

11.3.3 Lesson 7

Introduction

In this lesson, students learn how to identify and use formal style and objective tone when writing the research-based argument paper. Students then use the first drafts of their papers to participate in peer review and teacher conferences. Student learning is assessed via incorporation of peer and teacher feedback regarding formal style and objective tone in two body paragraphs.

For homework, students continue to revise the remainder of their research paper for formal style and objective tone.

Standards

Assessed Standard(s)	
W.11-12.5	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.11-12.1.d	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
-----------	---

Assessment

Assessment(s)
Student learning is assessed via incorporation of peer and teacher feedback regarding formal style and objective tone in two body paragraphs.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • Demonstrate thoughtful consideration of feedback received in class. • Incorporate formal style and objective tone into two body paragraphs (e.g., editing from “The United States helped make the Convention but it’s totally absurd that we didn’t approve the Convention for another 40 years” to “Even though it was a chief architect of the Convention, the United States Senate failed to ratify the Convention for the next 40 years.”). • Refer to the sample research paper for further examples of formal style and objective tone.

Vocabulary

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

* Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 11.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.

File: 11.3.3 Lesson 7 Date: 9/12/14 Classroom Use: Starting 9/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.5, W.11-12.1.d, SL.11-12.1, SL.11-12.4, L.11-12.3 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Formal Style and Objective Tone 4. Peer Review and Teacher Conference 5. Lesson Assessment 6. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 10% 3. 15% 4. 40% 5. 20% 6. 5%

Materials

- Student copies of the 11.3 Common Core Learning Standards Tool (Refer to 11.3.1 Lesson 2)
- Student copies of the 11.3.3 Rubric and Checklist (Refer to 11.3.3 Lesson 3)

Learning Sequence

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

Activity 1: Introduction of Lesson Agenda

10%

Begin by reviewing the agenda and assessed standard for this lesson: W.11-12.5. Inform students that this lesson guides them in using formal style and objective tone for their research-based argument papers. Students engage in peer-review and teacher conferences for the purpose of revising their first drafts.

- Students look at the agenda.
- Students were introduced to the standard W.11-12.5 in 11.3.3 Lesson 1.

Instruct students to take out their copies of the 11.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: W.11-12.1.d. This standard is part of the 11.3.3 Rubric and Checklist.

Provide students with the following definitions: *norms* means “standards or patterns” and *discipline* means “the branch of learning.” In other words, students should use patterns of writing appropriate for the English Language Arts *discipline* in which they are writing.

- Students write the definitions of *norms* and *discipline* in their vocabulary journals.

Instruct students to individually read this standard on their tools and assess their familiarity with and mastery of it.

- Students read and assess their familiarity with substandard W.11-12.1.d.

File: 11.3.3 Lesson 7 Date: 9/12/14 Classroom Use: Starting 9/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

- Students were introduced in Modules 11.1 and 11.2 to formal style and objective tone in relation to W.11-12.2.e.

Inform students that W.11-12.1.d is the focus of revisions for this lesson, specifically the part of the standard addressing formal style and objective tone.

- Students listen.

Activity 2: Homework Accountability

10%

Instruct students to take out the homework from the previous lesson. (Review and revise your body paragraphs to better support your concluding statements and chain of reasoning. Refer to substandards W.11-12.1.c, e on the 11.3.3 Rubric and Checklist to guide your revisions.)

Instruct students to form pairs to briefly share their revisions to their body paragraphs, focusing on how they support the conclusion and their chain of reasoning. Remind students to refer to the 11.3.3 Rubric and Checklist as a resource for their revisions and discussion.

- Student pairs briefly share their revisions to their concluding statements and reasoning.
- Student responses vary by their individual sources.

Activity 3: Formal Style and Objective Tone

15%

Explain to students the importance of maintaining a formal style in academic writing. Inform students that a formal style is used for writing academic papers in college and the workplace. It is important when writing a research paper to use a formal style because it makes the paper appealing and accessible to a wide audience, and establishes credibility. 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.

- Students listen.
- For further discussion of appropriate formal style, consider using: <http://grammar.ccc.commnet.edu/grammar/composition/tone.htm>

Display two sentences for students:

- The United States helped make the Convention but I think it's totally absurd that we didn't approve the Convention for another 40 years.
- Even though it was a chief architect of the Convention, the United States Senate failed to ratify the Convention for the next 40 years.

Instruct student pairs to Turn-and-Talk to discuss which sentence is formal and which is informal.

- Student responses should include:
 - The first sentence is informal and the second is formal. The main difference is that the first sentence uses conversational words like *totally* and contractions like *it's* and *didn't*. It also uses “I” and “we” instead of the more objective third person. These words sound more casual, like someone is talking to a friend.
 - The second sentence uses more formal and academic words like *architect* and *ratify* and does not use contractions. It also maintains an objective tone and is written in the third person. This gives the second sentence a more authoritative and academically credible tone.
- **Differentiation Consideration:** Consider offering students some examples of informal vs. formal writing. Inform students that text messages and e-mails are usually informal, whereas formal writing is found in academic sources, like textbooks, or credible sources like newspapers and published research papers. Consider sharing with students the following source for further discussion of formal vs. informal style: <http://blog.ezinearticles.com/2011/03/formal-vs-informal.html>.
- Consider drawing students' attention to their application of standard L.11-12.3 through the process of applying appropriate knowledge of language to making more effective choices for meaning and style.

