———————————

Instruct students to read paragraphs 6–14 of "Firing, Not Hiring" (from "It was not long before one person's misfortune" to "the Depression left deep emotional, psychological, and physical scars on a generation of Americans"). Instruct students to annotate for items they find interesting and engaging, such as an unusual word choice, beautiful phrase, illuminating analysis, or surprising fact.

Provide students with the following definition: *congregated* means "came together in a group or crowd."

ⓘ Students may be familiar with this word. Consider asking students to volunteer the definition before providing it to the class.

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

ⓘ **Differentiation Consideration:** Consider providing students with the following definition: *postponed* means "decided that something which had been planned for a particular time will be done at a later time instead."

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

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

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

What is a "downward economic spiral" (par. 6) according to the article? What effect did this cycle have on the people who lived through it?

💬 The author describes how people went "without new clothes, furniture, and other goods" and how the businesses that served these customers "lost confidence" and began closing stores (par. 6). So people lost their jobs and, therefore, had even less money to spend on products, which made the situation even worse.

What is the author's judgment of the effectiveness of Hoover's response to the Great Depression (par. 7–8)? What evidence does the author use to support her claim?

💬 The author writes that "Hoover … felt that people should be self-reliant" (par. 7), and was therefore reluctant to provide government support. Hoover was criticized for "providing public funds to pay for food for farmers' livestock" but not for people (par. 7). The author determines that Hoover's "Organization on Unemployment Relief" had "little effect" on the people suffering during the Great Depression (par. 8).

What evidence does the author provide in paragraphs 9 and 10 to demonstrate what people had to do because of the Great Depression? What overall sense does this evidence provide of the effects the Great Depression on the people who lived through it?

💬 The author describes how some of the unemployed started selling apples on credit, and that "men, women, and children selling five-cent apples on street corners became a familiar sight" (par. 9). The author also describes how people "found themselves and their furniture on the sidewalk" because they were unable to make rent and therefore "constructed makeshift

'homes' of scrap wood" (par. 10). These details show how harsh were the effects of the Great Depression on the people who lived through it.

In paragraphs 13 and 14, how does the author describe the election of Franklin D. Roosevelt and the effect he had on people?

> 💬 The author states that 1932 was the "worst year of the Depression" and "people were ready for a change" (par. 13). The people "hoped that a new national leader might solve the riddle of the Depression" (par. 13). Franklin Delano Roosevelt was elected because he "promised" to "solve the riddle of" or end the Great Depression (par. 13). The author states that "the new president's efforts to end the Depression gave new hope to many people" even though the Depression continued into the "early 1940s" (par. 14).

What were the lasting effects of the Great Depression on the people who lived through it?

> 💬 The author states that "people never forgot the hardships they had suffered" (par. 14). She explains that the Depression left "deep emotional, psychological, and physical scars" on the people who lived through it (par. 14).

Lead a brief whole-class discussion of student responses.

Activity 4: Organizing Reading Notes   15%

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

Instruct students to remain in their pairs or small groups. Instruct students to identify and discuss the subtopics and evidence in the article "Firing, Not Hiring," using their own organizing tools or their Subtopics and Evidence Chart to take notes.

> 💬 See the Model Subtopics and Evidence Chart at the end of the lesson for possible student responses.

Lead a brief whole-class discussion of student responses. Then, instruct student pairs or groups to discuss the relative importance of each subtopic. Instruct students to star the subtopics they think are particularly important or relevant to the topic of their own informative papers. Remind students that there are not necessarily right and wrong answers to identifying the relative importance of subtopics. Students should discuss what makes evidence relevant and sufficient to them.

Activity 5: Quick Write   15%

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

Choose the subtopic that you think is best supported in the article. What evidence does the author use to develop the subtopic? Explain whether the evidence is relevant and sufficient to develop the subtopic.

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

▸ Students listen and read the Quick Write prompt.

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

Transition to the independent Quick Write.

▸ Students independently answer the prompt using evidence from the text.

🗨 See the High Performance Response at the beginning of this lesson.

Activity 6: Closing   5%

Display and distribute the homework assignment. For homework, instruct students to gather and review their annotations, notes, and charts for the texts they have read to prepare for the following lesson's prewriting activity for their own informative paper.

ⓘ Depending on the strengths and abilities of the class, consider assigning students the additional text, FDR's Second Inaugural Address.

▸ Students follow along.

Homework

Gather and review your annotations, notes, and charts for the texts you have read to prepare for the following lesson's prewriting activity for your own informative paper.

Model Subtopics and Evidence Chart

Name:		Class:		Date:	

Directions: Record the subtopics and evidence from each text in this chart. A *subtopic* is "a topic that is one of the parts or divisions of the main topic" and *evidence* is "the textual facts, events, and ideas cited to develop a topic or subtopic." Place a star next to the subtopics you think are most important.

Text: "Firing, Not Hiring" by Nancy Hayes

Topic: The effects of the Great Depression on people during that time

Claim: The Great Depression "dramatically changed the lives of many people" (par. 3).

Subtopics	Evidence
The Great Depression affected everyone, not only the rich.	• "millions of [people] across the nation" were "without a job" (par. 2) • Store owners said, "We're firing, not hiring" (par. 2).
"Black Thursday," the day the stock market crashed on October 24, 1929, caused many to lose their fortunes (par. 3).	• "As stock prices dropped lower and lower that day, speculators desperately cashed in their stocks for whatever they were worth." (par. 3) • "Many people who had invested heavily in the stock market lost large fortunes." (par. 3)
The Great Depression caused a "downward economic spiral" (par. 6).	• "As people began to cut down on their expenses … businesses that depended on these customers were affected." (par. 6) • "Owners and managers … laid off employees or closed stores … altogether." (par. 6)
Millions of people were unemployed and forced to find ways to survive without jobs (par. 9).	• "For the next few years, men, women, and children selling five-cent apples on street corners became a familiar sight across the land." (par. 9) • "In larger cities, the homeless congregated in abandoned lots and constructed makeshift 'homes' of scrap wood." (par. 10) • Some people "wound up begging for food on street corners" (par. 11).
The election of Franklin D. Roosevelt was a turning point in the Great	• Roosevelt "promised" to "solve the riddle of the Depression" (par. 13).

Depression.	• Roosevelt's programs "gave new hope to many people" (par. 14).
There were many negative effects of the Great Depression for the people who lived through it.	• "people never forgot the hardships they had suffered" (par. 14) • "The memories of the Depression left deep emotional, psychological, and physical scars on a generation of Americans." (par. 14)

WR.2 INFORMATIVE — Lesson 6 Planning: Prewriting

Introduction

In this lesson, students first review the task, purpose, and audience for their informative papers. Students then participate in a prewriting activity to articulate their thoughts about the topic and their claim, subtopics, and evidence before they organize their ideas in an outline in the following lesson. Student learning is assessed via participation in a prewriting activity on this unit's informative writing prompt: According to the texts provided, what effects did the Great Depression have on the people who lived through it?

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

Standards

Assessed Standard(s)	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Addressed Standard(s)	
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Assessment

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

- According to the texts provided, what effects did the Great Depression have on people who lived through it?

High Performance Response(s)

A High Performance Response should:

- Express their unedited thoughts and ideas on the informative writing prompt (e.g., The people who lived through the Great Depression experienced great suffering, both financial and social. Many people were often unable to find work. The record numbers of unemployed and the depressed financial markets meant that many families fell into poverty.).

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
• Standards: W.9-10.5, W.9-10.2, W.9-10.6	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Reviewing Statements of Purpose	3. 20%
4. Prewrite	4. 70%
5. Closing	5. 5%

Materials

- Student copies of their WR.2 Lesson 3 Prompt Analysis Exit Slips (refer to WR.2 Lesson 3)

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	**Percentage indicates the percentage of lesson time each activity should take.**
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.

▶	Indicates student action(s).
🗩	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda   5%

Begin by reviewing the agenda. In this lesson, students review the task, purpose, and audience for their informative papers. Students review their statements of purpose before engaging in a prewriting activity in response to the informative writing prompt.

▶ Students look at the agenda.

Activity 2: Homework Accountability   0%

ⓘ Students will be held accountable for their homework during Activity 4: Prewrite.

Activity 3: Reviewing Statements of Purpose   20%

Instruct students to take out their WR.2 Lesson 3 Prompt Analysis Exit Slips. Remind students that the exit slip is a statement of purpose for their informative papers. Instruct students to reread their statements of purpose and then Turn-and-Talk to review the task, purpose, and audience of their informative papers.

🗩 The prompt requires me to use the information from the given sources to identify and explain how the Great Depression affected people during that time period. I must clearly convey accurate information about the effects of the Great Depression to enrich my teacher's and classmates' understanding of the topic. Because my audience is also familiar with the same information, I need to support my claim with accurate subtopics and develop my subtopics with evidence.

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

Activity 4: Prewrite   70%

ⓘ The following activity addresses the expectations of W.9-10.2.

Instruct students to take out their preparatory work from the previous lesson's homework assignment. Explain to students that in this part of the lesson, they participate in a prewriting activity on the informative writing prompt in order to further develop their topic, claim, and subtopics for their informative papers. Explain that the goal of this activity is to write without stopping to analyze or correct

one's sentences. Students should focus on identifying the claim they want to make and any subtopics and evidence from their notes. Students will have opportunities to further examine and refine their ideas and writing in the following lessons. This prewriting activity is intended to generate thoughts and ideas that can be used to support the writing activities in the following lessons and the development of students' drafts. Instruct students to consult the articles and their Subtopics and Evidence Charts as they prewrite.

Post or project the informative writing prompt for this unit:

According to the texts provided, what effects did the Great Depression have on people who lived through it?

▸ Students independently prewrite on the informative writing prompt.

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

Activity 5: Closing   5%

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

▸ Students follow along.

Homework

Complete your prewrite as necessary, focusing on articulating your thoughts about the topic, your claim and subtopics, and the evidence you find most compelling.

WR.2 INFORMATIVE	Lesson 7 Planning: Outlining

Introduction

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

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

Standards

Assessed Standard(s)	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Addressed Standard(s)	
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Assessment

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

High Performance Response(s)
A High Performance Response should: • Introduce the topic (e.g., The effects of the Great Depression on the people who lived through it.). • Include a claim (e.g., Great Depression ruined lives, but people were resourceful and used government assistance.). • Include subtopics (e.g., Great Depression destroyed millions' income. People were resourceful. Government provided assistance. New Deal helped people.). • Provide evidence for each subtopic (e.g., "In larger cities, the homeless congregated in abandoned lots and constructed makeshift 'homes' of scrap wood." (Hayes)). • Provide a concluding statement (e.g., Americans faced difficult times and used available resources to persevere.). ⓘ See the Model Outline for sample student responses.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: • Standards: W.9-10.5, W.9-10.2, W.9-10.6 **Learning Sequence:** 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Introduction to Standard Outline Structure 4. Drafting an Outline and Teacher Conferences 5. Closing	 1. 5% 2. 0% 3. 20% 4. 70% 5. 5%

Materials

• None.

Learning Sequence

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

Activity 1: Introduction of Lesson Agenda   5%

Begin by reviewing the agenda. In this lesson, students are introduced to a standard outline structure before drafting their own outlines for their individual informative papers. During drafting students who need additional support with articulating or organizing their ideas in their outlines have an opportunity to meet with the teacher for one-on-one conferences.

▶ Students look at the agenda.

Activity 2: Homework Accountability   0%

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

Activity 3: Introduction to Standard Outline Structure   20%

ⓘ The following activity addresses the expectations of W.9-10.2.

Remind students that in informative writing, the writer first introduces the topic and then makes a claim about that topic. The writer then develops the topic and supports the claim with subtopics that deepen the readers' understanding of the topic. The subtopics are in turn developed by evidence that gives the reader a more concrete understanding of the topic and subtopics. Explain that in this lesson, students draft outlines for their informative papers to assist them in planning their writing and organizing their topic, claim, subtopics, and evidence.

Ask volunteers to list the parts of a standard outline.

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

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

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

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

Once the outline form is established, ask for student volunteers to name the parts of the informative paper (topic, claim, subtopic, evidence) that should go beside each letter or number.

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

I. Topic
   A. Claim
      1. Subtopic
         a. Evidence
         b. Evidence
      2. Subtopic
         a. Evidence
         b. Evidence
      3. Subtopic
         a. Evidence
         b. Evidence
      4. Subtopic
         a. Evidence
         b. Evidence
   B. Conclusion
      1. Further subtopic (if provided)

a. Further evidence (if provided)

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

Activity 4: Drafting an Outline and Teacher Conferences   70%

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

> ▸ Students follow along.

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

Instruct students to use their copies of the annotated texts from Lessons 3–5, their Subtopics and Evidence Charts, their prewrites, and their statements of purpose to draft their outlines. Remind students that their outlines are a plan for achieving their purpose in this informative paper.

Transition to individual drafting and annotating.

> ▸ Students independently draft an outline for their informative paper and annotate their outline according to the model outline structure.

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

According to the texts provided, what effects did the Great Depression have on people who lived through it?

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

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

File: WR.2 Lesson 7 **Date:** 6/30/15 **Classroom Use:** Starting 9/2015

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

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

Activity 5: Closing   5%

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

▸ Students follow along.

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

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

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

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

Homework

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

Model Outline

I. Topic: The effects of the Great Depression on the people who lived through it

    A. Great Depression ruined lives, but people were resourceful and used government assistance.

        1. Great Depression destroyed millions of people's income

            a. Gordon Parks lost his job in 1929: forced to quit school to find a job (Hayes)

            b. "In larger cities, the homeless congregated in abandoned lots and constructed makeshift 'homes' of scrap wood" (Hayes)

        2. People were resourceful.

            a. They would "take any job" and "stretch every available dollar" (Hastings).

            b. No wasting. Made old fabric "into dish cloths and towels" (Hastings)

        3. Government provided assistance.

            a. New Deal "to relieve poverty, reduce unemployment, and speed economic recovery" ("The New Deal")

        4. New Deal helped people.

            a. CCC program had to turn away people who applied. ("The New Deal")

            b. Government "subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy" ("The New Deal").

    B. Americans faced difficult times and used resources available to persevere.

WR.2 INFORMATIVE

Lesson 8 Drafting: Body Paragraphs

Introduction

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

Students begin by examining body paragraphs from the two informative writing models in Lessons 1 and 2 and discussing the components that make these body paragraphs effective. Students then draft one body paragraph that develops their own topic. Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Informative Writing Checklist.

For homework, students continue to draft their body paragraphs, focusing on including relevant subtopics as well as providing evidence that develops their subtopics and supports their claim.

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

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

Standards

Assessed Standard(s)	
W.9-10.2.b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

	b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Addressed Standard(s)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Assessment

Assessment(s)
Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Informative Writing Checklist.
High Performance Response(s)

A High Performance Response should:

- Include a subtopic that develops the topic and supports the claim (e.g., Although the Great Depression forced many Americans to rely on their own resources, it also encouraged people to use the government assistance offered through President Franklin Delano Roosevelt's New Deal programs.).

- Include relevant and sufficient evidence to develop the subtopic (e.g., As the newly elected president in 1932, Roosevelt immediately worked with Congress to create the New Deal programs "to relieve poverty, reduce unemployment, and speed economic recovery" ("The New Deal"). People all across the country, from all walks of life, faced economic difficulty and turned to the government for support during the challenging times of the Great Depression.).

- ⓘ The above responses are taken from paragraph 4 of the model informative paper in Lesson 10. This model is a complete response to the WR.2 informative writing prompt. Consult the model informative paper for context for these responses and for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Texts:	
• Standards: W.9-10.2.b, W.9-10.5, W.9-10.6	
• Texts: "Cave Painting" and "A Brief History of Photography" (informative writing models)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Writing Instruction: Effective Body Paragraphs	3. 25%
4. Drafting a Body Paragraph	4. 50%
5. Closing	5. 5%

Materials

- Student copies of the informative writing models "Cave Painting" and "A Brief History of Photography" (refer to WR.2 Lessons 1 and 2)
- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson 2 Model Informative Writing Checklist)

Learning Sequence

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

Activity 1: Introduction of Lesson Agenda   5%

Begin by reviewing the agenda. In this lesson, students focus on identifying elements of effective body paragraphs in the informative writing models from Lessons 1 and 2. Students then draft a single body paragraph that introduces a relevant subtopic and provides evidence that develops the subtopic and supports the claim. Students continue to draft additional body paragraphs for homework or during future lessons as necessary.

> ▸ Students look at the agenda.

Activity 2: Homework Accountability   15%

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

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

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

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

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

💬 Student responses may include:

> 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 subtopics and evidence in their outlines. If students completed revisions for homework, instruct students to share two of the revisions they made to their outlines and how those revisions improved the clarity of content or structure in their outline.

💬 Student responses may include:

> - o   I changed the wording of this subtopic so that it better aligns with my claim.
> - o   I picked new evidence to better develop the subtopic in the second paragraph.

Lead a brief whole-class discussion of student responses.

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

Activity 3: Writing Instruction: Effective Body Paragraphs   25%

Post or project the following paragraphs from the informative writing models in Lessons 1 and 2. Instruct students to take out their copies of these informative writing models for this activity.

"Cave Painting," paragraph 6:

> Researchers do agree, however, that the cave paintings of the world are important and must be protected. Many of these paintings are currently in danger. Archeologists who want to preserve these sites must contend not only with natural erosion and weather damage but also with commercial development and vandalism. Additionally, the simple popularity of these sites as tourist destinations makes it difficult to preserve the artwork within. A cave painting site in Altamira had a waiting list "so long that visitors had to book three years in advance" (Govan). It takes very little to damage these ancient paintings: the government science agency in Spain notes, "the people who go in the cave have the bad habit of moving, breathing and perspiring" (Govan). Although partially intended as a humorous statement, the report does underscore how tremendously fragile these sites are.

"A Brief History of Photography," paragraph 5:

> On August 19, 1839, Daguerre presented his invention to the French academies of science and art, with "an eager crowd of spectators spilling over into the courtyard outside" (Daniel). According to Malcolm Daniel of the Met Museum, "The process revealed on that day seemed magical." The "daguerreotype," as Daguerre had named it, was "a remarkably detailed, one-of-a-kind photographic image on a highly polished, silver-plated sheet of copper" (Daniel). With these "magical" images recorded on metal, Daguerre began the age of modern photography.

Explain to students that these body paragraphs serve to support the subtopics that develop the writers' claims. Instruct students to read these body paragraphs and recall the topics and claims they identified in both models. Then instruct students to Think, Pair, Share about the following question:

How does the writer strengthen and develop the subtopics of each of these paragraphs?

💬 Student responses may include:

- o   In paragraph 6 of "Cave Painting," the writer introduces the subtopic that cave paintings are "in danger" and need to be protected. The writer provides evidence about why the cave paintings are at risk of being destroyed, which develops the subtopic. For example, the writer uses a quotation from a government agency in Spain to explain the activities that put the cave paintings in danger.
- o   In paragraph 5 of "A Brief History of Photography," the writer introduces the subtopic of the wonder of the first public display of photography. The writer uses evidence like quotes, a date, and a location to develop the details of the event, which helps develop the subtopic and support the writer's claim about the history of photography.

ⓘ **Differentiation Consideration:** If students struggle to identify how the writers strengthen and develop their subtopics and claims, consider asking the following questions:

What evidence do the writers include in these paragraphs?

💬 Student responses may include:

- o   The hazards that can damage cave paintings, such as tourists' breath or mold
- o   An explanation of how certain scientists are combating the dangers to cave paintings
- o   The time and place of the first display of photography
- o   An explanation of how this first photograph was created as a daguerreotype on metal

How does the inclusion of evidence improve the reader's understanding?

💬 By providing facts, details, and quotations that are directly related to the topic and claim, the writer engages the reader with the topic and conveys complex ideas, concepts, and information clearly and accurately.

How is the evidence in each paragraph relevant and sufficient?

💬 Student responses may include:

- o   The evidence in paragraph 6 of "Cave Painting" is relevant because it is about the threats to cave paintings, which relates directly to the topic of cave painting. The evidence is sufficient because it adequately explains the threats to cave paintings.
- o   The evidence in paragraph 5 of "A Brief History of Photography" is relevant because it describes the very moment modern photography was invented, which is obviously a significant event in the history of photography. The evidence is sufficient because the writer provides specific and thorough details to describe the moment.

ⓘ If necessary, remind students that they learned the meanings of *relevant* and *sufficient* in Lesson 1.

Lead a brief whole-class discussion of student responses. Explain to students that like the models they examined in class, their own body paragraphs will serve as the primary method for developing the topic and supporting their claims in their informative papers. Effective body paragraphs introduce subtopics that are relevant to the topic and claim and then develop these subtopics with evidence.

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

ⓘ Consider posting or projecting the Informative Writing Checklist.

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

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

🗨 Student responses will vary but should include points that address the following:

　　o Clearly state each subtopic? This item belongs in the Coherence, Organization, and Style section, because clearly stating each subtopic ensures coherence and is an aspect of an effective writing style.

ⓘ Students likely added the item "Use relevant and sufficient evidence to develop my subtopics?" to the Command of Evidence category of the Informative Writing Checklist in Lesson 2.

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

▸ Students add new items in the appropriate categories to their copies of the Informative Writing Checklist.

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

Activity 4: Drafting a Body Paragraph   50%

Explain that in this activity, students draft a body paragraph for their papers, paying specific attention to providing relevant and sufficient evidence to develop a subtopic related to their topic and claim. Students should reference their annotated articles, notes, prewrites, Subtopics and Evidence charts, and outlines while drafting the body paragraphs.

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

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

▶ Students follow along.

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

Which checklist items are applicable to drafting a body paragraph?

🗨 Student responses should include:

- o Include subtopics that develop the topic and support the claim?
- o Clearly state each subtopic?
- o Use relevant and sufficient evidence to develop my subtopics?
- 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 body paragraph, they will edit and refine their writing in later lessons.

Transition to individual drafting.

▶ Students independently draft a body paragraph of their paper.

🗨 See the High Performance Response at the beginning of this lesson.

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

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

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

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

Activity 5: Closing   5%

Display and distribute the homework assignment. For homework, instruct students to continue drafting their body paragraphs, focusing on including relevant subtopics as well as providing evidence that develops their subtopics and supports their claim.

‣ Students follow along.

ⓘ If an online writing community has been established for the class, instruct students to post their revised paragraphs for sharing with peers and/or assessment. Remind peer reviewers to consider how effectively their peers have provided relevant and sufficient evidence to develop a subtopic related to their topic and claim. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

Homework

Continue drafting your body paragraphs, focusing on including relevant subtopics as well as providing evidence that develops your subtopics and supports your claim.

Model Informative Writing Checklist

Name:		Class:		Date:	

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

Command of Evidence Does my response…	Drafting ✔	Finalization ✔
Use relevant and sufficient evidence to develop my subtopics?	☐	☐

Coherence, Organization, and Style Does my response…	Drafting ✔	Finalization ✔
Clearly introduce a topic?	☐	☐
Develop a precise claim about the topic?	☐	☐
Include subtopics that develop the topic and support the claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Clearly state each subtopic?*	☐	☐

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

*Asterisks indicate new items added in this lesson.

WR.2 INFORMATIVE | Lesson 9 Drafting: Introduction

Introduction

In this lesson, students learn to craft an introduction that introduces the topic and begins to organize information within their informative paper. Students begin by examining the introductions of the two informative writing models in Lessons 1 and 2 and discussing the components that make these introductions effective. Then, students work individually to draft introductions for their own informative papers. Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Informative Writing Checklist.

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

Standards

Assessed Standard(s)	
W.9-10.2.a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Addressed Standard(s)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Assessment

Assessment(s)
Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Informative Writing Checklist.

High Performance Response(s)
A High Performance Response should: • Engage the reader's attention (e.g., The 1920s in America were prosperous times. But starting in 1929 and lasting over a ten-year period, the Great Depression affected all Americans, rich and poor alike.). • Introduce the topic and claim of the informative paper (e.g., Although the American economy had overcome economic depressions in the past, this time Americans' lives changed forever. With widespread and long-lasting effects, the Great Depression ruined Americans' livelihoods, yet it also drove them to be resourceful and use government assistance to survive.). ⓘ The above responses are taken from the introduction of the model informative paper in Lesson 10. This model is a complete response to the WR.2 informative writing prompt. Consult the model informative paper for context for this introduction.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Texts: • Standards: W.9-10.2.a, W.9-10.5, W.9-10.6 • Texts: "Cave Painting" and "A Brief History of Photography" (informative writing models) **Learning Sequence:**	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Writing Instruction: Effective Introductions	3. 25%
4. Drafting an Introduction	4. 50%
5. Closing	5. 5%

Materials

- Student copies of the informative writing models "Cave Painting" and "A Brief History of Photography" (refer to WR.2 Lessons 1 and 2)
- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson 8 Model Informative Writing Checklist)

Learning Sequence

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

Activity 1: Introduction of Lesson Agenda   5%

Begin by reviewing the agenda. In this lesson, students learn how to draft an effective introduction for their informative papers, focusing on engaging the reader's attention, introducing their topic, and establishing their claim. Students first examine the introductory paragraphs of the two informative writing models from Lessons 1 and 2 in order to broaden their understanding of how to provide an effective introduction. Then students draft their own introductions for their informative papers.

▶ Students look at the agenda.

Activity 2: Homework Accountability   15%

Instruct students to take out their responses to the previous lesson's homework assignment. (Continue drafting your body paragraphs, focusing on including relevant subtopics as well as providing evidence that develops your subtopics and supports your claim.)

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

🗩 Student responses may include:

    o The subtopic introduced in this paragraph presents a specific part of the larger informative topic by providing facts about the immediate effects of the Great Depression.

    o The evidence in this paragraph develops the overall topic and the specific subtopic of the paragraph.

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

Activity 3: Writing Instruction: Effective Introductions   25%

Post or project the following paragraphs from the informative writing models in Lessons 1 and 2. Instruct students to take out their copies of these informative writing models for this activity.

"Cave Painting," paragraph 1:

> The oldest surviving works of art in the world are not found in a museum or even the private collection of a wealthy art dealer. Instead, some of the most important art in human history is on the stone walls of hundreds of caves around the world. Abstract figures in deep red and brown colors and mysterious geometric shapes painted by our ancestors cover the walls of prehistoric caves in Europe, Asia, and the Middle East. Cave paintings provide an illuminating look into human history, and scientists have much more to discover about this art form.

