

11.3.3 Lesson 10

Introduction

In this lesson, students continue to edit and revise their papers. Students are introduced to language standards L.11-12.2.a-b, as well as to common hyphenation conventions through the Hyphenation Conventions Handout. Students continue the peer review process by editing for capitalization, punctuation, and spelling. Student learning in this lesson is assessed via effective edits and revisions for use of hyphens, capitalization, punctuation, and spelling for two paragraphs of their drafts.

For homework, students continue to revise and edit their drafts in preparation for the following lesson's final peer review and the 11.3.3 End-of-Unit Assessment.

File: 11.3.3 Lesson 10 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

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)	
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.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
L.11-12.1.b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.
L.11-12.2.a-b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.

Assessment

Assessment(s)

Student learning in this lesson is assessed via effective edits and revisions for use of hyphens, capitalization, punctuation, and spelling for two paragraphs.

The assessment in this lesson will be evaluated using the L.11-12.2 portion of the 11.3.3 Rubric.

High Performance Response(s)

A High Performance Response should:

- Observe correct hyphenation conventions where necessary (e.g., Slobodan Milosevic, the former president of Serbia, who was also charged with crimes against humanity and genocide, died before his four-year ICC trial was completed because of drawn out delays (Edwards).).
- Make minor grammatical and syntactical edits to the paper. For example:
 - **Original:** For example the terms ethnic cleansing and cultural genocide were both excluded from the final wording of the Convention, some believed the exclusion of the latter terms, which, includes political and social groups was made to satisfy Joseph Stalin, the leader of the Soviet Union.
 - **Revised:** For example, the terms “ethnic cleansing” and “cultural genocide” were both excluded from the final wording of the Convention. Some believe the exclusion of the latter term, which includes political and social groups, was made in an effort to satisfy Joseph Stalin, then the leader of the Soviet Union.
- Edit spelling, capitalization, and punctuation. For example:
 - **Original:** In contrast some critics believe boosting the power and resources of the International Community including bolstoring R2P would danger the sovereignty of the united states and it’s allies,
 - **Revised:** 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.

Vocabulary

File: 11.3.3 Lesson 10 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

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.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.5, SL.11-12.1, SL.11-12.6, L.11-12.a-b 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Instruction on Editing 4. Peer Review 5. Revision and 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 11.3.3 Rubric and Checklist (refer to 11.3.3 Lesson 3)
- Student copies of the 11.3 Common Core Learning Standards Tool (refer to 11.3.1 Lesson 2)
- Copies of the Hyphenation Conventions Handout for each student
- Differentiation Consideration:** Copies of the Colon and Semicolon Handout for each student

File: 11.3.3 Lesson 10 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

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 of this lesson: W.11-12.5. Inform students that this lesson focuses on capitalization, punctuation, and spelling. Students are also introduced to hyphenation conventions, and engage in peer review in preparation for the following lesson's final peer review and the End-of-Unit Assessment in 11.3.3 Lesson 12.

- Students look at the agenda.

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 two new standards: L.11-12.1.b and L.11-12.2. These standards are part of the 11.3.3 Rubric and Checklist. Instruct students to individually reread these standards as well as the substandards, L.11-12.1.b and L.11-12.2.a-b, and assess their familiarity with and mastery of the standards.

- Students read and assess their familiarity with standards L.11-12.1.b and L.11-12.2.a-b.

Instruct students to talk in pairs about what they think each standard means. Lead a brief discussion about these standards.

- Student responses should include:

File: 11.3.3 Lesson 10 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

- L.11-12.1.b: This standard is about using references like usage dictionaries to resolve issues of contested usage when needed.
- L.11-12.2.a-b: This standard is about the writing conventions of standard English capitalization, spelling, and punctuation, including hyphenation conventions.

Activity 2: Homework Accountability

10%

Instruct students to Turn-and-Talk in pairs about the homework they completed based on the instruction and feedback around the cohesion and consistency of their research-based argument paper. (Revise your introductions and conclusions based on feedback on the cohesion and consistency between the introduction and conclusion. Refer to the W.11-12.1.a, e checklists to guide your revisions. Be prepared to discuss your revisions in the following lesson.)

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

Activity 3: Instruction on Editing

15%

Explain that students should always incorporate proper capitalization, spelling, and punctuation into their writing. Remind them that these conventions have been addressed in previous modules.

- **Differentiation Consideration:** If individual students need more focused instruction on specific capitalization, punctuation, and spelling conventions, consider providing web resources for students reference such as <https://owl.english.purdue.edu/> (search terms: *capitalization; spelling conventions*).
- **Differentiation Consideration:** If individual students need additional assistance with the proper use of colons and semi-colons, consider distributing and providing instruction on the Colon and Semi-Colon Handout, which was also used in previous research modules 9.3 and 10.3.

Distribute the Hyphenation Conventions Handout to students. Explain that students can strengthen their writing, communication skills, and their credibility as writers by using proper language conventions.

- Students examine the Hyphenation Conventions Handout.

Explain to students that hyphens are a specific type of punctuation used to connect two words. Display the following example for students:

- “The war ravaged country had no hope, but there were well meaning people who decided to do their part.”

Now display the sentence with proper use of hyphens:

- “The war-ravaged country had no hope, but there were well-meaning people who decided to do their part.”
 - Students follow along

Explain to students that another use of hyphens is to ensure clarity of meaning in writing and to avoid potentially confusing sentences. Display the following example from the handout for students:

- I resent a petition to my congresswoman about stopping genocide.

Explain to students that the word *resent* means “to feel bitter.” A hyphen must be added in order to provide clarity and achieve the appropriate word meaning (re-sent means “sent again”):

- I re-sent a petition to my congresswoman about stopping genocide.
 - Students follow along.