Explain to students that along with using a formal style in their paper, it is equally important to use an objective tone. When writing with an objective tone, writers should avoid expressing their unverified personal opinions and focus on presenting the information and conclusions gathered from the research. Writing with an objective tone 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). Provide students with the following definition: *objective* means “a style of writing not influenced by personal feelings or opinions that is based on fact and makes use of the third-person point-of-view.”

- Students write the definition of *objective tone* in their vocabulary journals.

Display the following examples for students:

- In contrast, some critics believe boosting the power and resources of the international community— including bolstering R2P—would endanger the sovereignty of the United States and its allies.
- I read that some people believe that if the U.N. has troops they might not use them well and also invade countries that are able to govern their own affairs, but I don't think this would actually be a problem.

Ask student pairs to Turn-and-Talk to discuss which sentence uses an *objective tone*.

File: 11.3.3 Lesson 7 Date: 9/12/14 Classroom Use: Starting 9/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

- Students Turn-and-Talk in pairs.
- Student responses should include:
 - The first sentence uses *objective tone* because it does not have “I” or “we” in the sentence. It makes a claim, but does it in a straightforward way in the third person.
 - The second sentence uses phrases like “but I don’t think,” and “I read that,” which makes it personal and less objective; it sounds like someone is trying to convince a peer of his/her point of view in conversation. The second sentence is also a run-on sentence, which makes it sound even more conversational and less academic than the first.
- Consider creating examples tailored to students' degree of experience and fluency with *objective tone*.

Provide students with the following definition: *subjective tone* means “the style of writing that involves personal opinion and expression.” Instruct students to write the definition in their vocabulary journals.

- Students write the definition of *subjective tone* in their vocabulary journals.
- Consider using the evidence-based perspective writing assignment as an example of an informal written assignment that uses the first person point-of-view and subjective tone.
- Consider adding more practice with formal style and objective tone by instructing students to select and revise one or two sentences from their papers for formal style and objective tone. Students could then share their revised sentences in pairs for feedback.

Activity 4: Peer Review and Teacher Conference

40%

Explain to students that they will have the opportunity for both peer review and teacher conferencing during this portion of the lesson. Assign students an individual time for a teacher conference to receive feedback on their research paper.

Instruct students to take out the 11.3.3 Rubric and Checklist. Direct students to turn to the Coherence, Organization, and Style portion of the 11.3.3 Rubric and Checklist. Remind students to refer to this checklist while reviewing and editing for formal style and objective tone.

- The peer review and teacher conference continues in the following lesson, 11.3.3 Lesson 8.
 - Students read W.11-12.1.d on their 11.3.3 Rubric and Checklist.

Inform students they should focus only on the formal and objective tone elements of this substandard.

- **Differentiation Consideration:** Consider instructing students to mark W.11-12.1.d on their 11.3.3 Rubric and Checklist to concentrate their focus on this substandard only.
- Encourage students to keep in mind the Module Performance Assessment and SL.11-12.4 as they review their peers' work, to ensure that the organization, substance, and style are appropriate to the purpose, audience and task. Remind students that they will present their research orally at the end of the module and this activity provides an opportunity to begin preparing for the assessment presentation.

Explain that students have a scheduled time to discuss their research papers in a student-teacher conference. Instruct students to meet in their pre-established research teams when they are not in their conference, so they can engage in peer review. Instruct students to share their work with a peer in their pre-established research group and provide feedback. Remind students to peer review for W.11-12.1.d using the relevant portion of the 11.3.3 Rubric and Checklist.

Transition to individual student conferences and peer review.

- Students meet with the teacher and engage in peer review.
- Remind students that in this lesson, they continue the work of collaborative discussion practices outlined in SL.11-12.1, to which they were introduced in previous modules.

Activity 5: Lesson Assessment

20%

Instruct students to revise two body paragraphs independently, based on peer and teacher feedback regarding formal style and objective tone.

- Students will revise the entire paper for formal style and objective tone for homework.

Inform students that the assessment is based on their editing and incorporation of peer and teacher feedback. Inform students that this assessment is evaluated using the W.11-12.d portion of the 11.3.3 Rubric and Checklist.

- Students revise two of the body paragraphs of their paper based on peer and teacher feedback regarding formal style and objective tone.
- 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 review and revise their entire research paper to ensure they are using formal style and objective

File: 11.3.3 Lesson 7 Date: 9/12/14 Classroom Use: Starting 9/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

tone. Remind students to refer to substandard W.11-12.1.d on the 11.3.3 Rubric and Checklist to guide their revisions.

- Students follow along.

Homework

Review and revise your entire research paper for formal style and objective tone using W.11-12.1.d on the 11.3.3 Rubric and Checklist to guide your review and revisions.