"A Brief History of Photography," paragraph 1:

> It is difficult to imagine going through a day without encountering a photograph. Flashing on phones and computer screens, hanging on walls, featured in magazines and advertisements, and decorating many of the items for sale in stores, photographs are everywhere. On social media people use photographs to track what their friends are up to and share what they are doing. Yet photography is a relatively recent invention, even though humans have understood its basic elements for a long time. The word "photograph" comes from two Greek words: *photos* ("light") and *graph* ("to draw")" (Gernsheim). The story of photography's invention, therefore, is a story of humans discovering how to use light to draw and preserve images of the world around them.

Instruct students to read these introductory paragraphs and Think, Pair, Share about the following questions:

How does each paragraph effectively engage the reader's attention? How does the writer introduce the topic and claim in each paragraph?

🗩 Student responses may include:

   o In the first paragraph of "Cave Painting" the writer opens with a mysterious sentence that helps intrigue the reader. By withholding the topic of the paper, the writer allows the reader to guess at the topic, increasing the reader's engagement with the text. The last sentence in this paragraph clearly explains the topic (cave painting) and the writer's claim: "cave paintings provide an illuminating look into human history" (par. 1).

   o In the first paragraph of "A Brief History of Photography" the writer draws the reader's attention to how important photography is in people's daily lives. The writer explains that photos are present in many different parts of people's lives, which appeals to the reader's familiarity with the subject. The last sentence of this paragraph clearly introduces the topic of the history of photography and the writer's claim: "The story of photography's invention, therefore, is a story of humans discovering how to use light to draw and preserve images of the world around them" (par. 1).

ⓘ **Differentiation Consideration:** If students struggle to identify how the writers engage the reader's attention and introduce the topic and claim, consider asking the following question:

What purpose does each sentence serve in these introductions?

🗨 Student responses should include:

   o The first sentence engages the reader's attention.
   o The middle sentences explain or hint at the topic of the text.
   o The last sentence states the claim of the text.

Lead a brief whole-class discussion of student responses. Then explain that there are different methods for creating an interesting introduction, but regardless of approach, an effective introduction not only grabs a reader's attention but also makes clear the writer's topic and claim. Writers can frame an introduction by describing a problem, posing a question, or piquing readers' curiosity with interesting facts associated with the topic. Writers may also use an interesting story found while collecting evidence for their papers to grab readers' attention.

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

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

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

ⓘ Consider posting or projecting the Informative Writing Checklist.

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

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

>   🗨 Student responses will vary but should include points that address the following:

>   o   Have an introduction that engages the reader's attention and interest? This item belongs in the Coherence, Organization, and Style category, because an interesting introduction is an aspect of a writer's style.

ⓘ Students likely added the items "Clearly introduce a topic?" and "Develop a precise claim about the topic?" to the Coherence, Organization, and Style category of the Informative Writing Checklist in Lesson 2.

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

>   ▸   Students add new items in the appropriate categories to their copies of the Informative Writing Checklist.

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

Activity 4: Drafting an Introduction   50%

Explain that in this activity, students draft an introduction for their papers, paying specific attention to engaging the reader's attention and establishing their topic and claim. Explain to students that they should focus on presenting a clear overview of the topic in this initial paragraph. Students should reference their annotated articles, notes, prewrites, Subtopics and Evidence charts, and outlines while drafting the introduction.

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

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

Which checklist items are applicable to drafting an introduction?

🗨 Student responses should include:

- o Have an introduction that engages the reader's attention and interest?
- o Clearly introduce a topic?
- o Develop a precise claim about the topic?
- 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 an introduction for their paper.

🗨 See the High Performance Response at the beginning of this lesson.

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

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

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

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

Activity 5: Closing   5%

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

▸ Students follow along.

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

Homework

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

Model Informative Writing Checklist

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

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

Command of Evidence **Does my response…**	**Drafting** ✔	**Finalization** ✔
Use relevant and sufficient evidence to develop my subtopics?	☐	☐

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Clearly introduce a topic?	☐	☐
Develop a precise claim about the topic?	☐	☐
Include subtopics that develop the topic and support the claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Clearly state each subtopic?	☐	☐
Have an introduction that engages the reader's attention and interest?*	☐	☐

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

*Asterisks indicate new items added in this lesson.

WR.2 INFORMATIVE	Lesson 10 Drafting: Conclusion

Introduction

In this lesson, students learn to craft a concluding paragraph that follows from and further supports their informative paper. Students begin by examining the conclusions of the two informative writing models in Lessons 1 and 2 and discussing the components that make these conclusions effective. Then, students work individually to draft conclusions for their own informative papers. Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Informative Writing Checklist.

For homework, students review and revise their conclusions to improve the connection to their body paragraphs and provide a strong ending. Students attempt 2–3 different ways of ending their papers and prepare to share their attempts with peers.

Standards

Assessed Standard(s)	
W.9-10.2.f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Addressed Standard(s)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Assessment

Assessment(s)
Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Informative Writing Checklist.

High Performance Response(s)
A High Performance Response should:

- Provide a concluding statement that follows from and supports the informative paper (e.g., As the longest and most severe economic crisis of the twentieth century, the Great Depression deeply affected the people who lived through it.).

- Connect the conclusion to the information in the body paragraphs (e.g., Millions of Americans struggled to meet their basic needs, but this struggle forced many people to find creative ways to survive and prompted them to use government programs for help. Although Americans faced unimaginably difficult times, their ability to use the resources available to them ultimately helped them persevere through the end of the Great Depression.).

- ⓘ The above responses are taken from the conclusion of the model informative paper at the end of this lesson. This model is a complete response to the WR.2 informative writing prompt. Consult the model informative paper for context for this conclusion.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Texts:	
• Standards: W.9-10.2.f, W.9-10.5, W.9-10.6	
• Texts: "Cave Painting" and "A Brief History of Photography" (informative writing models)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Writing Instruction: Effective Conclusions	3. 25%
4. Drafting a Conclusion	4. 50%
5. Closing	5. 5%

Materials

- Student copies of the informative writing models "Cave Painting" and "A Brief History of Photography" (refer to WR.2 Lessons 1 and 2)
- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson 9 Model Informative Writing Checklist)

Learning Sequence

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

Activity 1: Introduction of Lesson Agenda   5%

Begin by reviewing the agenda. In this lesson, students examine the components of an effective conclusion and its place in an informative paper. Students first examine the conclusion paragraphs of the two informative writing models from Lessons 1 and 2 in order to deepen their understanding of how to provide an effective conclusion. Students then draft their own conclusions for their informative papers.

▶ Students look at the agenda.

Activity 2: Homework Accountability   15%

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

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

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

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

Activity 3: Writing Instruction: Effective Conclusions   25%

Post or project the following paragraphs from the informative writing models in Lessons 1 and 2. Instruct students to take out their copies of these informative writing models for this activity.

"Cave Painting," paragraph 8:

> The popularity of cave art with scientists and tourists alike demonstrates how crucial this art is as a link to human history and the origins of the human race. These early paintings provide a window into a world far removed from current civilization and give visitors a better understanding of the lives of prehistoric people, whatever the intentions of the artists may have been. From what we have learned so far it is clear that they, like modern humans, struggled to communicate life through art.

"A Brief History of Photography," paragraph 8:

> Less than two hundred years after Daguerre introduced photography to the world, his invention stands as one of the most important advancements of the modern age. Photography allows people to keep images of their friends and loved ones who are not with them, see events and places they could never go, and understand ideas that they previously were unable to study, such as how landforms change over time or how human memory compares to photographic images of places and events. These advancements are all possible because humans wondered how light, the very property of the world that allows humans to see it, can be used to capture and store images of that world forever.

Instruct students to read these conclusion paragraphs and Think, Pair, Share about the following question:

How does each writer construct the paragraph to effectively provide a conclusion that follows from and supports the information in the body paragraphs?

💬 Student responses may include:

  o In paragraph 8 of "Cave Painting" the writer presents a final appeal to the reader regarding the importance of cave paintings. The writer references the previous subtopics while reminding the reader about the value of cave paintings.

- In paragraph 8 of "A Brief History of Photography" the writer restates the importance of photography in the world by explaining the various values and uses of photography. This reminds the reader of the entire history of photography which has been discussed over the course of the informative paper.

ⓘ **Differentiation Consideration:** If students struggle to identify how the conclusions follow from and support the body paragraphs, consider asking the following question:

What purpose does each sentence serve in these conclusions?

💬 Student responses should include:

- The first sentence connects the conclusion to the subtopic in the previous paragraph.
- The middle sentence repeats the claim from the introduction.
- The last sentence makes a new but connected statement about the topic.

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

💬 Student responses may include:

- "The popularity of cave art with scientists and tourists alike demonstrates how crucial this art is as a link to human history and the origins of the human race" (par. 8) connects to "in the face of protests from the scientific community" (par. 7) and "the simple popularity of these sites as tourist destinations" (par. 6).
- "These advancements are all possible because humans wondered how light, the very property of the world that allows humans to see it, can be used to capture and store images of that world forever" (par. 8) connects to "The story of photography's invention, therefore, is a story of humans discovering how to use light to draw and preserve images of the world around them" (par. 1).

Lead a brief, whole-class discussion of student responses. Then explain to students that the careful crafting of a conclusion is an essential part of writing an informative paper. The concluding paragraph serves as the writer's final statement about the topic. It is the writer's final opportunity to present the claim to the reader. Building an effective conclusion allows writers to deliver a clear, strong closing point that serves to connect their subtopics and evidence to their topic and claim.

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

ⓘ Consider posting or projecting the Informative Writing Checklist.

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

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

🗨 Student responses will vary but should include points that address the following:

  o Provide a conclusion that follows from and supports the informative paper? This item belongs in the Coherence, Organization, and Style category, because the conclusion is an aspect of the organizational structure of an informative paper and also contributes to coherence of the informative paper.

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

▸ Students add new items in the appropriate categories to their copies of the Informative Writing Checklist.

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

Activity 4: Drafting a Conclusion   50%

Explain that in this activity, students draft a concluding paragraph for their papers, paying specific attention to providing a conclusion that follows from the topic and claim of the paper and connects clearly to the subtopics and evidence presented in the body paragraphs. Students should reference their annotated articles, notes, prewrites, Subtopics and Evidence charts, and outlines while drafting the conclusion.

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

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

Which checklist items are applicable to drafting a conclusion?

🗨 Student responses should include:

      o   Provide a conclusion that follows from and supports the informative paper?

      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 a conclusion for their paper.

    🗨 See the High Performance Response at the beginning of this lesson.

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

———————————

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

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

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

ⓘ WR.2 Lessons A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

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

Activity 5: Closing   5%

Display and distribute the homework assignment. For homework, instruct students to review and revise their conclusions to improve the connection to their body paragraphs and provide a strong ending. Instruct students to attempt 2–3 different ways of ending their papers and prepare to share their attempts with peers.

▸ Students follow along.

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

Homework

Review and revise your conclusion to improve the connection to your body paragraphs and provide a strong ending. Attempt 2–3 different ways of ending your paper and prepare to share your attempts with peers.

Model Informative Writing Checklist

Name:		Class:		Date:	

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

Command of Evidence Does my response…	Drafting ✔	Finalization ✔
Use relevant and sufficient evidence to develop my subtopics?	☐	☐

Coherence, Organization, and Style Does my response…	Drafting ✔	Finalization ✔
Clearly introduce a topic?	☐	☐
Develop a precise claim about the topic?	☐	☐
Include subtopics that develop the topic and support the claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Clearly state each subtopic?	☐	☐
Have an introduction that engages the reader's attention and interest?	☐	☐
Provide a conclusion that follows from and supports the informative paper?*	☐	☐

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

*Asterisks indicate new items added in this lesson.

Model Informative Paper

The 1920s in America were prosperous times. But starting in 1929 and lasting over a ten-year period, the Great Depression affected all Americans, rich and poor alike. Although the American economy had overcome economic depressions in the past, this time Americans' lives changed forever. With widespread and long-lasting effects, the Great Depression ruined Americans' livelihoods, yet it also drove them to be resourceful and use government assistance to survive.

The Great Depression destroyed millions of Americans' sources of income. In his memoir "Digging In," author Robert Hastings explains how his father lost his steady job at the mine and could not find any regular work for the duration of the Great Depression. Gordon Parks, who eventually became a famous artist, lost his job in 1929 and was forced to quit school in order to find some form of income (Hayes). These stories are typical of the time period. By 1932, so many people were without work that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes). Lacking an income, many people could no longer afford to live in their homes, and were forced into the street. The newly homeless endured awful living conditions: "In larger cities, the homeless congregated in abandoned lots and constructed makeshift 'homes' of scrap wood" (Hayes). In addition to losing jobs, many Americans also lacked any savings to use during such an emergency: millions of people lost their entire life savings when banks collapsed (Hayes). Without a paycheck or savings, many Americans struggled to meet their basic needs.

The Great Depression's difficult economic conditions forced people to become more resourceful in order to survive. In the memoir "Digging In," the author's family made significant adjustments to the way they lived after his father lost his job. The author describes his father's "willingness to take any job" and his mother's "ability to stretch every available dollar" (Hastings). For example, the author's father inconsistently earned small amounts of money by creating several different odd jobs for himself like cutting hair, gardening, and painting houses. The author's mother also demonstrated resourcefulness when she "would find someone who was a year ahead of [the author] in school, and buy his used books" (Hastings). By buying used copies of the school books, the author's mother found a way to provide her child with what he needed and help the family save money at the same time. The author's family also avoided wasting anything: instead of throwing away cotton bags, the material was "washed, bleached, and cut into dish cloths and towels" (Hastings). These survival techniques helped his family get through the Great Depression.

Although the Great Depression forced many Americans to rely on their own resources, it also encouraged people to use the government assistance offered through President Franklin Delano Roosevelt's New Deal programs. As the newly elected president in 1932, Roosevelt immediately worked

with Congress to create the New Deal programs "to relieve poverty, reduce unemployment, and speed economic recovery" ("The New Deal"). People all across the country, from all walks of life, faced economic difficulty and turned to the government for support during the challenging times of the Great Depression.

Under the New Deal, millions of Americans tried to get jobs through the Civil Conservation Corps (CCC) and the Works Progress Administration (WPA). So many people tried to work for the CCC that the program had to turn away two-thirds of the people who applied ("The New Deal"). Nevertheless, the CCC and WPA together helped 11.5 million Americans make enough money to meet their basic needs ("The New Deal"). Additionally, people who were at risk of losing their homes used the newly formed Homeowner's Loan Corporation to avoid foreclosure ("The New Deal"). Farmers could take advantage of the Agricultural Adjustment Act, which "subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy" ("The New Deal"). Paying farmers to plant less and lending them money to support their farms helped farmers stay in business through the Great Depression. By offering work and relief, the New Deal programs encouraged Americans facing many different situations to look to the government for help surviving the Great Depression.

As the longest and most severe economic crisis of the twentieth century, the Great Depression deeply affected the people who lived through it. Millions of Americans struggled to meet their basic needs, but this struggle forced many people to find creative ways to survive and prompted them to use government programs for help. Although Americans faced unimaginably difficult times, their ability to use the resources available to them ultimately helped them persevere through the end of the Great Depression.

SUPPLEMENTAL SKILLS INSTRUCTION

WR.2.A INFORMATIVE	Integrating Evidence from Sources

Lessons WR.2.A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

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

Writing Instruction Options:

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

In this lesson, the teacher provides direct instruction to students on how to integrate evidence and citations into informative papers in order to maintain the flow of ideas, avoid plagiarism, and follow a standard format for in-text citation. Students learn how to paraphrase text from a source, effectively integrate quotations, punctuate integrated quotations, or include proper in-text citations to avoid plagiarism. Students focus on revising their own informative drafts for well-integrated evidence or proper citations before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Integrating Evidence, on which each student records one example of a successful revision.

For homework, students choose three different passages from their informative papers and revise each passage focusing on paraphrasing, integrating quotations, punctuating quotations, or in-text citations. Students also write a few sentences explaining whether or not they will keep the revisions they drafted and the impact this decision has on their informative papers.

Standards

Assessed Standard(s)	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
L.9-10.3.a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.
Addressed Standard(s)	
W.9-10.2.b	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.2 Revision Exit Slip: Integrating Evidence. Students record the original passage from their informative papers as well as the revised passage.

Students then explain why the revision is effective.

ⓘ Consider assessing these revisions using the Informative Writing Checklist.

High Performance Response(s)

A High Performance Response should:

- Record the original passage (e.g., By 1932 so many people were without work. "One out of every four Americans came from a family that had no full-time breadwinner." (Hayes)).

- Revise the original passage, focusing on paraphrasing, integrating quotations, punctuating quotations, or in-text citations (e.g., By 1932 so many people were without work that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).).

- Explain why the revision is effective (e.g., I integrated the quotation into the sentence to improve the flow of my writing.).

ⓘ See the Model WR.2 Revision Exit Slip: Integrating Evidence for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
• Standards: W.9-10.5, W.9-10.8, L.9-10.3.a, W.9-10.2.b, W.9-10.6, SL.9-10.1	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Writing Instruction Options:	3. 30%
• Paraphrasing	
• Integrating Quotations	
• Punctuating Quotations	
• In-Text Citations	
4. Informative Writing Checklist	4. 5%
5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR.2 Revision Exit Slip: Integrating Evidence	7. 5%
8. Closing	8. 5%

Materials

- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson 10 Model Informative Writing Checklist)

- Copies of the WR.2 Revision Exit Slip: _____ for each student

- Copies of the Tips for Integrating Quotations Handout for each student

- Copies of the Tips for Punctuating Quotations Handout for each student

- Copies of the MLA In-Text Citation Handout for each student

Learning Sequence

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

Activity 1: Introduction of Lesson Agenda   5%

Begin by reviewing the agenda. In this lesson, students learn how to paraphrase, integrate quotations, punctuate quotations, or cite the sources in their informative papers. Students revise their own drafts before participating in a peer discussion about their individual revisions.

▶ Students look at the agenda.

Activity 2: Homework Accountability   0%

ⓘ Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction Options   30%

ⓘ Based on student need, select from the four options below:

    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: Informative Writing Checklist   5%

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

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

ⓘ Consider posting or projecting the Informative Writing Checklist.

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

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

- 🗨 Student responses will vary but should include points that address the following:

  - o Integrate evidence (quotations and paraphrasing) to support the claim and develop subtopics? This item belongs in the Command of Evidence category, because it is about using evidence.
  - 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 Informative Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Informative Writing Checklist.

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

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

Activity 5: Individual Revision   30%

ⓘ The following activity addresses the expectations of W.9-10.2.b

Instruct students to independently revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

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

ⓘ For example, if students completed the writing instruction activity on Paraphrasing, then their revisions will focus on paraphrasing rather than on integrating quotations, punctuating quotations, or in-text citations.

Instruct students to revise at least three passages for the smooth integration of evidence, proper punctuation of quotations, or proper inclusion of in-text citations. Remind students to refer to the Informative Writing Checklist as they revise their drafts.

Transition to individual revision.

▸ Students independently revise their drafts to ensure the smooth integration of evidence, proper punctuation of quotations, or proper inclusion of in-text citations.

🗨 For sample revisions, see the Model WR.2 Revision Exit Slip: Integrating Evidence.

Activity 6: Revision Discussion   20%

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

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

ⓘ Refer to Lesson 8 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
2. Explain to your peers how the revision improves your draft.
3. Ask your peers to provide brief constructive criticism on your revisions.

▸ Students share and discuss with peers at least two effective revisions they made to their drafts.

ⓘ In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.2 Revision Exit Slip: Integrating Evidence   5%

Explain that for this lesson's assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.2 Revision Exit Slip: _____ to each student. Instruct students to fill in the title "Integrating Evidence" on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Informative Writing Checklist.

🗩 See the High Performance Response and Model WR.2 Revision Exit Slip: Integrating Evidence for sample student responses.

Activity 8: Closing   5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

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

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

ⓘ If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

▸ Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on whichever of the following writing skills you learned in this lesson:

- Paraphrasing

- Integrating Quotations

- Punctuating Quotations

- In-Text Citations

Respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

Model Informative Writing Checklist

Name:		Class:		Date:	

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

Command of Evidence **Does my response…**	**Drafting** ✔	**Finalization** ✔
Use relevant and sufficient evidence to develop my subtopics?	☐	☐
Integrate evidence (quotations and paraphrasing) to support the claim and develop subtopics?*	☐	☐

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Clearly introduce a topic?	☐	☐
Develop a precise claim about the topic?	☐	☐
Include subtopics that develop the topic and support the claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Clearly state each subtopic?	☐	☐
Have an introduction that engages the reader's attention and interest?	☐	☐
Provide a conclusion that follows from and supports the informative paper?	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
Cite sources using proper MLA style and formatting?*	☐	☐
Use proper punctuation for quotations and citations?*	☐	☐

*Asterisks indicate new items added in this lesson.

WR.2 Revision Exit Slip: _____

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

Directions: In the first column, record the original passage from your informative paper. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation

Model WR.2 Revision Exit Slip: Integrating Evidence

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your informative paper. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
The author describes his father's "willingness to take any job" and his mother's "ability to stretch every available dollar" (Hastings). For example, the author's father inconsistently earned small amounts of money by creating several different odd jobs for himself: he "picked peaches, raised sweet potato slips, traded an occasional dozen of eggs at the grocery, hung wallpaper" (Hastings).	For example, the author's father inconsistently earned small amounts of money by creating several different odd jobs for himself like cutting hair, gardening, and painting houses (Hastings).	To avoid using too many quotations in a row, I paraphrased the second quotation.
By 1932 so many people were without work. "One out of every four Americans came from a family that had no full-time breadwinner" (Hayes).	By 1932 so many people were without work that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).	I integrated the quotation into the sentence to improve the flow of my writing.
The author's mother also demonstrated resourcefulness when she "would find someone who was a year ahead of me in school, and buy his used books" (Hastings).	The author's mother also demonstrated resourcefulness when she "would find someone who was a year ahead of [the author] in school, and buy his used books" (Hastings).	I replaced "me" with "the author" to ensure clarity.
As the newly elected president in 1932, Roosevelt immediately worked with Congress to create the New Deal programs "to relieve poverty, reduce unemployment, and speed economic recovery."	As the newly elected president in 1932, Roosevelt immediately worked with Congress to create the New Deal programs "to relieve poverty, reduce unemployment, and speed economic recovery" ("The New	I added parenthetical citation in proper MLA format.

	Deal").	
The newly homeless endured awful living conditions "In larger cities, the homeless congregated in abandoned lots and constructed makeshift 'homes' of scrap wood" (Hayes).	The newly homeless endured awful living conditions: "In larger cities, the homeless congregated in abandoned lots and constructed makeshift 'homes' of scrap wood" (Hayes).	I revised to ensure proper punctuation.

Appendix 1: Paraphrasing

Explain to students that effective informative writing requires using evidence from sources to fully develop their subtopics. Explain that students must integrate evidence from other authors into their own informative papers by paraphrasing or quoting directly from a source. Explain to students that whether they choose to incorporate evidence by paraphrasing or quoting, they must always give credit to their sources by including a proper citation of the source.

ⓘ Students will see and discuss in-text citations as they learn to integrate evidence. See Appendix 4 for instruction on proper in-text citation methods, style, and formatting.

ⓘ **Differentiation Consideration:** If necessary, explain to students that the information about the source inside the parentheses in each of the examples on the handout is called a *parenthetical citation*.

▸ Students write the definition of *parenthetical citation* in the appropriate section of their vocabulary journals.

Explain to students that when they integrate evidence into their informative papers, they may paraphrase text from the original source instead of using direct quotations. To *paraphrase* means "to rephrase or restate the text in one's own words without changing the meaning of the text."

▸ Students write the definition of *paraphrase* in the appropriate section of their vocabulary journals.

Instruct students to take out their copies of the article "The New Deal" and reread paragraph 4 (from "The Civil Conservation Corps was one of" to "to build bridges, roads, public buildings, parks and airports").

▸ Students silently read paragraph 4 from the article "The New Deal."

Post or project the following examples.

ⓘ Example 1 is taken from paragraph 5 of the Model Informative Paper (refer to Lesson 10).

- **Example 1:** Under the New Deal, millions of Americans tried to get jobs through the Civil Conservation Corps (CCC) and the Works Progress Administration (WPA). So many people tried to work for the CCC that the program had to turn away two-thirds of the people who applied ("The New Deal"). Nevertheless, the CCC and WPA together helped 11.5 million Americans make enough money to meet their basic needs ("The New Deal").

- **Example 2:** The Civil Conservation Corps (CCC) was one New Deal program that "addressed the pressing problem of unemployment by sending 3 million single men from age 17 to 23 to the nations' forests to work" ("The New Deal"). The men who worked for the CCC "were paid $30 a month," and so many people wanted to work that "two-thirds" were "sent home" ("The New Deal").

The Works Progress Administration (WPA) was "Roosevelt's major work relief program" and while it was in action it "would employ more than 8.5 million people" ("The New Deal").

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

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

- 🗨 Student responses may include:

  - Both examples communicate the same idea from the source.
  - Both examples cite the source.
  - Example 1 is shorter than Example 2.
  - Example 1 paraphrases from the source while Example 2 includes lengthy quotes directly from the source.

Why might a writer choose to paraphrase the text from a source rather than quote it directly?

- 🗨 Student response may include:

  - The direct quotation is long and provides information that is not relevant to the writer's topic or subtopic or that is too detailed for the writer's needs.
  - The direct quotation requires too many modifications to be integrated into the paper.
  - The information in the direct quotation is not organized in the same order as the writer's logical sequencing, so paraphrasing improves the flow of the writing.
  - The writer wants to condense a detailed explanation or description.

Lead a brief whole-class discussion of student responses.

Instruct students to return to paragraph 4 of "The New Deal." Post or project the following paraphrasing example. Then lead a brief whole-class discussion about the question below.

- **Example 3:** The Civil Conservation Corps (CCC), which was one of the New Deal's most successful programs, helped ease the problem of unemployment by giving 3 million men work on public projects and paying them $30 per month. The Works Progress Administration (WPA), a significant work relief program, also helped Americans meet their basic needs by providing 8.5 million people with jobs relating to building bridges, parks, airports, and other public projects.

Example 3 is not properly paraphrased. Why?

- 🗨 Student responses may include:

  - Example 3 uses a lot of words and phrases that are exactly the same as the words and phrases in the text (e.g., "one of the New Deal's most successful programs" (par. 4)).
  - In Example 3, there are several words that are only slightly different from the text and the overall phrasing remains the same. In Example 3, the writer states, "helped ease the

problem of unemployment by giving 3 million men work on public projects," and the original text states, "addressed the pressing problem of unemployment by sending 3 million single men from age 17 to 23 to the nations' forests to work" (par. 4).