Finally, explain to students that another hyphenation convention is to include hyphens when using certain prefixes with words such as: self-, all-, anti-, mid-, and ex-. Remind students to consult a reference if they are unsure whether the use of a hyphen would be appropriate. Display the following examples for students:

- Anti-government
- All-encompassing
- Self-serving
 - Students follow along.

Activity 4: Peer Review

40%

Instruct students to work in pairs to continue to peer review their drafts for correct use of capitalization, punctuation, and spelling. Instruct students to look for instances in their classmates’ papers where hyphens could be used. Ask students to take out their 11.3.3 Rubric and Checklist. Direct students to turn to the Control of Conventions portion of the 11.3.3 Rubric and Checklist and look for standard L.11-12.2. Remind students to refer to this checklist during their peer review. Instruct students to finalize their drafts during the next two lessons.

- Students get into pairs and read standard L.11-12.2 on their 11.3.3 Rubric and Checklist, and continue to revise their papers through peer review.

File: 11.3.3 Lesson 10 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

- This focused editing and revision supports students' engagement with L.11-12.2.a-b, which addresses the correct use of hyphens and correct spelling.
- **Differentiation Consideration:** Consider instructing students to mark L.11-12.2 on the 11.3.3 Rubric and Checklist to concentrate their focus on this standard.
- This collaborative feedback and discussion supports students' engagement with SL.11-12.1, which addresses the structure of collaborative discussion as well as building on ideas and expressing their own clearly and persuasively.
- Encourage students to keep in mind the Module Performance Assessment as they practice the skills of SL.11-12.6, demonstrating a command of formal English. Remind students that they will present their research orally at the end of the module; this activity provides an opportunity to prepare for the assessment presentation.
- Consider completing any remaining teacher conferences with students.
- **Differentiation Consideration:** Consider instructing student pairs to read their drafts aloud, focusing on reading for punctuation (e.g., pausing based on the use of commas, periods, etc.). This strategy can help students identify where punctuation may be needed or where its use is problematic. Remind students to consult references such as <https://owl.english.purdue.edu/> (search terms: *capitalization*; *spelling conventions*; *punctuation*) if they notice recurring misuse of punctuation, spelling, or capitalization (L.11-12.1.b). (This strategy is incorporated from Odell Education's Building Evidence-Based Argumentation Unit Plan.)
- **Differentiation Consideration:** Consider instructing students who have a strong grasp of language conventions to use this peer review activity to strengthen their paper based on a selected area of improvement from the 11.3.3 Rubric and Checklist. For instance, some students may require additional editing for formal style and objective tone while others may need work on their use of argument norms and conventions. This additional peer editing benefits students as they prepare for the small group review in the following lesson and finalize their research-based argument papers in the final lesson of this unit.

Activity 5: Revision and Lesson Assessment

20%

Instruct students to independently review and edit two paragraphs of their drafts based on the peer review. Inform students that the assessment is based on their revisions and incorporation of peer and teacher feedback, and will be evaluated using L.11-12.2 on the 11.3.3 Rubric and Checklist. Remind students to refer to the checklist as they are working.

- Students listen.

Transition students to the lesson assessment.

- Students independently edit two paragraphs of their paper using L.11-12.2 on the 11.3.3 Rubric and Checklist.
- 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 make further edits to the entire draft of their paper. Remind students to refer to standard L.11-12.2 on the 11.3.3 Rubric and Checklist in preparation for final peer review in the following lesson.

- Students follow along.

Homework

Continue to edit your research papers using L.11-12.2 on the 11.3.3 Rubric and Checklist, and be prepared to discuss one or two edits in the following lesson.

File: 11.3.3 Lesson 10 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



Hyphenation Conventions Handout

Name:		Class:		Date:	
-------	--	--------	--	-------	--

Common and Proper Uses of Hyphens:

- Use a hyphen to join two words (particularly adjectives) into a single thought.
 - The well-known document defining genocide was created in 1948.
- Use a hyphen when writing out a compound number.
 - There are sixty-six different agencies dedicated to improving genocide prevention.
- Use a hyphen to promote clarity in writing and avoid unclear combinations of letters.
 - “I re-sent a petition to my congresswoman about stopping genocide” instead of “I resent a petition to my congresswoman about stopping genocide.”
- Use a hyphen with certain prefixes such as: self-, all-, anti-, and mid-.
 - Anti-war
 - Self-sustaining
 - All-seeing
 - mid-1900s

Further reference: The Purdue University Online Writing Lab (OWL): <http://owl.english.purdue.edu> (search terms: *hyphen*, *hyphenation convention*).

Colon and Semicolon Handout (from Modules 9.3 & 10.3)

Name:		Class:		Date:	
--------------	--	---------------	--	--------------	--

- **Differentiation Consideration:** Consider providing this handout if students need additional support with the use of colons and semicolons.

Common and Proper Uses of the Colon:

- Use a colon when introducing a quotation after an *independent clause*. An *independent clause* contains both a subject and a verb, and can stand alone as a complete sentence.
 - U.N. Peacekeepers just stood by unable to help because countries would not approve a force robust enough to engage in combat: “Belgian peacekeepers ... watched as the carnage unfolded” (Zakaria).
- Use a colon when introducing a list.
 - There are several important countries with military strength that need to support the U.N.: the United States, Britain, France, China, and Russia.

Common and Proper Uses of the Semicolon:

- Use a semicolon to connect two *independent clauses* that are related to one another.
 - This may sound like a compelling argument, but this is not a sufficient reason to abandon R2P; the U.S. and its allies should be held to the same standards as the international community.

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