Explain to students that if they choose to paraphrase text, they cannot use the exact words or phrasing from the source or direct quotations without quotation marks. Inform students that replacing individual words in a quotation with synonyms is also not considered paraphrasing. To paraphrase properly, students should determine the overall meaning of the text they want to paraphrase and then rephrase the idea in their own words. Explain to students that one strategy for proper paraphrasing is to read the section of text that they want to paraphrase and then explain—either through writing or speaking—the idea to their audience without looking back at the section of text.

ⓘ **Differentiation Consideration:** If the skill of paraphrasing is new or challenging to students, consider posting or projecting several quotes from one of the unit's texts and instructing students to work in pairs or small groups to practice paraphrasing each quote. Lead a brief whole-class discussion of student responses, noting that there are many acceptable ways to paraphrase a quote.

Appendix 2: Integrating Quotations

Explain to students that as they develop the subtopics in their informative papers, they may integrate evidence by using direct quotations from a source text. Explain to students that the first step for integrating quotations is choosing an appropriate quotation that includes relevant and significant evidence for their subtopics.

Post or project the following quotation from paragraph 2 of the article "The New Deal" and lead a brief whole-class discussion about the question below.

- "A desperate Congress gave him carte blanche and rubber-stamped his proposals in order to expedite the reforms. During the first 100 days of his presidency, a never-ending stream of bills was passed, to relieve poverty, reduce unemployment, and speed economic recovery."

If a writer wanted to use information from this quotation to develop a subtopic about the circumstances of the Great Depression encouraging people to use government assistance, what are the most relevant and significant phrases from this quotation and why?

- 🗨 The phrases "reforms," "to relieve poverty," and "reduce unemployment" (par. 2) are relevant and significant, because they give reasons for why people would turn to the government for support during the Great Depression.

Explain to students that the second step for integrating quotations is examining the quotation and then selecting the word(s) or phrase(s) that are the most important for developing their subtopics.

Post or project the following examples and instruct students to Think, Pair, Share about the questions below.

ⓘ Example 2 is taken from paragraph 4 of the Model Informative Paper (refer to Lesson 10).

- **Example 1:** "During the first 100 days of his presidency," President Roosevelt and Congress passed "a never-ending stream of bills" intended "to relieve poverty, reduce unemployment, and speed economic recovery" ("The New Deal").

- **Example 2:** As the newly elected president in 1932, Roosevelt immediately worked with Congress to create the New Deal programs "to relieve poverty, reduce unemployment, and speed economic recovery" ("The New Deal"). People all across the country, from all walks of life, faced economic difficulty and turned to the government for support during the challenging times of the Great Depression.

What is the same about the way these two examples integrate the same evidence? What is different?

- 🗨 Student responses should include:

- The first example is only one sentence that is almost entirely made up of the quotation from the article, while the second example is two sentences and uses a smaller part of the quotation from the article.
- Because it is mostly the quotation from the article, the first example does not include any of the writer's thoughts, while the second example includes the writer's thoughts.

Which example more effectively integrates the evidence to develop a subtopic? Why?

🗨 Student responses may include:

- The second example is more effective because it analyzes and gives context to the quotation, while the first example inserts the quotation without any context.
- The second example is more effective because it uses the most relevant and significant information from the quotation rather than including most of the quotation like the first example does. This allows the reader to focus on the most important parts of the evidence.
- The second example more effectively integrates the evidence, because the writer included a sentence after the quotation that makes it clear why the evidence is important and how it develops a subtopic about the effects of the Great Depression.

Lead a brief whole-class discussion of student responses. Then, explain to students that both examples use quotations from "The New Deal," but that the second example demonstrates how to effectively integrate a quotation into a section of an informative paper to develop a subtopic. Explain to students that there are several different ways to integrate quotations into their informative papers, but they should always introduce a quotation, then include the important information from a quotation, and finally, connect the evidence from the quotation either to the subtopic or the claim. Smooth, appropriate integration of evidence is necessary for creating a cohesive informative paper. In informative writing, integrating quotations allows the reader to easily follow the logic of the writer. It allows the reader to "see" the writer's thinking.

Distribute the Tips for Integrating Quotations Handout. Encourage students to use this handout as a step-by-step review of how to effectively integrate quotations into their informative papers.

▸ Students follow along.

ⓘ See Appendix 3 for instruction on punctuating integrated quotations.

Tips for Integrating Quotations Handout

Step 1: Select a quotation you would like to integrate into your piece.

- o Example: "A desperate Congress gave him carte blanche and rubber-stamped his proposals in order to expedite the reforms. During the first 100 days of his presidency, a never-ending stream of bills was passed, to relieve poverty, reduce unemployment, and speed economic recovery." ("The New Deal")

Step 2: Select a word, or several words, from that quotation that carry significant ideas.

- o Example: "desperate Congress," "expedite the reforms," "first 100 days," "never-ending steam of bills was passed," "to relieve poverty, reduce unemployment, and speed economic recovery" ("The New Deal")

Step 3: Compose a sentence that includes those words and the point you want to make. Include your thoughts to give the quotation context and demonstrate why the quote is relevant to the topic, subtopic, or claim in your informative paper. There are several ways to do this, and the punctuation rules differ depending on the context.

Appendix 3: Punctuating Quotations

Inform students that using proper punctuation when integrating quotations is essential for creating clarity and establishing credibility. Improper punctuation can hinder the reader's understanding or make the writing seem unprofessional.

Distribute the Tips for Punctuating Quotations Handout. Instruct students to form pairs or small groups to read through the examples and notes on proper punctuation before and after quotes.

Post or project the examples below of integrated quotations that are improperly punctuated. Instruct student pairs or groups to discuss how to correct each example, referring to their handouts for guidance. Explain to students that each example has one or two errors.

ⓘ Example 3 is taken from paragraph 2 of the Model Informative Paper (refer to Lesson 10).

- **Example 1:** Another New Deal program specifically helped farmers "The Agriculture Adjustment Act subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy." ("The New Deal").

- **Example 2:** The author states "we cut back on everything possible," (Hastings).

- **Example 3:** By 1932, so many people were without work that, "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).

- **Example 4:** Even the beginning of the Great Depression was so hard for many Americans, because, "[p]eople had started buying things such as cars and refrigerators on credit:" (Hayes).

- **Example 5:** During the Great Depression, people made every regular household item last as long as possible, "Every cotton cloth was used over as a dish cloth, wash cloth, dust cloth," (Hastings) because families did not have enough money to buy new household items.

For each example, ask volunteers to share their corrections and explain their decisions.

- 🗨 Student responses should include:

   - **Example 1:** Another New Deal program specifically helped farmers: "The Agriculture Adjustment Act subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy" ("The New Deal").
      - A colon should introduce the quotation, because both the sentence preceding the quotation and the quotation itself are independent clauses. There should only be one period outside of the quotation marks and after the parenthetical citation.
   - **Example 2:** The author states, "we cut back on everything possible" (Hastings).
      - A comma should introduce the quotation, since the quotation is something the author of the text wrote. There should not be a comma at the end of the quotation.

- o **Example 3:** By 1932, so many people were out of work that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).
  - No comma should introduce the quotation, since the word "that" precedes the quotation.
- o **Example 4:** Even the beginning of the Great Depression was so hard for many Americans, because "[p]eople had started buying things such as cars and refrigerators on credit" (Hayes).
  - No comma should introduce the quotation, because it is not grammatically necessary for the sentence. Even though there is a colon at the end of the quoted text in the original source, it is not grammatically correct to include it in the integrated sentence.
- o **Example 5:** During the Great Depression, people made every regular household item last as long as possible: "Every cotton cloth was used over as a dish cloth, wash cloth, dust cloth" (Hastings), because families did not have enough money to buy new household items.
  - The comma before the quotation should be replaced with a colon, because the phrase before the quotation and the quotation itself are both complete sentences. The comma at the end of the quotation should come after the parenthetical citation, because it is grammatically correct even though there is a comma after the word "cloth" in the original source.

Explain to students that when they integrate quotations into their writing, they may need to make small changes to the quotation so that the reader can easily follow and understand the writer's thoughts. Post or project the following examples and instruct students to Think, Pair, Share about the questions below.

ⓘ Examples 1 and 2 are taken from paragraphs 3 and 2, respectively, of the Model Informative Paper (refer to Lesson 10).

- **Example 1:** The author's mother also demonstrated resourcefulness when she "would find someone who was a year ahead of [the author] in school, and buy his used books" (Hastings).

- **Example 2:** By 1932 so many people were without work that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).

- **Example 3:** One New Deal program was the Civil Conservation Corps, which "sen[t] 3 million single men . . . to work . . . . [and] paid $30 a month" ("The New Deal").

How does the writer modify the text included in the quotation? Why might the writer make these changes?

- 🗨 Student responses should include:

- o In example 1, the quotation includes the phrase "the author" in brackets. The original text does not have this phrase. The writer may have added "the author," so that the reader understands to whom that section of the quote refers.
- o In example 2, the word "[o]ne" has the letter "o" lower case and in brackets. In the original text, this word was at the beginning of the sentence. Because the quote is integrated into a sentence, the writer may have made the letter "o" lower case, since a capital word in the middle of a sentence would have been incorrect.
- o In example 3, there are two ellipses (. . .) in the middle of the quotation. It appears that the writer chose not to include some of the text that was in the original and used the ellipses to show that some of the text is missing. The writer may have chosen to do this, because the text that was left out was not as important in developing the subtopic.
- o In example 3, the word "sen[t]" has the letter "t" in brackets. In the original text, this word was "sending." Because the quote is integrated into a sentence that is already in the past tense ("was"), the writer may have changed "sending" to "sen[t]," so that the verb tense was the same throughout the sentence.
- o In example 3, the word "and" is added in brackets after an ellipsis shows that some of the original text is not included. The word "and" is not in the original text. The writer may have included the word "and," because it clarifies the meaning of the sentence.

ⓘ **Differentiation Consideration:** If necessary, explain to students that the three periods together is called an *ellipsis* (plural: *ellipses*) and is used to show where text has been removed from a quotation.

▸ Students write the definition of *ellipsis* in the appropriate section of their vocabulary journals.

Explain to students that writers may make small changes to a quotation so that the quotation's inclusion makes sense grammatically and contextually. Students may also need to replace a pronoun in a quotation if it is unclear to whom or what the pronoun refers. Explain to students that in some cases, the whole quotation is too long or only some parts of it are relevant for developing their subtopics or supporting their claims, so they may want to exclude unnecessary phrases in the middle of the quotation. While small changes are acceptable, explain to students that in order to increase the readability of their writing they should try to integrate quotations in a way that avoids a lot of modifications. Too many modifications can be distracting and detract from the power of the writer's informative paper. Inform students that if they must replace or clarify a pronoun in a quotation, modify a verb, or shorten the quotation, they should use the following marks to show that they edited the quotation. Remind students that when making these edits, it is necessary to preserve the quotation's original meaning:

- Brackets to replace or clarify pronouns, align capitalization, replace indirect references with specific references, or to modify verbs.

- Ellipses to replace unnecessary text, such as phrases and clauses that do not impact meaning in the quotation.

Tips for Punctuating Quotations Handout

There are several ways to include quotations in a sentence, and the punctuation rules differ depending on the context:

Introduce the quote with a colon.

- Use a colon to introduce the quote when both the quote and the clause preceding it are independent clauses (i.e., complete sentences).
  - <u>Example</u>: Roosevelt and Congress worked quickly to implement much needed reforms: "During the first 100 days of his presidency, a never-ending stream of bills was passed" ("The New Deal").

Introduce the quote with a comma.

- Write a phrase followed by a comma to introduce the quote when the phrase would require a comma at the end even if no quote were integrated (e.g., the phrase begins with a preposition).
  - <u>Example</u>: With the desire to ease Americans' suffering during the Great Depression, "a never-ending stream of bills was passed, to relieve poverty, reduce unemployment, and speed economic recovery" ("The New Deal").
- Write a phrase followed by a comma to introduce a quote when the phrase indicates that the quote is something an author wrote or a person said:
  - <u>Example</u>: The writer of the article "The New Deal" states, "A desperate Congress gave [Roosevelt] carte blanche and rubber-stamped his proposals in order to expedite the reforms."

Introduce the quote with a phrase ending in *that*.

- Use the word *that* to introduce a quote when the word *that* contributes to the clarity and accuracy of the entire sentence. Do not use a comma after the word *that*.
  - <u>Example</u>: Americans were so seriously in need of relief that "Congress gave [Roosevelt] carte blanche and rubber-stamped his proposals in order to expedite the reforms" ("The New Deal").

Insert short quotations into your own sentence.

- Use quoted words or short phrases within your own complete sentence. Use the punctuation that would be required even if no quote were integrated.
  - <u>Example</u>: "A desperate Congress" worked with President Roosevelt to pass reforms "to relieve poverty, reduce unemployment, and speed economic recovery" ("The New Deal").

Notes on Punctuating After Quotes

- When the sentence includes a parenthetical citation, place the proper punctuation for the sentence—a period, question mark, exclamation point, comma, colon, or semicolon—after the citation, not inside the quotation marks. Even if the quote is a complete sentence or uses the end of a sentence, do not include the period from the original source inside of the quotation marks.

  - <u>Example</u>: As the newly elected president in 1932, Roosevelt immediately worked with Congress to create the New Deal programs "to relieve poverty, reduce unemployment, and speed economic recovery" ("The New Deal").

- When the sentence includes a parenthetical citation, only include a question mark or exclamation point inside of the quotation mark when those punctuation marks are included in the original source.

  - <u>Example</u>: The author's family worked hard to conserve everything, which helped them "stretch [a] piece of ice . . . maybe four days!" (Hastings).

- When the sentence does not include a parenthetical citation, periods and commas that are appropriate for the sentence go inside the quotation mark. However, if a quotation mark, exclamation point, colon, or semicolon is appropriate for the sentence but not in the original source, these punctuation marks go outside of the quotation mark.

  - <u>Example</u>: According to the author of "The New Deal," Roosevelt's "experimental programs helped the American people immeasurably by taking care of their basic needs."

  - <u>Example</u>: According to the author of "The New Deal," Roosevelt's "experimental programs helped the American people immeasurably by taking care of their basic needs"; however, many Americans could not rely only on the government to survive the difficulties of the Great Depression.

- A punctuation mark after a quotation—whether or not a parenthetical citation is included—is not always necessary. Sometimes, no punctuation mark is the proper choice. One strategy for determining if punctuation is necessary is to consider whether the punctuation mark is correct had the phrase not been a quotation.

  - <u>Example</u>: "A desperate Congress" worked with President Roosevelt to pass reforms "to relieve poverty, reduce unemployment, and speed economic recovery" ("The New Deal").

Appendix 4: In-Text Citations

Remind students that although they are the authors of their own papers, they are drawing on other authors' writing in order to develop their informative papers. Inform students that failing to give other authors credit when referencing their work is called *plagiarism*. Explain that *plagiarism* is taking someone else's work or ideas and passing it off as one's own.

> ▸ Students write the definition of *plagiarism* in the appropriate section of their vocabulary journals.

ⓘ Consider asking students to share examples of *plagiarism*.

Explain to students that someone can plagiarize by copying the exact words from a source without citing the source, even if they use quotation marks. *Plagiarism* also occurs when a writer uses different words to express the same idea as another author (e.g., if someone takes the claim and evidence from another paper and writes it with different words, it is still *plagiarism* if the original source is not cited). Remind students that even though they might have similar opinions or views as the author of one of their sources, they must create an original claim based on all the evidence available to them and cite sources wherever possible.

ⓘ Consider reminding students that the goal of their writing in this unit is for students to construct their own claim and support it with the information from supplementary texts like "Firing, Not Hiring," not for students to repeat the information in these texts verbatim.

Inform students that *plagiarism* is an ethical offense and often results in serious consequences. In addition to disciplinary consequences, *plagiarism* is counterproductive to the learning process, as stealing someone else's ideas will not build the deep understanding that results from learning on one's own.

Inform students they can avoid *plagiarism* by always *citing* works properly. Proper *citation* gives credit to the author one is quoting, paraphrasing, or referencing.

Provide students with the following definition: *citation* means "quoting or referencing a book, paper, or author."

> ▸ Students write the definition of *citation* in the appropriate section of their vocabulary journals.

Explain to students that they will use a specific format for citing sources, called MLA citation. Distribute the MLA In-Text Citation Handout. Instruct students to examine the handout and Think, Pair, Share about the following questions:

Describe how the writer cites each example, including any punctuation used. What rules for MLA in-text citation can be inferred from these example?

> 💬 Student responses should include:

- 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 shows that if the writer refers to the author by name in the same sentence and no page number is available, then no parenthetical citation is needed.
- 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 title of the article and page number in the parentheses.

Lead a brief whole-class discussion of in-text citations, ensuring that students understand the rules for proper citations and punctuation.

MLA In-Text Citation Handout

Name:		Class:		Date:	

In-Text Citations
For in-text citations for an online source, use the following examples as a guide: • Example 1 (page numbers provided): The author's family also avoided wasting anything; instead of throwing away cotton bags, the material was "washed, bleached, and cut into dish cloths and towels" (Hastings 2).   • Example 2 (page numbers provided): Hastings' family also avoided wasting anything; instead of throwing away cotton bags, the material was "washed, bleached, and cut into dish cloths and towels" (2).   • Example 3 (no page numbers): The author's family also avoided wasting anything; instead of throwing away cotton bags, the material was "washed, bleached, and cut into dish cloths and towels" (Hastings).   • Example 4 (no page numbers): Hastings' family also avoided wasting anything; instead of throwing away cotton bags, the material was "washed, bleached, and cut into dish cloths and towels."   • Example 5 (no author): Hastings' family also avoided wasting anything; instead of throwing away cotton bags, the material was "washed, bleached, and cut into dish cloths and towels" ("Digging In" 2).

SUPPLEMENTAL SKILLS INSTRUCTION

WR.2.B
INFORMATIVE
Audience, Style, and Tone

Lessons WR.2.A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

This lesson is composed of two distinct but related activities that center on skills for producing writing that is appropriate for the particular audience. Each activity may last an entire class period.

Writing Instruction Options:

- Addressing an Audience's Knowledge Level
- Formal Style and Objective Tone

In this lesson, the teacher provides direct instruction to students on how to address an audience's knowledge level in an informative paper. Students also learn how to identify and use formal style and objective tone. Students focus on revising their own informative drafts to ensure that they have appropriately addressed the audience's knowledge level or used formal style and objective tone before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Audience, Style, and Tone on which each student records one example of a successful revision.

For homework, students choose three different passages from their informative papers and revise each passage focusing on addressing the audience's knowledge level or formal style and objective tone. Students also write a few sentences explaining whether or not they will keep the revisions they drafted and the impact this decision has on their informative papers.

Standards

Assessed Standard(s)	
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Addressed Standard(s)	
W.9-10.2.b, e	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.2 Revision Exit Slip: Audience, Style, and Tone. Students record the original passage from their informative papers as well as the revised passage. Students then explain why the revision is effective. ⓘ Consider assessing these revisions using the Informative Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Record the original passage (e.g., The Great Depression's difficult economic conditions forced you to become more resourceful in order to survive.). • Revise the original passage, focusing on addressing the audience's knowledge level or using formal style and objective tone (e.g., The Great Depression's difficult economic conditions forced people to become more resourceful in order to survive.).

- Explain why the revision is effective (e.g., I removed the second person "you" to make my writing less personal and more objective.).

ⓘ See the Model WR.2 Revision Exit Slip: Audience, Style, and Tone for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
• Standards: W.9-10.4, W.9-10.5, W.9-10.2.b, e, W.9-10.6, SL.9-10.1	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Writing Instruction Options:	3. 30%
• Addressing an Audience's Knowledge Level	
• Formal Style and Objective Tone	
4. Informative Writing Checklist	4. 5%
5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR.2 Revision Exit Slip: Audience, Style, and Tone	7. 5%
8. Closing	8. 5%

Materials

- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson A Model Informative Writing Checklist)
- Copies of the WR.2 Revision Exit Slip: _____ for each student (refer to WR.2 Lesson A)—students will need additional blank copies

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	**Percentage indicates the percentage of lesson time each activity should take.**

no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
🗨	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda   5%

Begin by reviewing the agenda. In this lesson, students learn how to take their audience's knowledge level into account or how to identify and use formal style and objective tone when writing an academic informative paper. Students revise their own drafts before participating in a peer discussion of their individual revisions.

   ▸ Students look at the agenda.

Activity 2: Homework Accountability   0%

ⓘ Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction Options   30%

ⓘ Based on student need, select from the two options below:
   o Addressing an Audience's Knowledge Level (See Appendix 1)
   o Formal Style and Objective Tone (See Appendix 2)

Activity 4: Informative Writing Checklist   5%

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

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

ⓘ Consider posting or projecting the Informative Writing Checklist.

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

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

   🗨 Student responses will vary but should include points that address the following:

- o Anticipate and address the audience's knowledge level? This item belongs in the Command of Evidence category, because this item is about anticipating the audience's knowledge level to use the right level of detail and the most meaningful and compelling evidence for the specific audience in order to support claims and develop subtopics.
- 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 informative paper.

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

- ▶ Students add new items to the appropriate section of their copies of the Informative Writing Checklist.

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

Activity 5: Individual Revision   30%

ⓘ The following activity addresses the expectations of W.9-10.2.b, e

Instruct students to independently revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Addressing an Audience's Knowledge Level
- Formal Style and Objective Tone

ⓘ For example, if students completed the writing instruction activity on Addressing an Audience's Knowledge Level, then their revisions will focus on addressing an audience's knowledge level rather than on formal style and objective tone.

Explain to students that they should revise at least three passages to ensure that they have appropriately addressed the audience's knowledge level, and used formal style and objective tone. Remind students to refer to the Informative Writing Checklist as they revise their drafts.

Transition to individual revision.

- ▶ Students independently revise their drafts to ensure that they address their audience's knowledge level or that they use formal style and objective tone throughout their informative papers.

🗩 For sample revisions, see the Model WR.2 Revision Exit Slip: Audience, Style, and Tone.

Activity 6: Revision Discussion   20%

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

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

ⓘ Refer to Lesson 8 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
2. Explain to your peers how the revision improves your draft.
3. Ask your peers to provide brief constructive criticism on your revisions.

   ▸ Students share and discuss with peers at least two effective revisions they made to their drafts.

ⓘ In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.2 Revision Exit Slip: Audience, Style, and Tone   5%

Explain that for this lesson's assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.2 Revision Exit Slip: _____ to each student. Instruct students to fill in the title "Audience, Style, and Tone" on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Informative Writing Checklist.

🗩 See the High Performance Response and Model WR.2 Revision Exit Slip: Audience, Style, and Tone for sample student responses.

Activity 8: Closing   5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Addressing an Audience's Knowledge Level

- Formal Style and Objective Tone

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

ⓘ If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6).

  ▸ Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on whichever of the following writing skills you learned in this lesson:

- Addressing an Audience's Knowledge Level
- Using Formal Style and Objective Tone

Respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

File: WR.2 Lesson B **Date:** 06/30/15 **Classroom Use:** Starting 9/2015

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7

Model Informative Writing Checklist

Name:		Class:		Date:	

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

Command of Evidence Does my response…	Drafting ✔	Finalization ✔
Use relevant and sufficient evidence to develop my subtopics?	☐	☐
Integrate evidence (quotations and paraphrasing) to support the claim and develop subtopics?	☐	☐
Anticipate and address the audience's knowledge level?*	☐	☐

Coherence, Organization, and Style Does my response…	Drafting ✔	Finalization ✔
Clearly introduce a topic?	☐	☐
Develop a precise claim about the topic?	☐	☐
Include subtopics that develop the topic and support the claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Clearly state each subtopic?	☐	☐
Have an introduction that engages the reader's attention and interest?	☐	☐
Provide a conclusion that follows from and supports the informative paper?	☐	☐
Establish and maintain a formal style and objective tone?*	☐	☐

Control of Conventions Does my response…	Drafting ✔	Finalization ✔
Cite sources using proper MLA style and formatting?	☐	☐

Use proper punctuation for quotations and citations?	☐	☐

*Asterisks indicate new items added in this lesson.

Model WR.2 Revision Exit Slip: Audience, Style, and Tone

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your informative paper. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
By 1932, so many people didn't have work that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).	By 1932, so many people were without work that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).	I replaced the contraction to make my writing more formal.
Farmers could take advantage of the Agricultural Adjustment Act, which "subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy" ("The New Deal"). By offering work and relief, the New Deal programs encouraged Americans facing many different situations to look to the government for help surviving the Great Depression.	Farmers could take advantage of the Agricultural Adjustment Act, which "subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy" ("The New Deal"). Paying farmers to plant less and lending them money to support their farms helped farmers stay in business through the Great Depression.	After the quotation, I included an explanatory sentence that was more directly relevant to the quote to ensure my teacher and classmates understand the evidence.
The Great Depression's difficult economic conditions forced you to become more resourceful in order to survive.	The Great Depression's difficult economic conditions forced people to become more resourceful in order to survive.	I removed the second person "you" to make my writing less personal and more objective.

Appendix 1: Addressing an Audience's Knowledge Level

Remind students that in Lesson 2, they learned that effective writers always take the audience's knowledge level into account when they construct informative papers. Review the importance of this skill by instructing students to Think, Pair, Share about the following question:

Why is it important to consider the specific audience when writing an informative paper?

- 🗩 Student responses may include:

    o Writers should consider their audience so that they provide the right information and the right level of detail about a topic based on what the audience may or may not already know.

    o Writers should consider their audience so that they can adapt their writing to include the information that is most important for an audience to be able to gain a deeper understanding of the topic.

- ⓘ **Differentiation Consideration:** If students struggle to provide reasons for why it is important to consider the specific audience when writing an informative paper, consider conducting a brief role-playing exercise. Instruct students to form pairs and present them with the following scenario.

    You just started writing a blog. Both your friend and your grandparent want you to tell them about it, including how they can read it and interact with it.

    Instruct student pairs to take turns acting as the blog writer and audience. Inform students that when they are acting as the blog writer, they should think about what their particular audience (i.e., either the friend or the grandparent) needs to know about reading and interacting with the blog. Remind students that a friend might have more knowledge than a grandparent about blogs. When students are acting as the friend or grandparent, encourage them to ask the blog writer for information that they think the friend or grandparent might need to know. Consider asking volunteer student pairs to perform their role-plays in front of the class.

    ▸ Student pairs role-play the scenario, taking turns acting as the teenager, friend, and grandparent.

- ⓘ Consider other examples for a similar role-playing exercise, such as video calls, texting, social media posts, etc.

Lead a brief whole-class discussion of student responses. Then remind students that different audiences have different knowledge levels about particular topics. Explain to students that anticipating their audience's knowledge level can help students support their claim and develop their subtopics appropriately. Inform students that they will apply these considerations in revising their drafts.

11

Instruct students to Turn-and-Talk in pairs to discuss the following questions:

What do you think your teacher's and classmates' knowledge levels of the topic are? Are there any terms or concepts in your draft that you should explain?

- 🗩 Student responses will vary but may include:
  - o It seems likely that my teacher knows a significant amount of information about the Great Depression, and my classmates are reading the same information that I am, so I do not need to use a lot of space in my paper to discuss the causes of the Great Depression or the historical events of that time period.
  - o I bring up the New Deal and some of the programs under the New Deal, but I do not need to explain these in detail, since my classmates have a similar level of background knowledge about these programs as I do.

Lead a brief whole-class discussion of student responses. Explain to students that anticipating an audience's *knowledge level* (background knowledge related to the informative paper topic) allows the writer to include the appropriate level of information to contextualize any claim, subtopics, or evidence. The writer can also address an audience's knowledge level by including definitions or explanations of any terms or concepts essential for understanding the informative paper.

- ‣ Students write the definition of *knowledge level* in the appropriate section of their vocabulary journals.

Appendix 2: Formal Style and Objective Tone

Explain to students that it is important to maintain a formal style in academic writing. Inform students that a formal style is used for writing academic papers in college and is often expected or required in the workplace.

Post or project the following examples for students.

ⓘ Example 2 is taken from paragraph 3 of the Model Informative Paper (refer to Lesson 10). Example 1 has been modified from the model.

- **Example 1:** For example, the author's dad got some money here and there by doing a bunch of different things like cutting hair, gardening, and painting houses.

- **Example 2:** For example, the author's father inconsistently earned small amounts of money by creating several different odd jobs for himself like cutting hair, gardening, and painting houses.

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

Which example is formal and which is informal? Which example is more appropriate for an academic informative paper? Why?

🗨 Student responses should include:

  o The first example is informal and the second is formal. The first example uses conversational words and phrases like "dad," "got," "here and there," and "a bunch." The first example also uses imprecise words and phrases like "some," "here and there," and "different things." These words sound more casual, like someone is talking to a friend. Using informal words is appropriate for a conversation with a friend.

  o The second example uses more formal and academic words and phrases like "father," "inconsistently," and "earned." The second sentence also uses more precise words and phrases: instead of "got some money here and there" the second example uses "inconsistently earned small amounts of money"; instead of "doing a bunch of different things," the second sentence uses "creating several different odd jobs." These differences give the second example a more authoritative and academically credible tone. Using academic words and phrases is appropriate for a formal informative paper.

ⓘ If necessary, remind students that they learned the definitions for *style*, *formal,* and *informal* in Lesson 2.

ⓘ Consider informing students that they will learn about choosing precise words to improve the strength of their informative papers in Lesson C.

How might using a formal style help a writer craft an effective informative paper?

- 🗨 Student responses may include:

    o Using a formal style helps a writer craft an effective informative paper, because a formal style makes the writer seem like a believable authority on the topic.

    o Using a formal style helps a writer craft an effective informative paper, because a formal style makes the paper seem professional and encourages the reader to take the writer's claim and analysis of the subtopics seriously.

Lead a brief whole-class discussion of student responses. Explain to students that a formal style establishes credibility and makes the writing professional, appealing, and accessible to the audience. A formal style uses correct and specific language, correct grammar, and complete sentences. Remind students to avoid the use of contractions (e.g., don't), abbreviations (e.g., gov't), or slang (e.g., ain't), unless they are directly quoting from a text that uses such words.

Explain to students that along with using a formal style in their papers, it is equally important to use an objective tone. Inform students that writing with an *objective tone* is "a style of writing that is based on fact and makes use of the third-person point of view."

- ▸ Students write the definition and attributes of *objective tone* in the appropriate section of their vocabulary journals.

Post or project the following examples for students.

- ⓘ Example 1 is taken from paragraph 2 of the Model Informative Paper (refer to Lesson 10). Example 2 has been modified from the model.

- **Example 1:** Lacking an income, many people could no longer afford to live in their homes, and were forced into the street.

- **Example 2:** To me, it seems like a lack of income meant you weren't responsible enough to live in your home anymore, so you were forced into the street.

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

Which example uses an objective tone and which does not?

- 🗨 Student responses should include:

    o The first example uses an objective tone because it does not have "me" or "you" in the sentence. The first example conveys information about what would happen when people could not afford to stay in their houses. Without making any judgment, the first sentence describes a cause and an effect in the third person.

- o The second example uses words and phrases like "to me," "you weren't," "your home," and "you were," which makes it personal and less objective. The sentence sounds like someone is describing his or her interpretation of situation to a peer or friend. The second example's use of the second person "you" makes it sound even more conversational and less academic than the first sentence.

ⓘ Consider explaining to students that the use of first- and second-person point of view (i.e., *I, we, our, you,* and *your*) is not forbidden in all informative writing, but its usage is not appropriate in all contexts. In more formal, academic writing, writers typically use third person, though journalists, bloggers, politicians, and other writers may use first and second person as a rhetorical strategy. Students should carefully consider their task, purpose, and audience to determine whether the use of first- and second-person point of view is appropriate.

How might using an objective tone help a writer craft an effective informative paper?

🗩 Student responses may include:

- o Using an objective tone helps a writer craft an effective informative paper, because an objective tone helps the writer seem neutral by focusing on presenting real, accurate evidence rather than making statements about what he or she believes without any evidence.
- o Using an objective tone helps a writer craft an effective informative paper, because it makes the informative writing seem more professional and less conversational.

Lead a brief whole-class discussion of student responses. Explain to students that as with using a formal style, using an objective tone helps the writer establish credibility. Writing with an objective tone helps writers convey respect for their audience and avoid expressing their unverified personal opinions by focusing on presenting the evidence they gathered to develop their subtopics and support their claims. Because students are using evidence from other sources to develop their subtopics, writing with an objective tone for this assignment also means using the third person point-of-view (i.e., *he, she, it, they, one*) instead of the first person point-of-view (i.e., *I, we*) or the second person point-of-view (i.e., *you*). Using an objective tone with the third-person point-of-view keeps the paper academic and helps the writer avoid making the paper personal or conversational.

SUPPLEMENTAL SKILLS INSTRUCTION

WR.2.C
INFORMATIVE
Working with Words

Lessons WR.2.A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

This lesson is composed of two distinct but related activities that center on skills for implementing effective word choice to improve informative writing. Each activity may last an entire class period.

Writing Instruction Options:

- Word Choice
- Using a Dictionary and Thesaurus

In this lesson, the teacher provides direct instruction to students on using precise and specific words to improve their informative writing. Instruction also includes work with dictionaries and thesauruses to help students accurately convey thoughtful and complex ideas. Students focus on revising their own informative drafts for word choice before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Working with Words, on which each student records one example of a successful revision.

For homework, students choose three different passages from their informative papers and revise each passage focusing on effectively incorporating word choice. Students also write a few sentences explaining whether they will keep the revisions they drafted and the impact this decision has on their informative papers.

Standards

Assessed Standard(s)	
W.9-10.2.d	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

	d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Addressed Standard(s)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.2 Revision Exit Slip: Working with Words. Students record the original passage from their informative papers as well as the revised passage. Students then explain why the revision is effective.
ⓘ Consider assessing these revisions using the Informative Writing Checklist.
High Performance Response(s)
A High Performance Response should:
• Record the original passage (e.g., Americans did not have a lot of money, so they had some difficulty paying for things.).
• Revise the original passage, focusing on precise and specific word choices (e.g., Without a paycheck or savings, many Americans struggled to meet their basic needs.).
• Explain why the revision is effective (e.g., I used more precise words to highlight the fact that Americans did not have money coming in or money to fall back on. The precise words show how Americans could not pay for the most basic necessities, not extra goods.).
ⓘ See the Model WR.2 Revision Exit Slip: Working with Words for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: • Standards: W.9-10.2.d, W.9-10.5, W.9-10.6, SL.9-10.1 **Learning Sequence:**	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Writing Instruction Options:	3. 30%
• Word Choice	
• Using a Dictionary and Thesaurus	
4. Informative Writing Checklist	4. 5%
5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR.2 Revision Exit Slip: Working with Words	7. 5%
8. Closing	8. 5%

Materials

- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson B Model Informative Writing Checklist)

- Copies of the WR.2 Revision Exit Slip: _____ for each student (refer to WR.2 Lesson A)—students will need additional blank copies

- One dictionary or thesaurus for each pair or small group of students (online or print copies)

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	**Percentage indicates the percentage of lesson time each activity should take.**
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▶	Indicates student action(s).

💬	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda   5%

Begin by reviewing the agenda. In this lesson, students learn how to incorporate precise and specific words into their writing or use dictionaries and thesauruses to strengthen word choice in their informative writing. Students revise their own drafts before participating in a peer discussion of their individual revisions.

▸ Students look at the agenda.

Activity 2: Homework Accountability   0%

ⓘ Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction Options   30%

ⓘ Based on student need, select from the two options below:

    o Word Choice (See Appendix 1)

    o Using a Dictionary and Thesaurus (See Appendix 2)

Activity 4: Informative Writing Checklist   5%

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

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

ⓘ Consider posting or projecting the Informative Writing Checklist.

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

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

💬 Student responses will vary but should include points that address the following:

    o Use precise language to clearly explain the topic? This item belongs in the Coherence, Organization, and Style category, because precise language helps explain topics more clearly, which contributes to coherence and style.

- Use domain-specific vocabulary to clearly explain the topic? This item belongs in the Coherence, Organization, and Style category, because specific vocabulary helps explain topics more clearly, which contributes to coherence and style.

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

▸ Students add new items in the appropriate categories to their copies of the Informative Writing Checklist.

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

Activity 5: Individual Revision   30%

Instruct students to independently revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Word Choice
- Using a Dictionary and Thesaurus

ⓘ For example, if students completed the writing instruction activity on Word Choice, then their revisions will focus on word choice rather than on using a dictionary or thesaurus.

Explain to students that they should revise at least three passages to ensure that they have included precise language and domain-specific vocabulary to clearly explain the topic. Remind students to refer to the Informative Writing Checklist as they revise their drafts.

Transition to individual revision.

▸ Students independently revise the drafts of their informative papers to include precise language and domain-specific vocabulary to clearly explain the topic.

🗩 For sample revisions, see the Model WR.2 Revision Exit Slip: Working with Words.

Activity 6: Revision Discussion   20%

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

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment.

Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

ⓘ Refer to Lesson 8 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.

2. Explain to your peers how the revision improves your draft.

3. Ask your peers to provide brief constructive criticism on your revisions.

   ‣ Students share and discuss with peers at least two effective revisions they made to their drafts.

ⓘ In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: Revision Exit Slip: Working with Words   5%

Explain that for this lesson's assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.2 Revision Exit Slip: _____ to each student. Instruct students to fill in the title "Working with Words" on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Informative Writing Checklist.

🕮 See the High Performance Response and Model WR.2 Revision Exit Slip: Working with Words for sample student responses.

Activity 8: Closing   5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

• Word Choice

• Using a Dictionary and Thesaurus

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

ⓘ If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

▸ Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on whichever of the following writing skills you learned in this lesson:

- Word Choice
- Using a Dictionary and Thesaurus

Respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

Model Informative Writing Checklist

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

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

Command of Evidence **Does my response…**	**Drafting** ✔	**Finalization** ✔
Use relevant and sufficient evidence to develop my subtopics?	☐	☐
Integrate evidence (quotations and paraphrasing) to support the claim and develop subtopics?	☐	☐
Anticipate and address the audience's knowledge level?	☐	☐

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Clearly introduce a topic?	☐	☐
Develop a precise claim about the topic?	☐	☐
Include subtopics that develop the topic and support the claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Clearly state each subtopic?	☐	☐
Have an introduction that engages the reader's attention and interest?	☐	☐
Provide a conclusion that follows from and supports the informative paper?	☐	☐
Establish and maintain a formal style and objective tone?	☐	☐
Use precise language to clearly explain the topic?*	☐	☐
Use domain-specific vocabulary to clearly explain the topic?*	☐	☐

Control of Conventions Does my response…	Drafting ✔	Finalization ✔
Cite sources using proper MLA style and formatting?	☐	☐
Use proper punctuation for quotations and citations?	☐	☐

*Asterisks indicate new items added in this lesson.

Model WR.2 Revision Exit Slip: Working with Words

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your informative paper. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
With widespread and long-lasting effects, the Great Depression ruined Americans' livelihoods, yet it also drove them to be creative and use government assistance to survive.	With widespread and long-lasting effects, the Great Depression ruined Americans' livelihoods, yet it also drove them to be resourceful and use government assistance to survive.	I replaced "creative" with the word "resourceful" to better highlight how Americans had to find different ways of providing for themselves because of their financial situations.
Americans did not have a lot of money, so they had some difficulty paying for things.	Without a paycheck or savings, many Americans struggled to meet their basic needs.	I used more precise words to highlight the fact that Americans did not have money coming in or money to fall back on. The precise words show how Americans could not pay for the most basic necessities, not extra goods. Also, the words "paycheck" and "savings" are more concrete and easier to picture than "did not have a lot of money."
Without money from a job, many people could no longer pay to live in their homes, and were made to live in the street.	Lacking an income, many people could no longer afford to live in their homes, and were forced into the street.	I used a thesaurus to replace some of the words with words that have a more negative connotation to emphasize how much Americans were suffering.

Appendix 1: Word Choice

Post or project the following examples of a sentence that includes specific words and phrases and one that does not.

ⓘ Example 1 is taken from paragraph 2 of the article "The New Deal" (refer to Lesson 3). Example 2 has been modified from the article.

- **Example 1:** A desperate Congress gave Roosevelt carte blanche and rubber-stamped his proposals in order to expedite the reforms.

- **Example 2:** Congress allowed Roosevelt to do what he wanted in order to make changes happen more quickly.

ⓘ **Differentiation Consideration:** If students struggle with the vocabulary in the first example, remind them of the definitions for *carte blanche, rubber-stamped,* and *expedite* from Lesson 3 that are on their copies of text or in their vocabulary journals.

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

Which of these examples most effectively uses precise language? Why is the language more effective in this example?

- 🗩 Student responses may include:

  - o The first example uses precise language more effectively. The word "desperate" conveys the dire situation of the American economy and contributes to an understanding of the willingness of Congress to "rubber-stamp[] proposals."
  - o The word of "expedite" shows that Congress allowed Roosevelt to speed up the process of passing proposals because the situation was so desperate.
  - o The precise words in the first example explain how bad the problem was and exactly what Congress and Roosevelt did to try to solve it.
  - o The second example does not include any precise language, and a reader without any background knowledge of Roosevelt or the New Deal would not necessarily understand what Roosevelt did.

Which of these examples most effectively uses domain-specific vocabulary? Why is the vocabulary more effective in this example?

- 🗩 Student responses may include:

  - o The first example uses words like "carte blanche," "rubber-stamped," "proposals," and "reforms." These words have specific contextual meaning in politics.

- o The use of domain-specific words helps readers understand the specific steps Congress and Roosevelt took to try to help resolve a desperate situation: Congress gave Roosevelt permission to do whatever he wanted without needing its approval, so he could pass laws to begin changes in government.
- o The second example does not explain the details of what Congress and Roosevelt did to make changes.

ⓘ **Differentiation Consideration:** Provide students with the following definition: *domain-specific vocabulary* means "words that are unique to a certain content area or subject."

▸ Students write the definition of *domain-specific vocabulary* in the appropriate section of their vocabulary journals.

Lead a brief whole-class discussion of student responses. Then explain to students that using precise words and domain-specific vocabulary can help convey the complexity of a topic and make a complex topic seem simpler or easier for the reader to understand. Explain to students that they should use precise words and domain-specific vocabulary throughout their papers.

Post or project the following example sentence.

- Americans did not have a lot of money, so they had some difficulty paying for things.

Instruct students to work in pairs or small groups to replace the imprecise or unspecific words and phrases with more precise and specific ones. Instruct students to also explain why replacing imprecise or unspecific words and phrases makes the sentence more effective.

🗨 Student responses will vary but should demonstrate students' ability to replace the words and phrases "a lot of," "some," and "things" with more specific words and phrases. A possible student response:

- o Without a paycheck or savings, many Americans struggled to meet their basic needs.
- o This revised sentence highlights the fact that Americans did not have money coming in or money to fall back on. It also conveys how Americans could not pay for the most basic necessities, not extra goods.

ⓘ **Differentiation Consideration:** If students struggle, consider identifying the words and phrases "a lot of," "some," and "things" for students to practice replacing.

Lead a brief whole-class discussion of student responses.

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Explain to students that "precise" and "specific" do not necessarily mean more words or longer sentences. Explain that sometimes writers can inadvertently weaken their writing by adding imprecise or nonspecific descriptive words.

Post or project the following paragraph and instruct students to Think, Pair, Share about the questions below.

• Although the Great Depression forced many Americans to rely on their own resources, it sort of encouraged people to use the government assistance offered through President Franklin Delano Roosevelt's New Deal programs. As the newly elected president in 1932, Roosevelt worked with Congress almost right away to create the New Deal programs "to relieve poverty, reduce unemployment, and speed economic recovery" ("The New Deal"). Most people everywhere faced a lot of economic difficulty and turned to the government to get a little support during the challenging times of the Great Depression.

What words or phrases seem weak or vague in this passage?

🗨 Student responses should include:

  o "sort of"
  o "almost"
  o "most people everywhere"
  o "a lot of"
  o "a little"

How do these words and phrases weaken the paragraph?

🗨 These words and phrases are not specific or precise. The words suggest that the ideas are not fully supported by sources or that the writer does not have a full understanding of the information.

Lead a brief whole-class discussion of student responses. Explain to students that words that increase emphasis (e.g., "a lot of") or decrease emphasis (e.g., "sort of," "a little") can be avoided by using more specific nouns, verbs, and adjectives.

Explain to students that in order to make appropriate word choices in their writing, they must have an understanding of connotation, as well as the explicit or primary meaning of the word. Explain to students that *connotation* refers to the feelings associated with a word. Provide students with the following example: The words "cheap" and "inexpensive" both describe something that does not cost a lot of money. The connotation of "inexpensive" suggests this same meaning, but the connotation of "cheap" implies that the object is also of low quality.

▸ Students write the definition of *connotation* in the appropriate section of their vocabulary journals.

Post or project the following examples and ask students to Think, Pair, Share about the questions below:

ⓘ Example 1 is taken from paragraph 3 of the Model Informative Paper (refer to Lesson 10). Example 2 has been modified from the model.

- **Example 1:** The Great Depression's difficult economic conditions forced people to become more resourceful in order to survive.

- **Example 2:** The Great Depression's complicated economic conditions encouraged people to become more creative in order to live.

How are the examples similar and different?

💬 Student responses may include:

   o Both sentences are about the challenge people faced because of the economic situation during the Great Depression and how people had to act differently in their lives in order to make it through hard times.
   o The sentences use different words to describe the same situation. The first sentence includes the words "difficult," "forced," "resourceful," and "survive," but the second example includes the words "complicated," "encouraged," "creative," and "live."

Which example is more effective? How does connotation contribute to the effectiveness of this example?

💬 Student responses may include:

   o While both "difficult" and "complicated" have similar meanings, "difficult" is more appropriate in this context because it has a more negative connotation.
   o While both "forced" and "encouraged" have similar meanings, "forced" has a stronger, more negative connotation and better conveys the seriousness of the situation.
   o While both "resourceful" and "creative" have similar meanings, "resourceful" works better in this context because its connotation is more desperate: people who are resourceful are creative in how they use their resources when they do not have much to work with.
   o While both "survive" and "live" have similar meanings, "survive" has a more desperate connotation. People who survive are just barely living or have just gotten through a tough or desperate moment.
   o The first sentence includes words with stronger, more negative connotations, so it better conveys the desperation of the people and the seriousness of their situation.

Lead a brief whole-class discussion of student responses.

Appendix 2: Using a Dictionary and Thesaurus

Instruct students to form pairs or small groups. Explain to students that as they try to remove imprecise and nonspecific words from their writing, they may want to consult a dictionary or thesaurus to find powerful, specific words to incorporate in a way that makes their writing more sophisticated and compelling. Explain to students that they can use dictionary definitions to rework sentences and phrases in their writing, and they can use thesauruses to replace words with synonyms. Remind students that just because a word appears as a synonym in a thesaurus or dictionary, it may not necessarily be the right fit for the context of the writing, and they should consider the connotation of the words in context.

ⓘ **Differentiation Consideration:** If necessary, explain to students that *connotation* refers to the feelings associated with a word. Provide students with the following example: The words "cheap" and "inexpensive" both describe something that does not cost a lot of money. The connotation of "inexpensive" suggests this same meaning, but the connotation of "cheap" implies that the object is also of low quality.

  ‣ Students write the definition of *connotation* in the appropriate section of their vocabulary journals.

Explain to students that with the correct use of dictionaries and thesauruses, they have the opportunity to expand not just their written vocabulary but also their active vocabulary, which they use on an everyday basis.

ⓘ **Differentiation Consideration:** If necessary, explain to students that dictionaries generally provide definitions and synonyms of words, whereas thesauruses generally only provide synonyms. Students who need both definition and synonym suggestions should consult a dictionary. Consider explaining that the dictionary and thesauruses each classify words by parts of speech, so students should ensure that they are looking up the correct part of speech for the word, based on the context in which it appears.

Encourage students to use credible online dictionaries like http://dictionary.com and http://learnersdictionary.com as well as an online thesaurus like http://www.thesaurus.com as they adapt their vocabulary.

ⓘ Consider explaining the benefits of online dictionaries and thesauruses as they allow students to quickly and easily access definitions and synonyms.

Post or project the following example sentence.

- Without money from a job, many people could no longer pay to live in their homes, and were made to live in the street.

Instruct student pairs or small groups to consult a dictionary and/or a thesaurus to determine which words or phrases in the sentence can be replaced to strengthen the accuracy and effectiveness of the sentence.

- 🗨 Student responses may vary but should demonstrate students' ability to use a dictionary or thesaurus to make writing more precise or specific. Possible student responses include:
    - o The word "without" can be replaced by "lacking" which has a more negative connotation and works better to describe this sad situation.
    - o The phrase "money from a job" can be replaced by "income" because it is more specific and a better word for an academic paper.
    - o The word "pay" can be replaced by "afford" because it is more precise and makes more sense in this context.
    - o The word "made" can be replaced by "forced" because it has a stronger, more negative connotation.
    - o The word "live" is used twice in the sentence; the second time it can be replaced by "survive" because it has a more desperate connotation.

Instruct students to record different ways to revise the example sentence with the words or phrases they identified in the dictionary and/or thesaurus.

- 🗨 Student responses may vary but should demonstrate students' ability to use a dictionary or thesaurus to make writing more precise or specific. Possible student response:
    - o Lacking an income, many people could no longer afford to live in their homes, and were forced to survive in the street.

- ⓘ The possible student response above is taken from paragraph 2 of the Model Informative Paper (refer to Lesson 10).

- ⓘ **Differentiation Consideration:** If students have little experience using a thesaurus or dictionary, explain the steps of replacing words: first students identify words in the sentence that seem nonspecific or imprecise (*without, job, pay, made, live*). Then students look up each word in the dictionary or thesaurus and choose more precise or powerful words. Explain to students that they must choose words that they understand, so they can be sure they have the correct meaning and connotation. Students can check the meaning of words in a dictionary. Consider modeling this process with the word *without* in the sentence above.

Lead a brief whole-class discussion of student responses. Then post or project the students' suggested versions of the same sentence and lead a discussion comparing the original sentence with their suggested revisions.

Instruct students to discuss how each of the more specific words impacts the meaning or emphasis of the sentence. For example, ask:

How does the word "forced" impact the meaning or emphasis of the sentence?

- 🗩 The word "forced" adds strength to the sentence because the word has a stronger and more negative connotation. It shows that people did not choose to leave their homes; they were so poor that they were "forced" to leave.

Lead a brief whole-class discussion of student responses.

SUPPLEMENTAL SKILLS INSTRUCTION

WR.2.D
INFORMATIVE

Cohesion and Flow

Lessons WR.2.A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

This lesson is composed of two distinct but related activities that center on skills for creating cohesion and flow to improve informative writing. Each activity may last an entire class period.

Writing Instruction Options:

- Varied Syntax
- Transitional Words and Phrases

In this lesson, the teacher provides direct instruction to students on identifying and using varied syntax and transitional words and phrases. Students focus on revising their own informative papers for varied syntax or transitional words and phrases before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Cohesion and Flow, on which each student records one example of successful revision.

For homework, students choose three different passages from their informative papers and revise each passage focusing on effectively using varied syntax or transitional words and phrases. Students also write a few sentences explaining whether or not they will keep the revisions they drafted and the impact this decision has on their informative papers.

Standards

Assessed Standard(s)	
W.9-10.2.c	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	c. Use appropriate and varied transitions to link the major sections of the text, create

	cohesion, and clarify the relationships among complex ideas and concepts.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Addressed Standard(s)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.2 Revision Exit Slip: Cohesion and Flow. Students record the original passage from their informative papers as well as the revised passage. Students then explain why the revision is effective. ⓘ Consider assessing these revisions using the Informative Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Record the original passage (e.g., So many people were without work in 1932 that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).). • Revise the original passage, focusing on appropriate and effective use of varied syntax or transitional words and phrases (e.g., By 1932, so many people were without work that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).). • Explain why the revision is effective (e.g., I varied the syntax to put the emphasis on the year rather than the people.). ⓘ See the Model WR.2 Revision Exit Slip: Cohesion and Flow for more examples.

File: WR.2 Lesson D **Date:** 6/30/15 **Classroom Use:** Starting 9/2015

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Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
• Standards: W.9-10.2.c, W.9-10.5, W.9-10.6, SL.9-10.1	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Writing Instruction Options:	3. 30%
• Varied Syntax	
• Transitional Words and Phrases	
4. Informative Writing Checklist	4. 5%
5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR.2 Revision Exit Slip: Cohesion and Flow	7. 5%
8. Closing	8. 5%

Materials

- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson C Model Informative Writing Checklist)

- Copies of the WR.2 Revision Exit Slip: _____ for each student (refer to WR.2 Lesson A)—students will need additional blank copies

- Copies of the Transitions Handout for each student

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	**Percentage indicates the percentage of lesson time each activity should take.**
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.

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

Activity 1: Introduction of Lesson Agenda   5%

Begin by reviewing the agenda. In this lesson, students learn how to incorporate varied syntax or transitional words and phrases to strengthen the cohesion and flow of their informative papers. Students revise their own drafts before participating in a peer discussion of their individual revisions.

▸ Students look at the agenda.

Activity 2: Homework Accountability   0%

ⓘ Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction Options   30%

ⓘ Based on student need, select from the two options below:

   o Varied Syntax (See Appendix 1)

   o Transitional Words and Phrases (See Appendix 2)

Activity 4: Informative Writing Checklist   5%

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

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

ⓘ Consider posting or projecting the Informative Writing Checklist.

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

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

☁ Student responses will vary but should include points that address the following:

- o Include varied syntax to contribute to a cohesive informative paper? This item belongs in the Coherence, Organization, and Style category, because it is about making clear connections among ideas in informative writing.
- 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 informative writing.

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

▸ Students add new items in the appropriate categories to their copies of the Informative Writing Checklist.

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

Activity 5: Individual Revision   30%

Instruct students to independently revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Varied Syntax
- Transitional Words and Phrases

ⓘ For example, if students completed the writing instruction activity on Varied Syntax, then their revisions will focus on varied syntax rather than on transitional words and phrases.

Explain to students that they should revise at least three passages for varied syntax or transitional words and phrases. Remind students to refer to the Informative Writing Checklist as they revise their drafts.

Transition to individual revision.

▸ Students independently revise their drafts to include varied syntax or transitional words and phrases.

🗩 For sample revisions, see the Model WR.2 Revision Exit Slip: Cohesion and Flow.

Activity 6: Revision Discussion   20%

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

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

ⓘ Refer to Lesson 8 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
2. Explain to your peers how the revision improves your draft.
3. Ask your peers to provide brief constructive criticism on your revisions.

   ▸ Students share and discuss with peers at least two effective revisions they made to their drafts.

ⓘ In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.2 Revision Exit Slip: Cohesion and Flow   5%

Explain that for this lesson's assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.2 Revision Exit Slip: _____ to each student. Instruct students to fill in the title "Cohesion and Flow" on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Informative Writing Checklist.

🗩 See the High Performance Response and Model WR.2 Revision Exit Slip: Cohesion and Flow for sample student responses.

Activity 8: Closing   5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Varied Syntax
- Transitional Words and Phrases

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

ⓘ If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

▸ Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on whichever of the following writing skills you learned in this lesson:

- Varied Syntax
- Transitional Words and Phrases

Respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

Model Informative Writing Checklist

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

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

Command of Evidence **Does my response…**	**Drafting** ✔	**Finalization** ✔
Use relevant and sufficient evidence to develop my subtopics?	☐	☐
Integrate evidence (quotations and paraphrasing) to support the claim and develop subtopics?	☐	☐
Anticipate and address the audience's knowledge level?	☐	☐

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Clearly introduce a topic?	☐	☐
Develop a precise claim about the topic?	☐	☐
Include subtopics that develop the topic and support the claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Clearly state each subtopic?	☐	☐
Have an introduction that engages the reader's attention and interest?	☐	☐
Provide a conclusion that follows from and supports the informative paper?	☐	☐
Establish and maintain a formal style and objective tone?	☐	☐
Use precise language to clearly explain the topic?	☐	☐
Use domain-specific vocabulary to clearly explain the topic?	☐	☐
Include varied syntax to contribute to a cohesive informative paper?*	☐	☐

Include transitional words and phrases that clearly show the relationship between sentences and paragraphs?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
Cite sources using proper MLA style and formatting?	☐	☐
Use proper punctuation for quotations and citations?	☐	☐

*Asterisks indicate new items added in this lesson.

Model WR.2 Revision Exit Slip: Cohesion and Flow

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

Directions: In the first column, record the original passage from your informative paper. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
The author's father earned money inconsistently. He created several different odd jobs for himself like cutting hair, gardening, and painting houses. The author's mother also demonstrated resourcefulness. She "would find someone who was a year ahead of [the author] in school, and buy his used books" (Hastings). The author's mother bought used copies of the schoolbooks. The author's mother found a way to provide her child what he needed. She also helped the family save money.	For example, the author's father inconsistently earned small amounts of money by creating several different odd jobs for himself like cutting hair, gardening, and painting houses. The author's mother also demonstrated resourcefulness when she "would find someone who was a year ahead of [the author] in school, and buy his used books" (Hastings). By buying used copies of the school books, the author's mother found a way to provide her child what he needed and help the family save money at the same time.	I varied the syntax of this paragraph. I used transitional words to combine some sentences and I changed the way I began some sentences, as in "by buying" for example. This helps to focus on the measures that people had to take to be resourceful during the Great Depression.
The 1920s in America were prosperous times. Starting in 1929 and lasting over a ten-year period, the Great Depression affected all Americans, rich and poor alike. The American economy had overcome economic depressions in the past. Americans' lives changed forever. With widespread and long-lasting effects, the Great Depression ruined Americans' livelihoods. It also drove them to be resourceful and use government assistance to	The 1920s in America were prosperous times. But starting in 1929 and lasting over a ten-year period, the Great Depression affected all Americans, rich and poor alike. Although the American economy had overcome economic depressions in the past, this time Americans' lives changed forever. With widespread and long-lasting effects, the Great Depression ruined Americans' livelihoods, yet it also drove them to be resourceful and use government	I added transitional words and phrases "But," "Although," "this time," and "yet." These words and phrases help clarify my ideas and make the time frame of the events clear.

survive.	assistance to survive.	
So many people were without work in 1932 that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).	By 1932, so many people were without work that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).	I varied the syntax to put the emphasis on the year rather than the people.

Appendix 1: Varied Syntax

Explain to students that *syntax* refers to the arrangement of words and phrases to create well-formed sentences. *Syntax* also relates to the impact that this arrangement has on a reader's understanding of an author's purpose or point of view.

ⓘ Consider asking students to volunteer the definition of *syntax* before providing it to the class.

▸ Students write the definition of *syntax* in the appropriate section of their vocabulary journals.

Post or project the following examples.

ⓘ Example 2 is taken from paragraph 2 of the Model Informative Paper (refer to Lesson 10). Example 1 has been modified from the model.

- **Example 1:** So many people were without work in 1932 that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).

- **Example 2:** By 1932, so many people were without work that "[o]ne out of every four Americans came from a family that had no full-time breadwinner" (Hayes).

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

Compare how the words and phrases are arranged in each example.

🗨 In the first example, the sentence begins with the phrase "So many people" and ends with "in 1932"; whereas, in the second example, the sentence begins with the phrase "By 1932" and then is followed by the phrase "so many people."

What is the effect of word order on the emphasis and meaning in each sentence?

🗨 Student responses may include:

- o In the first example, the phrase about people is first, so the emphasis is on the amount of people who did not have jobs. The phrase with the date comes at the end, right before the quote, so the date seems less important to the meaning of the overall sentence.
- o In the second example, the phrase "By 1932" is first, which emphasizes the date by which "so many people" did not have jobs.

Lead a brief whole-class discussion of student responses. Then explain to students that sentences with simple syntax are short (with few phrases). Sentences with complex syntax may be longer (with many phrases). Changes in word order or sentence length and complexity are called *variations in syntax*. Explain to students that writers vary syntax to emphasize certain ideas and/or create a stylistic effect. For example, a writer can vary syntax to quicken the pace with short sentences or lengthen the pace with longer sentences.

▸ Students write the definition of *variations in syntax* in the appropriate section of their vocabulary journals.

Post or project the following examples.

ⓘ Example 2 is taken from paragraph 3 of the Model Informative Paper (refer to Lesson 10). Example 1 has been modified from the model.

- **Example 1:** The author's father earned money inconsistently. He created several different odd jobs for himself like cutting hair, gardening, and painting houses. The author's mother also demonstrated resourcefulness. She "would find someone who was a year ahead of [the author] in school, and buy his used books" (Hastings). The author's mother bought used copies of the schoolbooks. The author's mother found a way to provide her child what he needed. She also helped the family save money.

- **Example 2:** For example, the author's father inconsistently earned small amounts of money by creating several different odd jobs for himself like cutting hair, gardening, and painting houses. The author's mother also demonstrated resourcefulness when she "would find someone who was a year ahead of [the author] in school, and buy his used books" (Hastings). By buying used copies of the school books, the author's mother found a way to provide her child what he needed and help the family save money at the same time.

Instruct students to read the examples and Turn-and-Talk about the following questions.

How does the writer vary syntax in these paragraphs?

🗩 Student responses may include:

   o The first example uses mostly short, simple sentences. Also, the writer repeats the same syntax in every sentence as the words and phrases are ordered in the same way, so the syntax is not varied.
   o In the second example, the writer varies syntax by using both long, complex sentences and short, simple sentences in which the order of words in each sentence is different.

ⓘ **Differentiation Consideration:** If students struggle, consider using a masterful reading of this example set. This practice supports students' understanding of varied syntax by allowing them to hear the effect of structure on the rhythm of the sentence.

What is the effect of the varied syntax on meaning, style, and emphasis in these examples?

🗩 Student responses may include:

   o The repetitive syntax in the first example makes the paragraph sound choppy. The lack of varied syntax in the first example makes the paragraph more difficult to read, and the

connections between ideas are less clear. The lack of variation also makes the paragraph less engaging to read, which takes away from the power of the writing.

- o In the second example, the varied syntax makes the connections between ideas clear, which contributes to the overall cohesiveness of the paragraph. The variations in syntax make the paragraph easier to read, because the sentences are not choppy, which adds to the power of the writing.

ⓘ **Differentiation Consideration:** If students struggle to answer these questions, consider providing more examples from the model informative paper (complete model in Lesson 10) or other student essays to assist in their understanding of how variations in syntax can affect the meaning, emphasis, and style of a piece of writing.

Lead a brief whole-class discussion of student responses. Explain to students that varied syntax can give significant strength to their informative writing. Varying the length and structure of sentences can help readers engage with the text and strengthen the power, pacing, and flow of informative writing.

Appendix 2: Transitional Words and Phrases

Introduce students to the ideas of *cohesion* and *transitions*. Explain to students that *cohesion* in writing refers to how well the paragraphs and sentences link the claims and evidence of a text together into a coherent whole. Explain to students that *transitions* are words and phrases that are used to create cohesion.

▸ Students write the definitions of *cohesion* and *transitions* in the appropriate section of their vocabulary journals.

Explain to students that achieving cohesion and successfully using transitions are important aspects of careful revision. Explain to students that cohesion should exist between paragraphs as well as between sentences. In both cases, transitional words and phrases can help link ideas and support the logic of the paper.

Distribute the Transitions Handout. Explain that the handout provides a variety of transitional words to use in specific cases. Explain to students that the words are grouped together by the way they are used. For example, words like *furthermore* and *besides* are used for addition, which means they can be used to continue a line of reasoning or sustain a thought between sentences or paragraphs. Phrases like *in the same way* or the word *likewise* can be used to show that ideas are similar.

▸ Students listen and examine the handout.

Instruct students to form pairs or small groups. Post or project the following two paragraphs and instruct student pairs or groups to identify and record words and phrases that support transition and cohesion between sentences and paragraphs.

ⓘ Example 1 is taken from paragraph 1 of the Model Informative Paper (refer to Lesson 10). Example 2 is modified from paragraph 3 of the article "The New Deal" (refer to Lesson 3).

- **Example 1:** The 1920s in America were prosperous times. But starting in 1929 and lasting over a ten-year period, the Great Depression affected all Americans, rich and poor alike. Although the American economy had overcome economic depressions in the past, this time Americans' lives changed forever. With widespread and long-lasting effects, the Great Depression ruined Americans' livelihoods, yet it also drove them to be resourceful and use government assistance to survive.

- **Example 2:** Roosevelt's first act as president was to declare a four-day bank holiday. Congress drafted the Emergency Banking Bill of 1933. The banking system was stabilized. The public's faith in the banking industry was restored. He signed the Glass-Steagall Act, which created the FDIC, federally insuring deposits.

Instruct students to answer the following questions in their pairs or groups before sharing out with the class. Instruct students to use the Transitions Handout as a reference.

Which of these paragraphs is more cohesive and why?

🗨 The first paragraph is more cohesive. The language is easier to follow and ideas are connected. The paragraph relies on transitional words and phrases, like "But," "alike," "Although," "this time," "With," and "yet it also" to help link ideas.

Which of these paragraphs is less cohesive and why?

🗨 The second paragraph is less cohesive. The paragraph contains valuable information, but there are no transitional words and phrases that help connect either the ideas or the timeline. Because of the lack of transitions, the sentences are disjointed and do not speak to the difficulty of Americans at the time. The sentences read like isolated examples of things Roosevelt did once in office.

ⓘ **Differentiation Consideration:** If students struggle to identify differences between the paragraphs, consider preparing a highlighted version of the paragraphs, annotating the transitional words and phrases in the first example and the lack of transitional words and phrases in the second example.

ⓘ **Differentiation Consideration:** If students need additional practice using transitional words and phrases, instruct students to work in pairs or small groups to add transitions to the second example paragraph above.

▸ Students add transitional words and phrases.

Lead a brief whole-class discussion of student responses.

What specific words and phrases in the more cohesive paragraph create effective transitions and contribute to cohesion?

🗨 Student responses should include:

  ○ "but"
  ○ "alike"
  ○ "although"
  ○ "this time"
  ○ "with"
  ○ "yet it also"

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

🗨 Student responses may include:

- o The word "but" shows that there is going to be a change or shift of information that is different from information that came before. In this example, "but" indicates that although "the 1920s in America were prosperous times," life after that was difficult.
- o The word "alike" indicates how everyone was affected and is used to link both rich and poor people. This is significant because it speaks to the seriousness of the Great Depression, which affected people from all incomes.
- o The word "although" is used to transition from previous information about how to handle a depression to the things that made the Great Depression more devastating, and in that sense, unique.
- o The phrase "this time" is used to convey how unique the Great Depression was, compared to previous American depressions.
- o The word "with" is used to transition from the idea of the struggles of the Great Depression to more specific examples of how it ruined American lives.
- o The phrase "yet it also" is used to transition from the idea of America being crushed by the Great Depression to the idea of Americans discovering new ways to adapt in the face of adversity.

Lead a brief whole-class discussion of student responses. Explain to students that creating effective transitions is crucial to conveying complex ideas. Effective use of transitional words and phrases improves the logical presentation of information and is important for making clear connections among the claim, subtopics, and evidence in an informative paper.

Transitions Handout

Name:		Class:		Date:	

Addition (to add an idea)	Illustration (to give an example)	Comparison (to show how ideas are similar)	Contrast (to show how ideas are different)	Explanation (to explain an idea)
again also besides finally first furthermore in addition lastly secondly	e.g., for example for instance specifically such as to demonstrate to illustrate	equally in the same way likewise similarly	although at the same time however in contrast nevertheless nonetheless on the contrary otherwise yet	i.e., in other words that is to clarify to explain
Emphasis (to highlight an idea)	**Conclusion (to end a passage)**	**Cause and Effect (to show why)**	**Time (to show when and where)**	**Concession (to introduce counterclaims)**
especially importantly indeed in fact of course significantly surely	finally in conclusion in the end lastly to conclude	as a result because consequently for this reason hence so that therefore	after during meanwhile next simultaneously then when while	admittedly even so granted it is true of course on the other hand regardless

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SUPPLEMENTAL SKILLS INSTRUCTION

WR.2.E
INFORMATIVE
Varying Sentence Length

Lessons WR.2.A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

This lesson is composed of two distinct but related activities that center on skills for effectively varying sentence length to improve informative writing. Each activity may last an entire class period.

Writing Instruction Options:

- Combining Sentences Using Semicolons and Colons
- Splitting Sentences

In this lesson, the teacher provides direct instruction to students on combining sentences using semicolons and colons. Students also practice splitting sentences to improve the clarity of their writing. Students focus on revising their own informative drafts for effectively combining sentences using semicolons and colons or for splitting sentences before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Varying Sentence Length, on which each student records one example of a successful revision.

For homework, students choose three different passages from their informative papers and revise each passage focusing on effectively combining sentences using semicolons and colons or splitting sentences as necessary to strengthen their writing. Students also write a few sentences explaining whether or not they will keep the revisions they drafted and the impact this decision has on their informative papers.

Standards

Assessed Standard(s)	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2.a, b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation.
Addressed Standard(s)	
W.9-10.2.c	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.2 Revision Exit Slip: Varying Sentence Length. Students record the original passage from their informative papers as well as the revised passage. Students then explain why the revision is effective.   ⓘ Consider assessing these revisions using the Informative Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Record the original passage (e.g., The author's family also avoided wasting anything. Instead of throwing away cotton bags, the material was "washed, bleached, and cut into dish cloths and towels" (Hastings).).   • Revise the original passage, focusing on combining sentences using semicolons and/or colons or

splitting sentences (e.g., The author's family also avoided wasting anything: instead of throwing away cotton bags, the material was "washed, bleached, and cut into dish cloths and towels" (Hastings).).

- Explain why the revision is effective (e.g., I combined these sentences using a colon to highlight how the second part of the sentence provides information to support the first part.).

ⓘ See the Model WR.2 Revision Exit Slip: Varying Sentence Length for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
• Standards: W.9-10.5, L.9-10.1, L.9-10.2.a, b, W.9-10.2.c, W.9-10.6, SL.9-10.1	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Writing Instruction Options:	3. 30%
• Combining Sentences Using Semicolons and Colons	
• Splitting Sentences	
4. Informative Writing Checklist	4. 5%
5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR.2 Revision Exit Slip: Varying Sentence Length	7. 5%
8. Closing	8. 5%

Materials

- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson D Model Informative Writing Checklist)
- Copies of the WR.2 Revision Exit Slip: _____ for each student (refer to WR.2 Lesson A)—students will need additional blank copies
- Copies of the Semicolon and Colon Handout for each student

Learning Sequence

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

Activity 1: Introduction of Lesson Agenda   5%

Begin by reviewing the agenda. In this lesson, students learn how to combine sentences using semicolons and colons or how to split sentences to strengthen their writing. Students revise their own drafts before participating in a peer discussion of their individual revisions.

▶ Students look at the agenda.

Activity 2: Homework Accountability   0%

ⓘ Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction Options   30%

ⓘ Based on student need, select from the two options below:
  o Combining Sentences Using Semicolons and Colons (See Appendix 1)
  o Splitting Sentences (See Appendix 2)

Activity 4: Informative Writing Checklist   5%

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

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

ⓘ Consider posting or projecting the Informative Writing Checklist.

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

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

- 💬 Student responses will vary but should include points that address the following:

  - Correctly incorporate semicolons and colons to make my writing clearer? This item belongs in the Control of Conventions category, because it is about proper use of punctuation.
  - Include sentences of varied length that contribute to the cohesion and clarity of my informative writing? This item belongs in the Coherence, Organization, and Style category, because varying sentence length affects both the coherence and style of informative writing.

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

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

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

Activity 5: Individual Revision   30%

ⓘ The following activity addresses the expectations of W.9-10.2.c.

Instruct students to independently revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Combining Sentences Using Semicolons and Colons
- Splitting Sentences

ⓘ For example, if students completed the writing instruction activity on Combining Sentences Using Semicolons and Colons, then their revisions will focus on using semicolons and colons to combine sentences rather than on splitting sentences.

Explain to students that they should revise at least three passages for effectively combining sentences using semicolons and colons or for splitting sentences. Remind students to refer to the Informative Writing Checklist as they revise their drafts.

Transition to individual revision.

▸ Students independently revise their drafts for effectively combining sentences using semicolons and colons or for splitting sentences.

🗩 For sample revisions, see the Model WR.2 Revision Exit Slip: Varying Sentence Length.

Activity 6: Revision Discussion   20%

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

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

ⓘ Refer to Lesson 8 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
2. Explain to your peers how the revision improves your draft.
3. Ask your peers to provide brief constructive criticism on your revisions.

   ▸ Students share and discuss with peers at least two effective revisions they made to their drafts.

ⓘ In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.2 Revision Exit Slip: Varying Sentence Length   5%

Explain that for this lesson's assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.2 Revision Exit Slip: _____ to each student. Instruct students to fill in the title "Varying Sentence Length" on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Informative Writing Checklist.

🗩 See the High Performance Response and Model WR.2 Revision Exit Slip: Varying Sentence Length for sample student responses.

Activity 8: Closing   5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Combining Sentences Using Semicolons and Colons
- Splitting Sentences

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

ⓘ If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

▸ Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on whichever of the following writing skills you learned in this lesson:

- Combining Sentences Using Semicolons and Colons
- Splitting Sentences

Respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

Model Informative Writing Checklist

Name:		Class:		Date:	

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

Command of Evidence Does my response…	Drafting ✔	Finalization ✔
Use relevant and sufficient evidence to develop my subtopics?	☐	☐
Integrate evidence (quotations and paraphrasing) to support the claim and develop subtopics?	☐	☐
Anticipate and address the audience's knowledge level?	☐	☐

Coherence, Organization, and Style Does my response…	Drafting ✔	Finalization ✔
Clearly introduce a topic?	☐	☐
Develop a precise claim about the topic?	☐	☐
Include subtopics that develop the topic and support the claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Clearly state each subtopic?	☐	☐
Have an introduction that engages the reader's attention and interest?	☐	☐
Provide a conclusion that follows from and supports the informative paper?	☐	☐
Establish and maintain a formal style and objective tone?	☐	☐
Use precise language to clearly explain the topic?	☐	☐
Use domain-specific vocabulary to clearly explain the topic?	☐	☐
Include varied syntax to contribute to a cohesive informative paper?	☐	☐

Include transitional words and phrases that clearly show the relationship between sentences and paragraphs?	☐	☐
Include sentences of varied length that contribute to the cohesion and clarity of my informative writing?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
Cite sources using proper MLA style and formatting?	☐	☐
Use proper punctuation for quotations and citations?	☐	☐
Correctly incorporate semicolons and colons to make my writing clearer?*	☐	☐

*Asterisks indicate new items added in this lesson.

Model WR.2 Revision Exit Slip: Varying Sentence Length

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your informative paper. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
Millions of Americans struggled to meet their basic needs. This struggle forced many people to find creative ways to survive and prompted them to use government programs for help.	Millions of Americans struggled to meet their basic needs; this struggle forced many people to find creative ways to survive and prompted them to use government programs for help.	I used a semicolon to combine independent clauses in order to show that these ideas are connected.
The author's family also avoided wasting anything. Instead of throwing away cotton bags, the material was "washed, bleached, and cut into dish cloths and towels" (Hastings).	The author's family also avoided wasting anything: instead of throwing away cotton bags, the material was "washed, bleached, and cut into dish cloths and towels" (Hastings).	I combined these sentences using a colon to highlight how the second part of the sentence provides information to support the first part.
The 1920s in America were prosperous times, but starting in 1929 and lasting over a ten-year period, the Great Depression affected all Americans, rich and poor alike.	The 1920s in America were prosperous times. But starting in 1929 and lasting over a ten-year period, the Great Depression affected all Americans, rich and poor alike.	I split this long sentence to emphasize and clarify the difference between the 1920s and what happened in 1929.

Appendix 1: Combining Sentences Using Semicolons and Colons

Explain to students that they can strengthen the clarity with which they communicate the claim, subtopics, and evidence in their informative papers by using semicolons and colons properly and effectively. Varying sentence length by combining sentences with semicolons or colons contributes to an engaging, cohesive informative paper.

ⓘ **Differentiation Consideration:** If necessary, explain that *cohesion* in writing refers to how well the paragraphs and sentences link the claims and evidence of a text together into a coherent whole.

▸ Students write the definition of *cohesion* in the appropriate section of their vocabulary journals.

Explain to students that they must understand what an *independent clause* is in order to use semicolons and colons properly.

ⓘ Students may be familiar with the components of an *independent clause*. Consider asking students to volunteer an explanation of what an *independent clause* is and provide an example before providing the definition of an *independent clause* to the class.

Provide students with the following definition: *independent clause* means "a clause that can stand alone as a sentence, containing a subject and a predicate with a finite verb." An *independent clause* communicates a complete thought.

▸ Students write the definition of *independent clause* in the appropriate section of their vocabulary journals.

Post or project the following example of an independent clause.

ⓘ The following example is taken from paragraph 1 of the article "The New Deal" (refer to Lesson 3).

• "Roosevelt worked quickly upon his election to deliver the New Deal."

Ask a student volunteer to identify the elements of the independent clause given above.

🗩 Student responses should include:

  o The subject is "Roosevelt."
  o The predicate is everything following "Roosevelt" with "worked" as the main verb of the sentence.

ⓘ **Differentiation Consideration:** Students may need more support in understanding the components of a complete sentence in order to understand independent clauses. Consider reviewing and posting the definitions and examples for the parts of speech such as *subject, predicate,* and *verb*.

 ▸ Students write the definitions of *subject, predicate,* and *verb* in the appropriate section of their vocabulary journals.

Explain to students that semicolons are a type of punctuation that can be used to connect two independent clauses and show they are related. Post or project the following example for students:

ⓘ The following examples have been modified from paragraph 5 of the article "Firing, Not Hiring" by Nancy Hayes (refer to Lesson 5).

• **Example 1:** They postponed plans to expand. They reduced production levels, laid off employees, or closed stores and offices altogether.

Then, post or project the following example of the two sentences linked with a semicolon:

• **Example 2:** They postponed plans to expand; they reduced production levels, laid off employees, or closed stores and offices altogether.

Explain to students that it is possible to keep two distinct sentences instead of joining the independent clauses with a semicolon, but when the ideas are closely linked, combining the sentences can contribute to the cohesion and flow of the passage.

Inform students that semicolons are just one way of combining sentences. Writers can use commas and conjunctions or transitional words or phrases to combine independent clauses (e.g., They postponed plans to expand, and they reduced production levels, laid off employees, or closed stores and offices altogether.).

 ▸ Students follow along.

ⓘ Lesson D and Lesson F provide instruction on transitional words and phrases and comma usage, respectively.

Post or project the following paragraph and instruct students to work in pairs or small groups to practice combining sentences using semicolons, conjunctions, or transitional words or phrases. Encourage students to vary their methods of combining sentences. Explain to students that they may want to leave some short sentences to vary the length of sentences throughout the paragraph and to emphasize certain ideas with short sentences.

ⓘ The following example is modified from paragraph 6 of the Model Informative Paper (refer to WR.2 Lesson 10).

• The Great Depression was the longest and most severe economic crisis of the twentieth century. It deeply affected the people who lived through it. Millions of Americans struggled to meet their basic needs. This struggle forced many people to find creative ways to survive. This hardship prompted them to use government programs for help. Americans faced unimaginably difficult times. They had to use available resources. They were able to persevere through the end of the Great Depression.

Lead a brief whole-class discussion in which volunteers share how and why they combined sentences.

ⓘ The following sample student response is taken from paragraph 6 of the Model Informative Paper (refer to Lesson 10).

💬 Student responses may include:

o As the longest and most severe economic crisis of the twentieth century, the Great Depression deeply affected the people who lived through it. Millions of Americans struggled to meet their basic needs, but this struggle forced many people to find creative ways to survive and prompted them to use government programs for help. Although Americans faced unimaginably difficult times, their ability to use the resources available to them ultimately helped them persevere through the end of the Great Depression.

ⓘ **Differentiation Consideration:** Some students may struggle to immediately grasp the proper use of semicolons. If students struggle, work with them individually to write out 5–10 examples of the proper use of semicolons.

Explain to students that a colon is another type of punctuation that is useful for combining related independent clauses. Post or project the following examples:

ⓘ The following examples can also be found on the Semicolon and Colon Handout.

- **Example 1:** The newly homeless endured awful living conditions: "In larger cities, the homeless congregated in abandoned lots and constructed makeshift 'homes' of scrap wood" (Hayes).

- **Example 2:** The men were all sent to do the following forestry work: digging ditches, building reservoirs, and planting trees.

- **Example 3:** In addition to losing jobs, many Americans also lacked any savings to use during such an emergency: millions of people lost their entire life savings when banks collapsed (Hayes).

ⓘ Consider informing students that in Example 3, a semicolon is also appropriate.

Instruct students to work in pairs or small groups to describe the three different uses for colons.

💬 Student responses should include:

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 "many Americans also lacked any savings." This suggests that a colon can be used to link two independent clauses when the second clause provides more detail about or emphasizes the first clause.

Lead a brief whole-class discussion of student responses.

Distribute the Semicolon and Colon Handout to each student. Encourage students to use this handout as a reference for proper and common uses of semicolons and colons.

- ▸   Students examine the handout.

ⓘ   **Differentiation Consideration:** Some students may struggle to immediately grasp the proper use of colons. If students struggle, work with them individually to write out 5–10 examples of the proper use of colons.

Semicolon and Colon Handout

Remember that an *independent clause* is "a clause that can stand alone as a sentence, containing a subject and a predicate with a finite verb." An *independent clause* communicates a complete thought.

Common and Proper Uses of the Semicolon:

- Use a semicolon to connect two independent clauses that are related to one another.

    o <u>Example</u>: They postponed plans to expand; they reduced production levels, laid off employees, or closed stores and offices altogether.

Common and Proper Uses of the Colon:

- Use a colon when introducing a quotation after an independent clause. The quotation must also be an independent clause.

    o <u>Example</u>: The newly homeless endured awful living conditions: "In larger cities, the homeless congregated in abandoned lots and constructed makeshift 'homes' of scrap wood" (Hayes).

- Use a colon when introducing a list.

    o <u>Example</u>: The men were all sent to do the following forestry work: digging ditches, building reservoirs, and planting trees.

- Use a colon between two independent clauses when the second clause provides more detail about or emphasizes the first clause.

    o <u>Example</u>: In addition to losing jobs, many Americans also lacked any savings to use during such an emergency: millions of people lost their entire life savings when banks collapsed (Hayes).

Further reference: The Purdue University Online Writing Lab (OWL): http://owl.english.purdue.edu (search terms: semi-colons and colons).

Appendix 2: Splitting Sentences

Explain that writers often combine sentences to show connections between ideas and to make writing flow smoothly; however, sometimes writers split long sentences into shorter sentences in order to vary sentence length or make ideas stand out. Splitting long sentences can also help writers express complex ideas in a clearer way that may be easier to read and understand.

Post or project the following paragraph and instruct students to work in pairs or small groups to practice splitting sentences by replacing commas and conjunctions or transitional words and phrases with periods. Explain to students that they may not want to split all of the sentences in order to vary the length of sentences throughout the paragraph.

ⓘ The following example is taken from paragraph 5 of the Model Informative Paper (refer to Lesson 10).

- Farmers could take advantage of the Agricultural Adjustment Act, which "subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy" ("The New Deal"). Paying farmers to plant less and lending them money to support their farms helped farmers stay in business through the Great Depression. By offering work and relief, the New Deal programs encouraged Americans facing many different situations to look to the government for help surviving the Great Depression.

Lead a brief whole-class discussion in which volunteers share how and why they split sentences.

- 🗨 Student responses may include:

  - Farmers could take advantage of the Agricultural Adjustment Act. The act "subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy" ("The New Deal"), and farmers stayed in business through the Great Depression. They were paid to plant less and were lent money to support their farms. New Deal programs encouraged Americans to look to the government for help surviving the Great Depression.

SUPPLEMENTAL SKILLS INSTRUCTION

WR.2.F
INFORMATIVE
Ensuring Sentence Accuracy

Lessons WR.2.A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

In this lesson, the teacher provides direct instruction to students on using commas and repairing sentence fragments and run-on sentences. Students focus on revising their own informative drafts for using commas effectively and repairing fragments and run-on sentences before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Ensuring Sentence Accuracy, on which each student records one example of a successful revision.

For homework, students choose three different passages from their informative papers and revise each passage focusing on effectively using commas and repairing sentence fragments and run-on sentences. Students also write a few sentences explaining whether or not they will keep the revisions they drafted and the impact this decision has on their informative papers.

Standards

Assessed Standard(s)	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Addressed Standard(s)	
W.9-10.2.c	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. c. Use appropriate and varied transitions to link the major sections of the text, create

File: WR.2 Lesson F **Date:** 6/30/15 **Classroom Use:** Starting 9/2015

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	cohesion, and clarify the relationships among complex ideas and concepts.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.2 Revision Exit Slip: Ensuring Sentence Accuracy. Students record the original passage from their informative papers as well as the revised passage. Students then explain why the revision is effective.
ⓘ Consider assessing these revisions using the Informative Writing Checklist.

High Performance Response(s)
A High Performance Response should:

- Record the original passage (e.g., Gordon Parks, who eventually became a famous artist. He lost his job in 1929 and was forced to quit school in order to find some form of income (Hayes).).

- Revise the original passage, focusing on using commas and repairing sentence fragments and run-on sentences (e.g., Gordon Parks, who eventually became a famous artist, lost his job in 1929 and was forced to quit school in order to find some form of income (Hayes).).

- Explain why the revision is effective (e.g., I added a comma after the phrase "who eventually became a famous artist" and deleted the word "he" to link the clauses, repair the fragment, and clarify my ideas.).

ⓘ See the Model WR.2 Revision Exit Slip: Ensuring Sentence Accuracy for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
• Standards: W.9-10.5, L.9-10.2, W.9-10.2.c, W.9-10.6, SL.9-10.1	

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

Materials

- Copies of the Comma Handout for each student
- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson E Model Informative Writing Checklist)
- Copies of the WR.2 Revision Exit Slip: _____ for each student (refer to WR.2 Lesson A)—students will need additional blank copies

Learning Sequence

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

Activity 1: Introduction of Lesson Agenda   5%

Begin by reviewing the agenda. In this lesson, students learn how to effectively incorporate commas into their writing, as well as how to repair sentence fragments and run-on sentences. Students revise their own drafts before participating in a peer discussion of their individual revisions.

▸ Students look at the agenda.

Activity 2: Homework Accountability   0%

ⓘ Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction: Commas, Fragments, and Run-ons   30%

Explain to students that they can strengthen the clarity with which they communicate the claim, subtopics, and evidence in their informative papers by using commas properly and effectively. Explain that commas are a type of punctuation that can be used to connect related clauses and ideas. Explain to students that they can use commas to help them combine clauses, especially when they encounter errors with sentence fragments and run-on sentences.

Post or project the following examples:

ⓘ The following examples can also be found on the Comma Handout.

- **Example 1:** The Great Depression ruined Americans' livelihoods, yet it also drove them to be resourceful and use government assistance to survive.
- **Example 2:** Under the New Deal, millions of Americans tried to get jobs through the Civil Conservation Corps (CCC) and the Works Progress Administration (WPA).
- **Example 3:** A never-ending stream of bills was passed to relieve poverty, reduce unemployment, and speed economic recovery.

Instruct students to work in pairs or small groups to describe the different uses for commas.

💬 Student responses should include:

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." This means that an *independent clause* communicates a complete thought. Post or

> project the following example of an independent clause: "These survival techniques helped his family get through the Great Depression."

> ▸ Students write the definition of *independent clause* in the appropriate section of their vocabulary journals.

Lead a brief whole-class discussion of student responses.

Distribute the Comma Handout to each student. Encourage students to use this handout as a reference for proper and common uses of commas.

> ▸ Students examine the handout.

ⓘ **Differentiation Consideration:** Some students may struggle to immediately grasp the proper use of commas. If students struggle, work with them individually to write out 5–10 examples of the proper use of commas.

Explain to students that while effective writing includes varied sentence length, it is important that the sentences are correct and complete. Explain to students that a *sentence fragment* is an incomplete sentence and is usually a part of a sentence that has become disconnected from the main clause. Because fragments are incomplete thoughts, they can leave readers confused.

> ▸ Students write the definition of *sentence fragment* in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration:** Students may need more support in understanding the components of a complete sentence in order to understand sentence fragments and run-ons. Consider reviewing and posting the definitions and examples for the parts of speech such as *subject*, *verb*, and *object*.

> ▸ Students write the definitions of *subject*, *verb*, and *object* in the appropriate section of their vocabulary journals.

Explain to students that often, repairing a sentence fragment is as simple as combining the fragment with the main clause by using a comma.

Post or project the following example:

- With widespread and long-lasting effects. The Great Depression ruined Americans' livelihoods.

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

How can the sentence fragments in this example be repaired?

> 💬 Student responses will vary but may include:

- o Replacing the first period with a comma can repair this example. The corrected sentence can be: "With widespread and long-lasting effects, the Great Depression ruined Americans' livelihoods."
- o Combining the sentences and rearranging the phrases can repair this example. The corrected sentence can be: "The Great Depression had widespread and long-lasting effects and ruined Americans' livelihoods."

Lead a brief whole-class discussion in which volunteers share how they repaired the fragment.

Explain to students that sometimes they will need to add or subtract words or phrases in order to effectively combine clauses and avoid a fragment. Post or project the following example:

- Buying used copies of the school books. The author's mother found a way to provide her child with what he needed. Help the family save money at the same time.

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

How can the sentence fragments in this example be repaired?

- 🗨 Student responses will vary but may include:

  - o Adding the word "By" to the beginning of the first fragment can repair this example. Then, a comma is needed after "books" to connect the first two fragments. Last, the conjunction "and" is needed before "Help." The corrected sentence can be: "By buying used copies of the school books, the author's mother found a way to provide her child with what he needed and help the family save money at the same time."

Lead a brief whole-class discussion in which volunteers share how they repaired the fragment.

Explain to students that sometimes fragments are not necessarily pieces of sentences separated from the main clause. Often these fragments are written as main clauses but do not have a subject or main verb. Post or project the following example:

- Jobs through the Civil Conservation Corps (CCC) and the Works Progress Administration (WPA).

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

Why is this example a fragment and not a complete sentence?

- 🗨 There is no main verb in this fragment.

How can the sentence fragment in this example be repaired?

- 🗨 Student responses will vary but may include:

    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: "Millions of Americans tried to get jobs through the Civil Conservation Corps (CCC) and the Works Progress Administration (WPA)."

Lead a brief whole-class discussion of student responses.

Explain to students that while they need to be mindful of sentence fragments in their writing, they also need to avoid run-on sentences. Explain that *run-on sentences* are compound sentences that are punctuated incorrectly, or they are two or more sentences incorrectly written as one. Run-on sentences can leave readers confused and make them struggle to make connections in the text.

▸ Students write the definition of *run-on sentence* in the appropriate section of their vocabulary journals.

Explain to students that incorporating the proper punctuation can repair run-on sentences that are punctuated incorrectly. When two or more sentences are incorrectly written as one, using a period or using a comma, semicolon, or colon (perhaps with a conjunctive adverb) to separate the clauses can repair a run-on sentence.

ⓘ Lesson E provides instruction on the proper and common uses of semicolons and colons.

ⓘ **Differentiation Consideration:** Provide students with the following definition and examples for *conjunctive adverb*: an adverb (word that modifies a verb, adjective, or another adverb) that connects ideas in a sentence (e.g., *also, besides, consequently, finally, however, instead, meanwhile, next, otherwise, similarly, still, then*).

▸ Students write the definition of *conjunctive adverb* in the appropriate section of their vocabulary journals.

Post or project the following example:

• President Herbert Hoover tried to reassure the nation that what had happened on Wall Street was only a temporary problem after all the nation had experienced economic depressions before in the 1870s and the 1890s.

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

Considering the techniques to avoid run-on sentences, how can this run-on sentence be repaired?

🗨 Student responses may include:

    o   This run-on can be repaired by adding a period after the word "problem." Then a second sentence starts with the transitional phrase "After all." There should also be a comma after

the word "before" to set off the dates. The corrected sentences can be: "President Herbert Hoover tried to reassure the nation that what had happened on Wall Street was only a temporary problem. After all, the nation had experienced economic depressions before, in the 1870s and 1890s."

- o This run-on can be repaired by adding a semicolon after the word "problem." Then the second independent clause after the semicolon starts with the transitional phrase "after all." There should also be a comma after the word "before" to set off the dates. The corrected sentence can be: "President Herbert Hoover tried to reassure the nation that what had happened on Wall Street was only a temporary problem; after all, the nation had experienced economic depressions before, in the 1870s and 1890s."

Lead a brief whole-class discussion of student responses.

Activity 4: Informative Writing Checklist   5%

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

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

ⓘ Consider posting or projecting the Informative Writing Checklist.

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

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

- 🗩 Student responses will vary but should include points that address the following:

  - 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 Informative Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Informative Writing Checklist.

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

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

Activity 5: Individual Revision   30%

ⓘ The following activity addresses the expectations of W.9-10.2.c.

Instruct students to independently revise their drafts, focusing on using commas effectively and repairing fragments and run-ons. Explain to students that they should revise at least three passages for using commas effectively and repairing fragments and run-ons. Remind students to refer to the Informative Writing Checklist as they revise their drafts.

ⓘ If students cannot identify three passages that need to be revised to repair fragments and run-ons, consider instructing students to experiment with the use of commas and combining sentences.

Transition to individual revision.

- ▸ Students independently revise their drafts for using commas effectively and repairing fragments and run-ons.

- 🕮 For sample revisions, see the Model WR.2 Revision Exit Slip: Ensuring Sentence Accuracy.

Activity 6: Revision Discussion   20%

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

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

ⓘ Refer to Lesson 8 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
2. Explain to your peers how the revision improves your draft.
3. Ask your peers to provide brief constructive criticism on your revisions.

- ▸ Students share and discuss with peers at least two effective revisions they made to their drafts.

ⓘ In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.2 Revision Exit Slip: Ensuring Sentence Accuracy   5%

Explain that for this lesson's assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.2 Revision Exit Slip: _____ to each student. Instruct students to fill in the title "Ensuring Sentence Accuracy" on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Informative Writing Checklist.

🗨 See the High Performance Response and Model WR.2 Revision Exit Slip: Ensuring Sentence Accuracy for sample student responses.

Activity 8: Closing   5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on using commas effectively and repairing sentence fragments and run-on sentences.

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

ⓘ If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

▸ Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on using commas effectively and repairing sentence fragments and run-on sentences.

Respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

Comma Handout

Remember that an *independent clause* is "a clause that can stand alone as a sentence, containing a subject and a predicate with a finite verb." An *independent clause* communicates a complete thought.

Common and Proper Uses of the Comma

- Use a comma and a conjunction to connect two independent clauses.

  - Example: The Great Depression ruined Americans' livelihoods, yet it also drove them to be resourceful and use government assistance to survive.

- Use a comma to set off introductory elements like clauses, phrases, or words that come before the main clause.

  - Example: Under the New Deal, millions of Americans tried to get jobs through the Civil Conservation Corps (CCC) and the Works Progress Administration (WPA).

- Use commas to separate three or more words, phrases, or clauses written in a series.

  - Example: A never-ending stream of bills was passed to relieve poverty, reduce unemployment, and speed economic recovery.

Further reference: The Purdue University Online Writing Lab (OWL): http://owl.english.purdue.edu (search terms: commas).

Model Informative Writing Checklist

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

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

Command of Evidence **Does my response…**	**Drafting** ✔	**Finalization** ✔
Use relevant and sufficient evidence to develop my subtopics?	☐	☐
Integrate evidence (quotations and paraphrasing) to support the claim and develop subtopics?	☐	☐
Anticipate and address the audience's knowledge level?	☐	☐

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Clearly introduce a topic?	☐	☐
Develop a precise claim about the topic?	☐	☐
Include subtopics that develop the topic and support the claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Clearly state each subtopic?	☐	☐
Have an introduction that engages the reader's attention and interest?	☐	☐
Provide a conclusion that follows from and supports the informative paper?	☐	☐
Establish and maintain a formal style and objective tone?	☐	☐
Use precise language to clearly explain the topic?	☐	☐
Use domain-specific vocabulary to clearly explain the topic?	☐	☐
Include varied syntax to contribute to a cohesive informative paper?	☐	☐

	Drafting	Finalization
Include transitional words and phrases that clearly show the relationship between sentences and paragraphs?	☐	☐
Include sentences of varied length that contribute to the cohesion and clarity of my informative writing?	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
Cite sources using proper MLA style and formatting?	☐	☐
Use proper punctuation for quotations and citations?	☐	☐
Correctly incorporate semicolons and colons to make my writing clearer?	☐	☐
Correctly incorporate commas?*	☐	☐
Avoid sentence fragments and run-on sentences?*	☐	☐

*Asterisks indicate new items added in this lesson.

Model WR.2 Revision Exit Slip: Ensuring Sentence Accuracy

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your informative paper. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
Gordon Parks, who eventually became a famous artist. He lost his job in 1929 and was forced to quit school in order to find some form of income (Hayes).	Gordon Parks, who eventually became a famous artist, lost his job in 1929 and was forced to quit school in order to find some form of income (Hayes).	I added a comma after the phrase "who eventually became a famous artist" and deleted the word "he" to link the clauses, repair the fragment, and clarify my ideas.
Jobs through the Civil Conservation Corps (CCC) and the Works Progress Administration (WPA).	Under the New Deal, millions of Americans tried to get jobs through the Civil Conservation Corps (CCC) and the Works Progress Administration (WPA).	I added a prepositional phrase and verb phrase to make the fragment a complete sentence.
President Herbert Hoover tried to reassure the nation that what had happened on Wall Street was only a temporary problem after all the nation had experienced economic depressions before in the 1870s and the 1890s.	President Herbert Hoover tried to reassure the nation that what had happened on Wall Street was only a temporary problem; after all, the nation had experienced economic depressions before, in the 1870s and the 1890s.	I added a semicolon to break up the run-on sentence as well as a comma after the introductory phrase "after all" in the second independent clause.

SUPPLEMENTAL SKILLS INSTRUCTION

WR.2.G INFORMATIVE	Adding Variety and Interest

Lessons WR.2.A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

This lesson is composed of two distinct but related activities that center on using parallel structure and varied phrases to improve informative writing. Each activity may last an entire class period.

Writing Instruction Options:

- Parallel Structure
- Varied Phrases

In this lesson, the teacher provides direct instruction to students on how to incorporate parallel structure and varied phrases into their writing. Students focus on revising their own informative drafts for parallel structure or varied phrases before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Adding Variety and Interest, on which each student records one example of a successful revision.

For homework, students choose three different passages from their informative papers and revise each passage focusing on incorporating parallel structure or varied phrases. Students also write a few sentences explaining whether or not they will keep the revisions they drafted and the impact this decision has on their informative papers.

Standards

Assessed Standard(s)	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
L.9-10.1.a, b	Demonstrate command of the conventions of standard English grammar and usage

	when writing or speaking.
	a. Use parallel structure.
	b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
Addressed Standard(s)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Adding Variety and Interest. Students record the original passage from their informative papers as well as the revised passage. Students then explain why the revision is effective.   ⓘ Consider assessing these revisions using the Informative Writing Checklist.
High Performance Response(s)
A High Performance Response should:

- Record the original passage (e.g., For example, the author's father inconsistently earned small amounts of money by creating jobs for himself like cutting hair, gardening, and painting houses.).

- Revise the original passage, focusing on incorporating parallel structure or varied phrases (e.g., For example, the author's father inconsistently earned small amounts of money by creating several different odd jobs for himself like cutting hair, gardening, and painting houses.).

- Explain why the revision is effective (e.g., I added the adjectival phrase "several different odd" to the sentence which helps the transition to more specific examples of the jobs.).

ⓘ See the Model WR.2 Revision Exit Slip: Adding Variety and Interest for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: • Standards: W.9-10.5, L.9-10.1.a, b, W.9-10.6, SL.9-10.1 **Learning Sequence:**	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%

3. Writing Instruction Options:
 	
     • Parallel Structure
 	
     • Varied Phrases
	3. 30%

4. Informative Writing Checklist	4. 5%
5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR.2 Revision Exit Slip: Adding Variety and Interest	7. 5%
8. Closing	8. 5%

Materials

- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson F Model Informative Writing Checklist)
- Copies of the WR.2 Revision Exit Slip: _____ for each student (refer to WR.2 Lesson A)—students will need additional blank copies

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	**Percentage indicates the percentage of lesson time each activity should take.**
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▶	Indicates student action(s).
●	Indicates possible student response(s) to teacher questions.

ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda   5%

Begin by reviewing the agenda. In this lesson, students learn how to effectively incorporate parallel structure or varied phrases into their writing. Students revise their own drafts before participating in a peer discussion of their individual revisions.

▸ Students look at the agenda.

Activity 2: Homework Accountability   0%

ⓘ Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction Options   30%

ⓘ Based on student need, select from the two options below:

o Parallel Structure (See Appendix 1)

o Varied Phrases (See Appendix 2)

Activity 4: Informative Writing Checklist   5%

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

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

ⓘ Consider posting or projecting the Informative Writing Checklist.

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

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

🗩 Student responses will vary but should include points that address the following:

o Correctly incorporate the use of parallel structure? This item belongs in the Control of Conventions category, because it is about language conventions.

o Include varied phrases, where appropriate? This item belongs in the Coherence, Organization, and Style category, because it is about conveying meaning, as well as creating variety and building interest.

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

> ‣ Students add new items in the appropriate categories to their copies of the Informative Writing Checklist.

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

Activity 5: Individual Revision   30%

Instruct students to independently revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Parallel Structure
- Varied Phrases

ⓘ For example, if students completed the writing instruction activity on Parallel Structure, then their revisions will focus on using parallel structure rather than on varied phrases.

Explain to students that they should revise at least three passages for parallel structure or varied phrases. Remind students to refer to the Informative Writing Checklist as they revise their drafts.

Transition to individual revision.

> ‣ Students independently revise their drafts for parallel structure or varied phrases.

> 🗨 For sample revisions, see the Model WR.2 Revision Exit Slip: Adding Variety and Interest.

Activity 6: Revision Discussion   20%

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

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

ⓘ Refer to Lesson 8 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.

2. Explain to your peers how the revision improves your draft.

3. Ask your peers to provide brief constructive criticism on your revisions.

   ▸ Students share and discuss with peers at least two effective revisions they made to their drafts.

ⓘ In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.2 Revision Exit Slip: Adding Variety and Interest   5%

Explain that for this lesson's assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.2 Revision Exit Slip: _____ to each student. Instruct students to fill in the title "Adding Variety and Interest" on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Informative Writing Checklist.

🗨 See the High Performance Response and Model WR.2 Revision Exit Slip: Adding Variety and Interest for sample student responses.

Activity 8: Closing   5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

• Parallel Structure

• Varied Phrases

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

ⓘ If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

▸   Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on whichever of the following writing skills you learned in this lesson:

- Parallel Structure
- Varied Phrases

Respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

Model Informative Writing Checklist

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

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

Command of Evidence **Does my response…**	**Drafting** ✔	**Finalization** ✔
Use relevant and sufficient evidence to develop my subtopics?	☐	☐
Integrate evidence (quotations and paraphrasing) to support the claim and develop subtopics?	☐	☐
Anticipate and address the audience's knowledge level?	☐	☐

Coherence, Organization, and Style **Does my response…**	**Drafting** ✔	**Finalization** ✔
Clearly introduce a topic?	☐	☐
Develop a precise claim about the topic?	☐	☐
Include subtopics that develop the topic and support the claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Clearly state each subtopic?	☐	☐
Have an introduction that engages the reader's attention and interest?	☐	☐
Provide a conclusion that follows from and supports the informative paper?	☐	☐
Establish and maintain a formal style and objective tone?	☐	☐
Use precise language to clearly explain the topic?	☐	☐
Use domain-specific vocabulary to clearly explain the topic?	☐	☐
Include varied syntax to contribute to a cohesive informative paper?	☐	☐

	Drafting	Finalization
Include transitional words and phrases that clearly show the relationship between sentences and paragraphs?	☐	☐
Include sentences of varied length that contribute to the cohesion and clarity of my informative writing?	☐	☐
Include varied phrases, where appropriate?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
Cite sources using proper MLA style and formatting?	☐	☐
Use proper punctuation for quotations and citations?	☐	☐
Correctly incorporate semicolons and colons to make my writing clearer?	☐	☐
Correctly incorporate commas?	☐	☐
Avoid sentence fragments and run-on sentences?	☐	☐
Correctly incorporate the use of parallel structure?*	☐	☐

*Asterisks indicate new items added in this lesson.

Model WR.2 Revision Exit Slip: Adding Variety and Interest

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your informative paper. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
Gordon Parks, who eventually became a famous artist, loses his job in 1929 and is forced to quit school in order to find some form of income (Hayes).	Gordon Parks, who eventually became a famous artist, lost his job in 1929 and was forced to quit school in order to find some form of income (Hayes).	I changed this sentence to have parallel structure in the verbs.
The Great Depression's difficult economic conditions forced people to survive.	The Great Depression's difficult economic conditions forced people to become more resourceful in order to survive.	I added the adverbial phrase "more resourceful" so that the new sentence conveys how Americans had to use what they had in order to survive the Great Depression.
For example, the author's father inconsistently earned small amounts of money by creating jobs for himself like cutting hair, gardening, and painting houses.	For example, the author's father inconsistently earned small amounts of money by creating several different odd jobs for himself like cutting hair, gardening, and painting houses.	I added the adjectival phrase "several different odd" to the sentence, which helps the transition to more specific examples of the jobs.

Appendix 1: Parallel Structure

Explain to students that *parallel structure* is using the same pattern of words to show that two or more ideas are equally important. This pattern can happen at the word, phrase, or clause level. Parallel structures are usually joined by coordinating conjunctions like "and" or "but." Three or more parallel structures in a row require using commas with a coordinating conjunction.

▸ Students write the definition of *parallel structure* in the appropriate section of their vocabulary journals.

Post or project the following examples:

ⓘ Example 1 is taken from paragraph 5 of the article "The New Deal" (refer to Lesson 3). Example 2 has been modified from the original.

- **Example 1:** The Agricultural Adjustment Act subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy.

- **Example 2:** The Agricultural Adjustment Act subsidized farmers for reducing crops and had provided loans for farmers who faced bankruptcy.

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

Which sentence includes parallel structure? What is parallel in this sentence?

🗩 The first sentence includes parallel structure in both phrases that begin with past tense verbs: "subsidized farmers" and "provided loans."

What is the effect of parallel structure on the clarity and meaning of the first sentence?

🗩 Student responses may include:

o The parallel structure suggests that the Agricultural Adjustment Act provided two, equally important forms of relief to help farmers.
o Using parallel structure makes the sentence easy to read and the meaning of the sentence is clear to the reader.

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

How are the verbs "subsidized" and "provided" in the first example similar?

🗩 They are both past tense verbs that tell what the Agricultural Adjustment Act was supposed to do for farmers.

How does this repeating pattern of verbs affect the ideas in the sentence?

🗨 Because both verbs are in past tense, both ideas seem connected and of equal importance.

Lead a brief whole-class discussion of student responses. Ask the whole class the following question:

Explain why the second example is not parallel.

🗨 The second example is not parallel, because the second verb in the pattern, "had provided," is not the same tense as the first verb in the patter: "subsidized."

ⓘ **Differentiation Consideration:** Review examples of parts of speech and verb tenses so that students can confidently discuss parallel structure.

Post or project the following paragraph.

ⓘ The following example is paragraph 5 of the Model Informative Paper (refer to Lesson 10).

ⓘ Consider numbering the sentences of the paragraph before it is posted or projected.

- 1. Under the New Deal, millions of Americans tried to get jobs through the Civil Conservation Corps (CCC). 2. So many people tried to work for the CCC that the program had to turn away two-thirds of the people who applied ("The New Deal"). 3. Nevertheless, the CCC and WPA together helped 11.5 million Americans make enough money to meet their basic needs ("The New Deal"). 4. Additionally, people who were at risk of losing their homes used the newly formed Homeowner's Loan Corporation to avoid foreclosure ("The New Deal"). 5. Farmers could take advantage of the Agricultural Adjustment Act, which "subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy" ("The New Deal"). 6. Paying farmers to plant less and lending them money to support their farms helped farmers stay in business through the Great Depression. 7. By offering work and relief, the New Deal programs encouraged Americans facing many different situations to look to the government for help surviving the Great Depression.

Instruct student pairs or small groups to read the paragraph and identify examples of parallel structure and explain which structure in each sentence is parallel.

🗨 Student responses may include:

   o Sentence 5 includes parallel structure in the verbs "subsidized" and "provided."
   o Sentence 6 includes parallel structure with phrases "Paying farmers" and "lending them."
   o Sentence 6 includes parallel structure with phrases "to plant" and "to support."

ⓘ **Differentiation Consideration:** Explain to students how each example includes parallel structure. For example, the sixth sentence includes parallel structure because the phrases "to plant" and "to support" are structured the same way. This would not be parallel if the sentence read "Paying

farmers to plant less and lending them money supporting their farms helped farmers stay in business through the Great Depression."

Lead a brief whole-class discussion in which volunteers describe the effect of parallel structure on clarity and meaning of ideas in these examples.

🗨 In these sentences parallel structure makes the ideas easier to read because the parts of speech patterns do not change mid-sentence. Also, because the parts of speech patterns are the same, the ideas seem more similar and connected.

Explain to students that although parallelism can be used for emphasis or as a rhetorical strategy, it should not be overused or it can lead to writing that is boring and repetitive.

ⓘ **Differentiation Consideration:** If students struggle with parallel structure because they do not understand subject-verb agreement, explain that subject-verb agreement means that the subject of a sentence matches in number (plural or singular) the verb of the sentence. The form of the verb has to correspond to the subject; a singular subject goes with a singular verb, and a plural subject goes with a plural verb. In its most basic form, a sentence like "She is happy" includes the singular verb "is" in agreement with singular subject "she." In the sentence "They are happy," the subject "they" is plural, so the verb "are" is also plural.

Post or project the following examples and instruct students to work in pairs or small groups to identify five different rules of subject-verb agreement. If necessary, consider underlining the subject and verb in each sentence to help students identify the rules.

o **Example 1:** In the memoir "Digging In," the author's <u>family makes</u> significant adjustments to their lifestyle.

o **Example 2:** <u>The Great Depression,</u> with widespread and long-lasting effects, <u>ruins</u> Americans' livelihoods.

o **Example 3:** Together with his "brain trust," <u>Roosevelt seeks</u> the best course of action for the struggling nation.

o **Example 4:** Nevertheless, the <u>CCC and WPA help</u> 11.5 million Americans.

o **Example 5:** <u>Few savings or a small paycheck make</u> little difference in American's lives; <u>the government or its agencies have</u> to help.

🗨 Student responses should include:

o In example 1, "family" 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 come between the subject and the verb, but the verb agrees with the subject, not the noun or pronoun in the phrase.

- In example 3, the expression "together with" does not change the number of the subject. If the subject is singular, so is the verb.
- In example 4, two subjects joined by a conjunction "and" make a plural subject, so they take a plural verb.
- In example 5, two subjects joined by a conjunction like "or" do not make a plural subject, so the verb agrees with the second subject.

Lead a brief whole-class discussion of student responses.

Appendix 2: Varied Phrases

Inform students that effective writers use a variety of different types of phrases (e.g., noun, verb, adjectival, adverbial, etc.) to vary their sentences to emphasize ideas and keep readers engaged. Remind students that phrases are parts of a sentence comprised of more than one word.

Post or project the following paragraph. Then provide students with the definitions and examples below.

ⓘ The following example is paragraph 4 of the article "The New Deal" (refer to Lesson 3).

ⓘ Consider numbering the sentences of the paragraph before it is posted or projected.

- 1. The Civil Conservation Corps was one of the New Deal's most successful programs. 2. It addressed the pressing problem of unemployment by sending 3 million single men from age 17 to 23 to the nations' forests to work. 3. Living in camps in the forests, the men dug ditches, built reservoirs and planted trees. 4. The men, all volunteers, were paid $30 a month, with two-thirds being sent home. 5. The Works Progress Administration, Roosevelt's major work relief program, would employ more than 8.5 million people to build bridges, roads, public buildings, parks and airports.

A **noun phrase** is a phrase that acts as a noun within a sentence. For example, "work relief program" (sentence 5). While "program" is the noun in the sentence, the phrase "work relief program" is the noun phrase.

Similarly, an **adjectival phrase** is a phrase that describes the noun. For example, "most successful" (sentence 1) acts as an adjectival phrase that describes "programs."

A **verb phrase** is a phrase that assigns a verb to the subject of the sentence. For example, "were paid" (sentence 4). Because "were" and "paid" are both verbs, together, they make up a verb phrase.

An **adverbial phrase** is a phrase that modifies the verb in the sentence. For example, "Living in camps in the forests" (sentence 3). Because "living in camps" and "in the forest" modify how the subject ("the men") worked and lived, they are adverbial phrases.

▸ Students write the definitions and examples of *noun phrase, adjectival phrase, verb phrase,* and *adverbial phrase* in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration:** Students may need additional support with simple parts of speech (nouns, adjective, verbs, adverbs, etc.). Consider teaching them these one-word parts of speech before moving onto more complex, multi-word phrases.

Explain to students that using a variety of phrases makes their writing more interesting to read. Using the same type of sentence structure too often makes the writing dull and hard to follow.

Post or project the following paragraph.

ⓘ The following example is paragraph 13 of the article "Firing, Not Hiring" by Nancy Hayes.

ⓘ Consider numbering the sentences of the paragraph before it is posted or projected.

- 1. The new president's efforts to end the Depression gave new hope to many people. 2. The Great Depression, however, continued into the early 1940s. 3. And even after the country had recovered fully, workers had found steady employment, and lack of food was no longer an issue, people never forgot the hardships they had suffered. 4. The memories of the Depression left deep emotional, psychological, and physical scars on a generation of Americans.

Instruct student pairs or small groups to read the paragraph and identify examples of varied phrases in each sentence.

- 🗩 Student responses may include:
  - ○ Sentence 1 includes noun phrase "The new president's efforts."
  - ○ Sentence 3 includes a verb phrase "had suffered."
  - ○ Sentence 4 includes an adjectival phrase "deep emotional, psychological, and physical."
  - ○ Sentence 4 includes noun phrases "memories of the Depression" and "a generation of Americans."

Lead a brief whole-class discussion of student responses. Then ask volunteers to describe the effect of varied phrases on the rhythm and flow of ideas in this paragraph.

- 🗩 Student responses may include:
  - ○ In this paragraph, varied phrases make the ideas seem more engaging because each sentence is unique and interesting.
  - ○ In this paragraph, varied phrases make the text more interesting to read because no two sentences are structured the same.

Lead a brief whole-class discussion of student responses.

| WR.2 INFORMATIVE | Lesson 11 Peer Review |

Introduction

In this lesson, students participate in a peer review activity during which they offer constructive criticism to their classmates about their informative drafts, using the Informative Writing Checklist to guide feedback and revisions. Students use the Peer Review Tool to record the feedback they receive during the process as well their final decisions about how to address the feedback. While students are participating in peer review, they also take turns meeting individually in teacher conferences. Student learning is assessed via completion of the WR.2 Lesson 11 Peer Review Exit Slip, on which they record one suggested revision that they plan to implement from the Peer Review Tool, as well as a sentence or two explaining why and how they will implement this peer suggestion.

For homework, students implement revisions based on peer and/or teacher feedback. Students also read their draft aloud to prepare for the next lesson's discussion.

ⓘ WR.2 Lessons A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Standards

Assessed Standard(s)	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Addressed Standard(s)	
W.9-10.2.a-f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	b. Develop the topic with well-chosen, relevant, and sufficient facts, extended

		definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
	e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.6		Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
SL.9-10.1		Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via the completion of the WR.2 Lesson 11 Peer Review Exit Slip. Students record one example of a peer's suggestion for revision from their Peer Review Tool that they plan on implementing as well as a sentence or two explaining why and how they will implement this peer suggestion.   ⓘ Revisions will be assessed using the Informative Writing Checklist.
High Performance Response(s)
A High Performance Response should: • Include one example of a peer suggestion for revision from the Peer Review Tool.   • Explain how and why the revision will be implemented.   ⓘ See the Model Peer Review Tool and the Model WR.2 Lesson 11 Peer Review Exit Slip for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: • Standards: W.9-10.5, W.9-10.2.a-f, W.9-10.6, SL.9-10.1 **Learning Sequence:**	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Instruction for Multiple-Peer Review	3. 20%
4. Multiple-Peer Review and Student-Teacher Conferences	4. 60%
5. WR.2 Lesson 11 Peer Review Exit Slip	5. 10%
6. Closing	6. 5%

Materials

- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson G Model Informative Writing Checklist)
- Copies of the Peer Review Tool for each student
- Copies of the WR.2 Lesson 11 Peer Review Exit Slip for each student

Learning Sequence

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

Activity 1: Introduction of Lesson Agenda   5%

Begin by reviewing the agenda. In this lesson, students participate in a peer review of each other's informative drafts. Students read drafts from three classmates and use the Informative Writing Checklist to guide feedback. Students provide feedback to their classmates in the form of constructive criticism. Students also have an opportunity to meet with their teacher in a conference about their writing.

▸ Students look at the agenda.

Activity 2: Homework Accountability   0%

ⓘ Students will be held accountable for homework during Activity 3: Instruction for Multiple-Peer Review.

Activity 3: Instruction for Multiple-Peer Review   20%

Inform students that in this lesson they peer review each other's drafts in small groups. Student reviewers suggest revisions based on the items in the Informative Writing Checklist. Ask students to take out their Informative Writing Checklist and review the items.

▸ Students take out and review their Informative Writing Checklist.

Provide students with an example of an appropriate way to give constructive criticism based on a checklist item. For instance, if a reviewer notices that a subtopic was not conveyed clearly and requires more evidence, the reviewer would suggest that more evidence is needed to help fully explain that subtopic.

Inform students that they will practice this kind of review as a class with a student volunteer. Instruct students to individually review their revisions of their informative papers from the previous lesson's homework assignment, looking for an issue still unresolved. Then ask for a student volunteer to share with the class an unresolved issue in their draft related to an item on the Informative Writing Checklist.

▸ A student volunteer shares an unresolved problem with the class.

Lead a whole-class discussion of suggestions for addressing this problem. Instruct students to provide concrete feedback in a positive and polite way.

ⓘ Consider noting these suggestions on the board.

Ask which suggestions the writer plans to use to address the problem, and why.

▸ The student volunteer discusses which suggestion to implement and why.

Instruct students to gather necessary review materials (their copies of the Informative Writing Checklist, sticky notes, and/or colored pens or pencils) and form small groups. Students remain in these groups throughout the peer review process in this lesson. Instruct students to take out their informative drafts.

▸ Students form small groups and take out their review materials and informative drafts.

Instruct students to number the paragraphs on their drafts in the left margin. Explain that this helps student peers to review one another's work.

▸ Students number the paragraphs of their informative drafts.

Remind students that they should provide constructive criticism to their peers during this peer review process.

ⓘ Refer to Lesson 8 for a discussion of constructive criticism.

Inform students that the following peer review activity involves reading three papers in three rounds of peer review. For each round of review, student reviewers suggest the most significant revisions to the original writer's draft based on the items on the Informative Writing Checklist. Each student reviewer in the group is assigned a category for which to review (e.g., Command of Evidence; Coherence, Organization, and Style; or Control of Conventions).

Distribute a blank copy of the Peer Review Tool to each student. Explain the peer review process:

• Peer reviewers use the Peer Review Tool to track the most significant revisions they suggest for each writer's paper.

• The same Peer Review Tool travels with the draft from reviewer to reviewer so that peer reviewers are noting their suggestions on the same tool for the writer to review.

• The writer addresses these suggestions on the same tool, and uses these suggestions to improve the draft for homework.

▸ Students examine the Peer Review Tool.

ⓘ Consider allowing students to also make suggestions directly on their peers' papers. If they do so, they may want to use different colored pens or colored pencils to distinguish different reviewers' feedback. Students can also use color-coded sticky notes.

ⓘ If resources are available, consider allowing students to peer review by tracking their changes and commenting in a word processing program. (Students' use of online and word processing resources addresses the expectations of W.9-10.6.)

Inform students that while they peer review in groups they also begin to meet individually in teacher conferences to review their informative drafts. Assign each student an individual time for a teacher conference.

Activity 4: Multiple-Peer Review and Student-Teacher Conferences   60%

ⓘ The following activity addresses the expectations of W.9-10.2.a-f and SL.9-10.1

Instruct students to remain in the small groups they formed in the previous activity and begin the three rounds of peer review. Throughout this activity, students also individually meet with the teacher to discuss their writing.

▸ Students pass their drafts and Peer Review Tools to the peer on the right and begin reviewing a peer's draft.

Activity 5: WR.2 Lesson 11 Peer Review Exit Slip   10%

Instruct students to collect their draft and Peer Review Tool. Explain to students that when they receive feedback from their peers, they do not have to accept all the suggestions, but they should consider each suggestion carefully before revising their papers.

Remind students that they now have three or more revisions on the Peer Review Tool that their peers have identified as the most significant. Explain that in this activity, students begin to decide whether to implement the feedback and explain why they made that decision. Inform students that their revisions will be assessed using the Informative Writing Checklist.

Instruct students to read through all the constructive criticism carefully, and complete one column of the Peer Review Tool (Final Decision and Explanation) for a revision they plan to implement.

▸ Students examine their Peer Review Tools.

Distribute copies of the WR.2 Lesson 11 Peer Review Exit Slip to each student. Instruct students to independently copy one peer suggestion for revision from their Peer Review Tool onto the Exit Slip. Then, instruct students to write a sentence or two explaining why and how they will implement this peer suggestion.

🗨 See the Model Peer Review Tool and Model WR.2 Lesson 11 Peer Review Exit Slip for sample student responses.

Activity 6: Closing   5%

Display and distribute the homework assignment. For homework, instruct students to continue to implement revisions based on peer and/or teacher feedback. Additionally, instruct students to read their draft aloud (to themselves or someone else) to identify problems in syntax, grammar, or logic. Instruct students to prepare to discuss examples of how reading their paper aloud helped them to identify problems in the writing.

    ▸ Students follow along.

Homework

Continue to implement revisions based on peer and/or teacher feedback. Additionally, read your draft aloud (to yourself or someone else) to identify problems in syntax, grammar, or logic. Prepare to discuss examples of how reading your paper aloud helped you to identify problems in the writing.

Peer Review Tool

Name:		Class:		Date:	

Directions: Use this tool to record the most significant suggested revisions for your peer's informative draft. Peers provide the number of the suggested revision in the first column and the suggested revision in the second column. Peers include the checklist category for which they were reviewing in parentheses at the end of their suggested revision. Original writers provide an explanation of their decision about the final revision in the third column.

Comment Number	Peer Suggestion for Revision	Final Decision and Explanation

Model Peer Review Tool

Name:		Class:		Date:	

Directions: Use this tool to record the most significant suggested revisions for your peer's informative draft. Peers provide the number of the suggested revision in the first column and the suggested revision in the second column. Peers include the checklist category for which they were reviewing in parentheses at the end of their suggested revision. Original writers provide an explanation of their decision about the final revision in the third column.

Comment Number	Peer Suggestion for Revision	Final Decision and Explanation
1	In paragraph 4, the writer states that "the Great Depression . . . encouraged people to use the government assistance offered through President Franklin Delano Roosevelt's New Deal programs." This does not seem like a precise use of language, as the Great Depression didn't encourage people to use the resources of the government. Perhaps revise to say that people "had to" use the government's resources, or that the government encouraged them. (Coherence, Organization, and Style)	I can see the reviewer's point about the use of the word "encouraged" here. I will revise to be more precise about how the Great Depression forced people to seek government assistance.
2	The writer includes important evidence of how the newly homeless lived in terrible conditions. The writer should consider using a colon to link the introductory sentence and the quote together, because a colon would make it clearer that the quote emphasizes the terrible conditions. (Control of Conventions)	I will use a colon to join the introductory sentence and the quote. I agree that my point about the newly homeless and the conditions they lived in would be strengthened and the link between the sentence and the quote would be clearer if I used a colon to connect the two sentences.
3	The conclusion does a good job of supporting the information presented in the draft, but perhaps it would be stronger if the writer included evidence from one of the texts to further support the statements	I think the conclusion is strong as it is, but perhaps there is evidence that would add extra support to my statements. I will look for a relevant quote, and if I find one, incorporate it into the document.

	in the conclusion. (Command of Evidence)	

WR.2 Lesson 11 Peer Review Exit Slip

Name:		Class:		Date:	

Directions: In the first column, record the peer suggestion for revision to your informative draft. In the second column, record why and how you will implement this peer suggestion.

Peer Suggestion for Revision	Final Decision and Explanation

Model WR.2 Lesson 11 Peer Review Exit Slip

Name:		Class:		Date:	

Directions: In the first column, record the peer suggestion for revision to your informative draft. In the second column, record why and how you will implement this peer suggestion.

Peer Suggestion for Revision	Final Decision and Explanation
The conclusion does a good job of supporting the information presented in the draft, but perhaps it would be stronger if the writer included evidence from one of the texts to further support the statements in the conclusion. (Command of Evidence)	I think the conclusion is strong as it is, but perhaps there is evidence that would add extra support to my statements. I will look for a relevant quote, and if I find one, incorporate it into the document.

WR.2
INFORMATIVE
Lesson 12 Editing

Introduction

In this lesson, students finalize their informative drafts. After a review of common editing symbols, students edit their drafts individually. Students then review the proper formatting for a Works Cited page in a class discussion. Student learning is assessed via changes made during the editing process.

For homework, students complete their editing and write or type clean copies of their final drafts, including a Works Cited page. Students also write two or three reflections on their experience of the writing process for discussion in the following lesson.

Standards

Assessed Standard(s)	
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
L.9-10.1.a, b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9-10.2.a-c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

	b. Use a colon to introduce a list or quotation.
	c. Spell correctly.
L.9-10.3.a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.
Addressed Standard(s)	
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Assessment

Assessment(s)
Student learning is assessed via changes made during the editing process.
ⓘ Edits will be assessed using the Control of Conventions portion of the Informative Writing Checklist at the end of the following lesson when students turn in their finalized drafts.
High Performance Response(s)
A High Performance Response should:
• Demonstrate that students understand and utilize the conventions of the editing process (e.g., Unedited sentence: Instead of light sensitive chemicals light sensitive lenses and sensers record the image in a digital camera and reproduce it using the pixels or tiny dots on a digital screen. ("Evolution of Digital Cameras").   Compared to edited sentence: "Instead of light sensitive chemicals, light sensitive lenses and sensors record the image in a digital camera and reproduce it using the pixels, or tiny dots, on a digital screen ("Evolution of Digital Cameras").

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
• Standards: W.9-10.2, W.9-10.5, L.9-10.1.a, b, L.9-10.2.a-c, L.9-10.3.a, W.9-10.4, W.9-10.6	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Writing Instruction: Editing Symbols	3. 45%
4. Writing Instruction: Works Cited Page	4. 35%
5. Closing	5. 5%

Materials

- Copies of the Common Editing Symbols Handout for each student
- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson G Model Informative Writing Checklist)
- Copies of the MLA Works Cited Handout for each student

Learning Sequence

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

Activity 1: Introduction of Lesson Agenda   5%

Begin by reviewing the lesson agenda. In this lesson, students review common editing symbols before individually editing and finalizing their drafts. Students also learn the proper formatting for a Works Cited page to include with the final paper.

▸ Students look at the agenda.

Activity 2: Homework Accountability   10%

Instruct students to take out their responses to the previous lesson's homework assignment. (Continue to implement revisions based on peer and/or teacher feedback. Additionally, read your draft aloud (to yourself or someone else) to identify problems in syntax, grammar, or logic. Prepare to discuss examples of how reading your paper aloud helped you to identify problems in the writing.)

Instruct students to form pairs or small groups to discuss the revisions they made and how reading aloud helped to identify problems in their writing.

🗨 Student responses may include:

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 focus on *editing*.

Provide students with the following definitions: *revising* means "altering something already written or printed, in order to make corrections, improve, or update" and *editing* means "preparing something written to be published or used; to make changes, correct mistakes, etc. in something written."

▸ Students write the definitions of *revising* and *editing* in the appropriate section of their vocabulary journals.

Explain to students that they will use a list of common symbols and abbreviations to guide their editing process. Display and distribute the Common Editing Symbols Handout for students to use to guide their editing. Review the handout with students, explaining each symbol as necessary.

▸ Students follow along with the handout.

Post or project the following example.

ⓘ This example is modified from paragraph 7 of the informative writing model "A Brief History of Photography" (refer to Lesson 2) to include errors.

- The final step in the evalution of photography was the transition to digital photography. Digital photography records light onto computer storage rather than chemicals. Instead of light sensitive chemicals light sensitive lenses and sensers record the image in a digital camera and reproduce it using the pixels or tiny dots on a digital screen. (Evolution of Digital Cameras) Nasa was the first use digital photography "as far back as the 1960s" to "map[s] the moon's surface" (Evolution of Digital Cameras). Stored on a disk or computer digital photographs can be easily changed and shared.

Lead the class through a review of this paragraph, using the editing symbols. For example, read the first sentence aloud and ask volunteers to suggest edits to the sentence. Record these suggestions using the appropriate editing symbols.

- 💬 Student responses should include (edits highlighted):

  - The final step in the **evolution** of photography was the transition to digital photography. Digital photography records light onto computer storage**,** rather than chemicals. Instead of light sensitive chemicals**,** light sensitive lenses and **sensors** record the image in a digital camera and reproduce it using the pixels**,** or tiny dots**,** on a digital screen (Evolution of Digital Cameras)**.** **NASA** was the first use digital photography "as far back as the 1960s" to "map**[]** the moon's surface" (Evolution of Digital Cameras). Stored on a disk or computer**,** digital photographs can be easily changed and shared.

Transition to individual editing.

ⓘ The following activity addresses the expectations of W.9-10.4.

Instruct students to read their informative drafts quietly to themselves and use the Common Editing Symbols Handout to guide their editing. Remind students to consult the Control of Conventions portion of their Informative Writing Checklist as they edit their drafts. Inform students that they will be assessed on changes they make during the editing process, and they should circle parts of the draft where they have made changes or use track changes if they are using word processing programs.

- ▶ Students edit their writing, quietly reading aloud to themselves.

Activity 4: Writing Instruction: Works Cited Page   35%

Distribute the MLA Works Cited Handout to each student. Explain to students that a Works Cited page comes as the final page of an informative paper and is a list of all the sources cited in the paper. Explain to students that the in-text citations direct students to the Works Cited page where the source's full bibliographic information is listed. Instruct students to look at the example on their handout and notice the formatting differences between different types of sources.

▶ Students review the MLA Works Cited Handout.

Lead a brief whole-class discussion about the purpose of and difference between in-text citations and Works Cited pages.

🗨 Student responses may include:

- 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 and the in-text citations lead readers to the source's full information in the Works Cited page.

ⓘ Some students may think that a Works Cited page is the same thing as a bibliography. Explain to students that the two are different: a Works Cited page lists only sources actually cited in a paper, while a bibliography lists every source used in the preparation of a paper, whether they are cited or not.

Explain that different source types require different citation formatting. Note the format used for citing a book:

Last Name, First Name. *Title of Book*. City of Publication: Publisher, Year of Publication. Medium of Publication.

Direct students' attention to the difference between this format and that of a website:

Editor, Author, or Compiler Name (if available). *Name of Site*. Version Number. Name of Institution/Organization Affiliated with the Site (Sponsor or Publisher), Date of Resource Creation (if available). Medium of Publication. Date of Access.

▶ Students examine the different source formatting for a Works Cited page.

Lead a brief whole-class discussion of the similarities and differences in the various source-dependent citation formats.

🗩 Student responses may include:

- 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 informative paper.

ⓘ Students may complete the Works Cited page for homework.

ⓘ Consider leading a brief discussion of the online resources available to ensure alignment to MLA citation standards. Explain to students that there are different standards for citation depending on the type of writing that they are doing and that MLA is the preferred format for English Language Arts writing. As with any source on the Internet, students should evaluate the credibility and trustworthiness of the source. Those sources associated with universities, schools, or organizations such as the MLA tend to be the most reliable.

Activity 5: Closing   5%

Display and distribute the homework assignment. For homework, students complete their editing and write or type their final draft. Instruct students to complete a Works Cited page for their informative paper.

Additionally, instruct students to reflect on the writing process (from reading texts, to planning and drafting, to revising and editing). Instruct students to consider which steps of the writing process they found most and least effective in helping them improve their writing, as well as which steps of the writing process they can focus on more to continue to improve. Instruct students to write two or three reflections on their experience of the writing process for discussion in the following lesson.

▸ Students follow along.

ⓘ Students' use of online and word processing resources addresses the expectations of W.9-10.6.

Homework

Complete your editing, write or type your final draft, and complete a Works Cited page for your informative paper.

Additionally, reflect on the writing process (from reading texts, to planning and drafting, to revising and editing). Consider which steps of the writing process you found most and least effective in helping you improve your writing, as well as which steps of the writing process you can focus on more to continue to

improve. Write two or three reflections on your experience of the writing process for discussion in the following lesson.

Common Editing Symbols Handout

sp	Spelling needs to be changed.
frag	Fragment, or incomplete sentence
¶	Begin a new paragraph
ro	Run-on sentence: break up or revise
◯	Insert, change, or delete punctuation
∧	Insert a word, phrase, or punctuation mark
∿	Switch order of words
wc	Word choice: choose a better or more appropriate word
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

Hastings, Robert. *Dark Days: America's Great Depression*. Logan, Iowa: Perfection Learning Corp, 2014.

     Print.

Hayes, Nancy. "Firing, Not Hiring." *Cobblestone*. Sirs Discoverer, Mar. 2008. Web. 25 Jun. 2015.

"The New Deal." *PBS.* Public Broadcasting Service, n.d. Web. 25 Jun. 2015.

WR.2 INFORMATIVE	Lesson 13 Reflection Activity

Introduction

In this brief activity, students reflect on the writing process, identifying strategies that helped them succeed as well as areas for improvement. Students complete a Quick Write on one of the following prompts: Quote a passage from your paper that you think is particularly strong and explain what makes it so strong. Or: Describe an important revision you made and explain why it was so important.

Students then form pairs or small groups and discuss questions to help them identify areas of strength and weakness and how they plan to improve in the future.

Standards

Assessed Standard(s)	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Addressed Standard(s)	
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Materials

- Student copies of the Short Response Rubric and Checklist (refer to WR.2 Lesson 4)

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	**Percentage indicates the percentage of lesson time each activity should take.**
no	Plain text indicates teacher action.

symbol	**Bold text indicates questions for the teacher to ask students.**
	Italicized text indicates a vocabulary word.
▶	Indicates student action(s).
🗨	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Homework Accountability   10%

Instruct students to take out their responses to the first part of the previous lesson's homework assignment. (Complete your editing, write or type your final draft, and complete a Works Cited page for your informative paper.) Circulate to review students' final drafts, and explain to students that they need their final draft for this lesson's Quick Write activity. Drafts will be collected for final assessment after that activity.

Instruct students to take out their responses to the second part of the previous lesson's homework assignment. (Reflect on the writing process (from reading texts, to planning and drafting, to revising and editing). Consider which steps of the writing process you found most and least effective in helping you improve your writing, as well as which steps of the writing process you can focus on more to continue to improve. Write two or three reflections on your experience of the writing process for discussion in the following lesson.)

ⓘ Students will be held accountable for this part of their homework in Activities 2 and 3.

Activity 2: Quick Write   50%

Instruct students to respond briefly in writing to one of the following prompts:

Quote a passage from your paper that you think is particularly strong and explain what makes it so strong.

OR

Describe an important revision you made and explain why it was so important.

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

▶ Students listen and read the Quick Write prompts.

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

Transition to the independent Quick Write.

▸ Students independently answer a prompt, using evidence from their papers.

ⓘ Collect the Quick Writes and the students' final informative papers.

Activity 3: Plan for Improving Writing   40%

ⓘ The following activity addresses the expectations of W.9-10.10.

Instruct students to form pairs or small groups to discuss the following questions. Instruct students to take notes during the discussion so they can share their ideas with the whole class.

Post or project the following questions for students to answer in their pairs or groups:

What helped you succeed most during the writing process?

What made it difficult for you to finish your task?

How did collaboration help you in the writing process?

Name two ways that peers helped you improve your writing.

Discuss one activity that you observed one of your peers doing during the writing process that you would like to try next time.

What is the most important step you think you can take to improve your writing?

Lead a brief whole-class discussion of student responses.

CAVE PAINTING

The oldest surviving works of art in the world are not found in a museum or even the private collection of a wealthy art dealer. Instead, some of the most important art in human history is on the stone walls of hundreds of caves around the world. Abstract figures in deep red and brown colors and mysterious geometric shapes painted by our ancestors cover the walls of prehistoric caves in Europe, Asia, and the Middle East. Cave paintings provide an illuminating look into human history, and scientists have much more to discover about this art form.

The Metropolitan Museum of Art describes the subjects of prehistoric art as "hundreds of sculptures and engravings depicting humans, animals, and fantastic creatures"(Tedesco). Many cave paintings depict animals that prehistoric humans may have hunted: bison, mammoth, deer, and other animals as well as geometric shapes and symbols of unknown meaning. Another common icon is a handprint made by placing a hand against the wall of the cave and blowing pigment around it, leaving the ghostly impression of a hand in a swirl of color. In an article for the *Smithsonian* magazine, archeologist Alistair Pike says, "simple hand stencils show up all over the world" (Thompson).

Scholar Laura Tedesco suggests that "the first human artistic representations, markings with ground red ocher, seem to have occurred about 100,000 B.C. in African rock art" (Tedesco). However cave paintings are likely to exist for a longer period of time than art left outside because of their relatively sheltered environment, away from the erosion of wind and rain. Thousands of years of art can exist in one cave. Images of bison can overlap handprints and geometric shapes spanning thousands of years of art. For example, "paintings in the Maros-Pangkep caves range from 17,400 to 39,900 years old" (Thompson).

Correctly identifying the origin and exact date of cave paintings has been a challenge for archeologists. Early dating techniques, such as comparisons with other dated sites, led to many conflicting reports of the age of individual cave paintings. Dating the paint itself is difficult because the paint "contains neither uranium nor the carbon needed for radiocarbon dating" (Than). Therefore, the exact date of many sites is still uncertain. However new technology has been developed in the last ten years that allows for more accurate dating of these artworks. A National Geographic article describing more accurate cave dating technology puts the oldest cave painting, an abstract red disk discovered in a cave called El Castillo in Spain, "at more than 40,800 years old" (Than). Scientists were able to use radiocarbon dating on the calcium deposits that have formed over the painted images.

Determining the meaning of cave art is as challenging as identifying the age. Some scholars believe that the carvings and paintings served as "'hunting magic'—representations of sought-after game animals and, therefore, survival tools, not works of art" (Curry). These scholars argue that prehistoric humans painted images of the animals they hunted in order to ensure that the animals would appear in greater number when it was time for the hunt. However, this explanation does not justify the existence of images of predatory animals like lions, as the prehistoric diet seems to have "consisted largely of reindeer, bison and horse meat, according to bones that archaeologists have found" (Curry). Other scholars suggest that the images might be "literal depictions of hallucinations experienced by tribal shamans" painted on the

wall during various rituals (Curry). Still other scholars argue that the drawings are, indeed, works of art. According to professor João Zilhão of the University of Barcelona, a "lengthy period of geometric or abstract art ... in both Africa and Europe, preceded the emergence of figurative representations" (Than). This evidence seems to suggest that the meaning of these artworks is more complex than simply representing a hopeful hunting outcome or a vivid hallucination.

Researchers do agree, however, that the cave paintings of the world are important and must be protected. Many of these paintings are currently in danger. Archeologists who want to preserve these sites must contend not only with natural erosion and weather damage but also with commercial development and vandalism. Additionally, the simple popularity of these sites as tourist destinations makes it difficult to preserve the artwork within. A cave painting site in Altamira had a waiting list "so long that visitors had to book three years in advance" (Govan). It takes very little to damage these ancient paintings: the government science agency in Spain notes, "the people who go in the cave have the bad habit of moving, breathing and perspiring" (Govan). Although partially intended as a humorous statement, the report does underscore how tremendously fragile these sites are.

Preservation of this art is an ongoing project, with many nations attempting to protect or repair these vital links to human history. Drastic measures are sometimes necessary. Scientists at the Lascaux cave in France "poured quicklime powder on the floors and wrapped the walls in cotton bandages soaked in fungicide and antibiotics" in attempts to preserve the artwork there (Moore). Some, like the site in Altimira, have been re-opened in the face of protests from the scientific community, which has argued that "to open them again is not a good idea. The risks are immeasurable" (Govan). People are clearly compelled to visit and see these paintings in person, regardless of potential dangers to the artwork.

The popularity of cave art with scientists and tourists alike demonstrates how crucial this art is as a link to human history and the origins of the human race. These early paintings provide a window into a world far removed from current civilization and give visitors a better understanding of the lives of prehistoric people, whatever the intentions of the artists may have been. From what we have learned so far it is clear that they, like modern humans, struggled to communicate life through art.

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A BRIEF HISTORY OF PHOTOGRAPHY

It is difficult to imagine going through a day without encountering a photograph. Flashing on phones and computer screens, hanging on walls, featured in magazines and advertisements, and decorating many of the items for sale in stores, photographs are everywhere. On social media people use photographs to track what their friends are up to and share what they are doing. Yet photography is a relatively recent invention, even though humans have understood its basic elements for a long time. The word "photograph" comes from two Greek words: *photos* ("light") and *graph* ("to draw") (Gernsheim). The story of photography's invention, therefore, is a story of humans discovering how to use light to draw and preserve images of the world around them.

For thousands of years, humans' only way of capturing images was to draw or paint them by hand. It is possible, however, that even some of the first drawings were aided by some version of photography. Aristotle, a Greek philosopher who lived more than two thousand years ago was aware that "light passing through a small hole into a darkened room produces an image on the wall opposite" (Gernsheim). This effect would come to be known as a "camera obscura," which comes from Latin words meaning "darkened chamber" ("Camera Obscura"). A camera obscura is a darkened room or box with a small hole at one end (hence its other name, "pinhole camera"). The image of the object outside the hole is projected on the opposite wall of the room or box.

The camera obscura was "a great aid to artists in making sketches on location" (Gernsheim). Artists would use the device to make their drawings more realistic by tracing the outlines of the images or studying them for perspective. It was not until the nineteenth century, however, that scientists and artists made serious attempts to record the images that light made in these devices. Louis-Jacques-Mandé Daguerre, a French painter who had previously used the camera obscura to aid him in his art, created what are considered the first modern photographs. Daguerre teamed up with Nicéphore Niépce, who had also been trying to create lasting images from the light in camera obscuras and had produced "real results as early as 1826" (Daniel).

Niépce was able to record an image from a camera obscura using a two-step process. First, a plate coated with a chemical that was sensitive to light was exposed to the image inside the camera obscura. Then the plate was developed with another chemical that highlighted the changes the light had made. Niepce's process required eight hours of sunlight, however, and the results were blurry and impermanent. Niépce and Daguerre experimented with different kinds of chemicals and metals for the plates. Niépce died in 1833, but Daguerre carried on without him. Daguerre finally settled on a silver coated copper plate, treated with iodide, which reacted to the light. He then developed this plate using mercury fumes. This process cut down the time of exposure to several minutes and produced much sharper and realistic images (Gernsheim). By 1838, Daguerre's experiments "progressed to the point where he felt comfortable showing examples of the new medium to selected artists and scientists" (Daniel).

On August 19, 1839, Daguerre presented his invention to the French academies of science and art, with "an eager crowd of spectators spilling over into the courtyard outside" (Daniel). According to Malcolm Daniel of the Met Museum, "The process revealed on that day seemed magical." The

"daguerreotype," as Daguerre had named it, was "a remarkably detailed, one-of-a-kind photographic image on a highly polished, silver-plated sheet of copper" (Daniel). With these "magical" images recorded on metal, Daguerre began the age of modern photography.

Of course, not even Daguerre could predict the effect that his invention would have on the world or how popular and important photography would become, but from the beginning he understood that photography could be used for "artistic expression and as a powerful scientific tool" (Daniel). Daguerre produced images of shells and fossils and used the magnifying power of the microscope to produce other images, allowing scientists to study the anatomy of spiders, for example (Daniel). Many advancements in the materials used to capture images followed, as scientists experimented with different types of metals and glass. George Eastman, an American inventor, sold the first flexible film roll, and "introduced the first Kodak camera with the slogan, 'You push the button and we do the rest.'" (Gernsheim). Eastman made portable cameras easy and available for anyone to use.

The final step in the evolution of photography was the transition to digital photography. Digital photography records light onto computer storage, rather than chemicals. Instead of light sensitive chemicals, light sensitive lenses and sensors record the image in a digital camera and reproduce it using the pixels, or tiny dots, on a digital screen ("Evolution of Digital Cameras"). NASA was the first use digital photography "as far back as the 1960s" to "map[] the moon's surface" ("Evolution of Digital Cameras"). Stored on a disk or computer, digital photographs can be easily changed and shared.

Less than two hundred years after Daguerre introduced photography to the world, his invention stands as one of the most important advancements of the modern age. Photography allows people to keep images of their friends and loved ones who are not with them, see events and places they could never go, and understand ideas that they previously were unable to study, such as how landforms change over time or how human memory compares to photographic images of places and events. These advancements are all possible because humans wondered how light, the very property of the world that allows humans to see it, can be used to capture and store images of that world forever.

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THE NEW DEAL

BY AMERICAN EXPERIENCE

In 1932 Franklin Delano Roosevelt was elected overwhelmingly on a campaign promising a New Deal for the American people. Roosevelt worked quickly upon his election to deliver the New Deal, an unprecedented number of reforms addressing the catastrophic effects of the Great Depression. Unlike his predecessor, Herbert Hoover, who felt that the public should support the government and not the other way around, Roosevelt felt it was the federal government's duty to help the American people weather these bad times.

Together with his "brain trust," a group of university scholars and liberal theorists, Roosevelt sought the best course of action for the struggling nation. A desperate Congress gave him carte blanche and rubber-stamped his proposals in order to expedite the reforms. During the first 100 days of his presidency, a never-ending stream of bills was passed, to relieve poverty, reduce unemployment, and speed economic recovery.

His first act as president was to declare a four-day bank holiday, during which time Congress drafted the Emergency Banking Bill of 1933, which stabilized the banking system and restored the public's faith in the banking industry by putting the federal government behind it. Three months later, he signed the Glass-Steagall Act which created the FDIC, federally insuring deposits.

The Civil Conservation Corps was one of the New Deal's most successful programs. It addressed the pressing problem of unemployment by sending 3 million single men from age 17 to 23 to the nations' forests to work. Living in camps in the forests, the men dug ditches, built reservoirs and planted trees. The men, all volunteers, were paid $30 a month, with two thirds being sent home. The Works Progress Administration, Roosevelt's major work relief program, would employ more than 8.5 million people to build bridges, roads, public buildings, parks and airports.

The National Industrial Recovery Act (NIRA) and the National Recovery Administration (NRA) were designed to address unemployment by regulating the number of hours worked per week and banning child labor. The Federal Emergency Relief Administration (FERA), created in 1933, gave $3 billion to states for work relief programs. The Agricultural Adjustment Act subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy. The Home Owners' Loan Corporation (HOLC) helped people save their homes from foreclosure.

While they did not end the Depression, the New Deal's experimental programs helped the American people immeasurably by taking care of their basic needs and giving them the dignity of work and hope.

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DIGGING IN

BY ROBERT J. HASTINGS

The closing of Old West Side Mine meant the end of anything resembling a steady job for the next eight years. From 1930 on, it was a day's work here and a day's work there, a coal order from the welfare office, a few days on WPA, a garden in the back yard, and a few chickens and eggs.

We weathered the storm because of Dad's willingness to take any job and Mom's ability to stretch every available dollar. It was not so much a matter of finding a job as of filling in with odd jobs wherever and whenever you could, and most of the "jobs" were those you made for yourself.

My diary shows that Dad sold iron cords door to door, "worked a day in the hay," bought a horse to break gardens, rented an extra lot for a garden on the shares, picked peaches, raised sweet potato slips, traded an occasional dozen of eggs at the grocery, hung wallpaper, "painted Don Albright's house for $5," picked up a day or two's work at the strip mines, guarded the fence at the county fairgrounds, cut hair for boys in the neighborhood, sold coal orders, and when he had to and could, worked intermittently on WPA.

With no dependable income, we cut back on everything possible. We stopped the evening paper, turned off the city water and cleaned out our well, sold our four-door Model T touring car with the snap-on side curtains and isinglass, stopped ice and milk delivery, and disconnected our gas range for all but the three hot summer months. There was no telephone to disconnect, as we didn't have one to start with!

We did keep up regular payments on two Metropolitan Life Insurance policies. Page after page of old receipt books show entries of 10 cents per week on one policy and 69 cents a month on another. As long as we could, we made house payments to the Marion Building and Loan, but a day came when we had to let those go, too.

Fortunately, we were able to save our house from foreclosure. When so many borrowers defaulted, the Marion Building and Loan went bankrupt. Creditors were allowed to pay just about any amount to satisfy the receivers. But that was the catch – who had "just about any amount" to pay? A house behind ours sold for $25. Many good houses in Marion sold for $5 to $100 and were torn down and moved to nearby towns. We settled with the loan company for $125, or ten cents on the dollar for our $1250 mortgage. I'll never forget the day Dad cleared it all up, making two or three trips to town to bring papers home for Mom to sign. He was able to borrow the $125 from his aunt, Dialtha James, who as the widow of a Spanish-American war veteran had a small pension.

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Looking back, I find it amazing what we did without. A partial list would include toothpaste (we used soda), toilet paper (we used the catalog), newspaper or magazine subscriptions, soft drinks, potato chips and snacks, bakery goods except bread and an occasional dozen of doughnuts, paper clips, rubber bands and restaurant meals. We had no water bill, sewer bill, telephone bill, no car expenses – gasoline, tires, batteries, licenses, insurance, repairs – no laundry service, no dry cleaning (we pressed woolens up with a hot iron and wet cloth), no bank service charge (no bank account), no sales or income tax. We sent no greeting cards except maybe half a dozen at Christmas…

Typical of the simple economies Mom practiced was keeping the electric bill to $1 a month and the gas bill to $1 a month in June, July, and August….Since our only appliance was an electric iron, the chief use of electricity was for lighting. With only a single bulb suspended by a cord from the ceiling of each room, there weren't many lights to burn…On winter evenings, Mom would turn on the kitchen light while she cooked supper. If I had lessons I brought them to the kitchen table or sprawled on the floor between the kitchen and dining room.

After supper we "turned off the light in the kitchen" and moved to the dining-sitting room, where another light was switched on. If we wanted to read on winter afternoons, we sat as near a window as possible, with the curtains pinned back, to save the lights until it was nearly dark…

Dad had some old-fashioned shoe lasts, and he would buy stick-'em-on soles at the dime store to patch our shoes in winter. With simple barber tools he cut my hair and that of other kids in the neighborhood, for maybe ten cents a head. In cold, wet weather, when he worked outdoors on WPA, he often cut strips of cardboard to stuff in the soles of his shoes and keep his feet warm.

We took care of what we had. Every cotton cloth was used over as a dish cloth, wash cloth, dust cloth, shoe-shining cloth, window-washing cloth, to scrub and wax floors, make bandages, make quilt pieces, make kite tails, or to tie boxes and papers together. The cotton bags from flour, salt, and cracked chicken feed were washed, bleached, and cut into dish cloths and towels. Some neighbors made curtains or even dresses from feed sacks. Every paper bag was saved for lunches or cut and used for wrapping paper. String was wound into balls for later use.

Each August Mom would find someone who was a year ahead of me in school, and buy his used books. One exception was a spelling book used in all eight grades. Since it was to be used for eight years, we decided it would be a wise investment to buy a new one when I started first grade. In the seventh grade, I dropped that speller in the snow. I thought Mom was unfair when she sent me all the way back to school, retracing my steps to look for the book…

Before the Depression, we hung a four-cornered black-and-white cardboard sign in the front window each morning. The figures in the corners told the iceman how many pounds to bring – 25, 50, 75, or 100. But ice was one of the casualties of the Depression, although we managed a small piece two or three times a week for iced tea. About eleven in the morning I would pull a little wagon, filled with a gunny sack and assorted old quilts and tarpaulins, down to the neighborhood ice house to buy a "nickel's worth of ice," which was half of a 25-pound chunk. By wrapping it carefully and storing it in a cool, damp spot under the house, we could stretch that piece of ice for two or three days. In rainy, cool weather, maybe four days! It

was our glistening prize, and any left over from tea was emptied back into a pitcher of ice water, or used for lemonade that afternoon. So as not to waste any, we chipped only what was needed, with much of the same care used by a diamond cutter.

Whatever was free was our recreation. This may have included playing records on our wind-up victrola or listening to the radio. You might watch a parachute jump at the airport or a free ball game at the city park, with perhaps a free band concert afterwards…the band concerts survived only the first two years of the Depression…

We liked music, and one of my earliest memories is of Dad singing to me:

Two arms that hold me tight,

Two lips that kiss goodnight;

To me he'll always be,

That little boy of mine.

No one can ever know,

Just what his coming has meant:

He's something heaven has sent,

That little boy of mine.

At one point in the Depression, the cupboard was literally bare of money. We weren't hungry, but we were penniless. Then Dad went back in the pantry and came out with a jar in which he had saved a few nickels and dimes for such an emergency.

Later, Mom said to me, "I've learned that whatever happens, your Daddy always has a little dab of money put back somewhere…"

FIRING, NOT HIRING

BY NANCY HAYES

Sixteen-year-old Gordon Parks—who would later become an award-winning photographer, film director, musician, writer, and activist—was putting himself through high school by working part-time at an exclusive social club in Minnesota. In the fall of 1929, he recorded the events that changed his life:

"Market Crashes—Panic Hits Nation!" one headline blared. The newspapers were full of it, and I read everything I could get my hands on, gathering in the full meaning of such terms as Black Thursday, deflation, and depression. I couldn't imagine such financial disaster touching my small world; it surely concerned only the rich. But by the first week of November I too knew differently: along with millions of others across the nation, I was without a job. All that next week I searched for any kind of work that would prevent my leaving school. Again it was, "We're firing, not hiring." Finally, on the seventh of November I went to school and cleaned out my locker, knowing it was impossible to stay on.

Black Thursday, as October 24, 1929, came to be known, dramatically changed the lives of many people. As stock prices dropped lower and lower that day, speculators desperately cashed in their stocks for whatever they were worth. Stocks were selling for a small fraction of what people had paid for them. Many people who had invested heavily in the stock market lost large fortunes.

President Herbert Hoover tried to reassure the nation that what had happened on Wall Street was only a temporary problem. After all, the nation had experienced economic depressions before, in the 1870s and the 1890s. But the 1920s had been a boom time. People had started buying things such as cars and refrigerators on credit: They didn't have the money on hand to pay for these goods, but they agreed to make regular future payments. This system meant that some Americans were in debt even before the stock market crashed.

Most Americans, of course, owned no stocks at all, so they were not in danger of going bankrupt overnight. But five days later, Black Thursday led to Black Tuesday, when even more shares were traded at a fraction of their worth.

It was not long before one person's misfortune led to another's in a downward economic spiral. As people began to cut down on their expenses and to go without new clothes, furniture, and other goods, businesses that depended on those customers were affected. Owners and managers lost confidence in the economy. They postponed plans to expand; they reduced production levels, laid off employees, or closed stores and offices altogether.

As the situation worsened, people disagreed on the best way to help the unemployed. Hoover, for one, felt that people should be self-reliant. He believed that if the government fed and sheltered the unemployed, it would go into debt. Hoover was widely criticized for providing public funds to pay for food for farmers' livestock but not for human beings.

Hoover and his advisors tried to come up with other ways to help. The President's Organization on Unemployment Relief (POUR), for example, encouraged people to help the needy by sharing food. Unfortunately, the number of people who needed help was so great that this program had little effect.

By March 1930, millions of people across the country were unemployed. In the fall of that year, the International Apple Shippers Association decided to sell fruit to the unemployed on credit. For the next few years, men, women, and children selling five-cent apples on street corners became a familiar sight across the land.

Before 1933, no federal or state programs existed to help families in hard times. Unable to pay the rent or to find work, some people found themselves and their furniture on the sidewalk. In larger cities, the homeless congregated in abandoned lots and constructed makeshift "homes" of scrap wood. These growing communities were sarcastically called "Hoovervilles."

Banks stopped lending money. In 1930 and 1931, many banks failed, and customers lost all their money. (Today, the federal government insures people's bank accounts through the Federal Deposit Insurance Corporation.) People who had put cash away under mattresses and in coffee cans lived off their savings. Others borrowed from friends or relatives or were forced to go to private charities for help. Still others wound up begging for food on street corners.

Businesses and public institutions were also affected by bank closings and failures. The Empire State Building in New York City was completed in 1931, but remained half empty for several years. Some schools closed, and despite child labor laws, youngsters could be found working in factories to help support their families whenever jobs were available.

The worst year of the Depression came in 1932. One out of every four Americans came from a family that had no full-time breadwinner. By that fall, three years after Black Thursday, people were ready for a change. Many Americans had grown impatient with Hoover. They hoped that a new national leader might solve the riddle of the Depression. In his campaign for the presidency, Franklin Delano Roosevelt (FDR) promised to do just that. On Inauguration Day 1933, FDR stressed the need for immediate action.

The new president's efforts to end the Depression gave new hope to many people. The Great Depression, however, continued into the early 1940s. And even after the country had recovered fully, workers had found steady employment, and lack of food was no longer an issue, people never forgot the hardships they had suffered. The memories of the Depression left deep emotional, psychological, and physical scars on a generation of Americans.

Speculators are people who buy or sell something with an element of risk for a chance at a profit.