

12.3.2

Lesson 9

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 is assessed via effective editing and revisions for use of hyphens, capitalization, punctuation, and spelling for two paragraphs.

For homework, students continue to edit their research papers using L.11-12.2 on the 12.3.2 Rubric and Checklist, and prepare to discuss one or two edits in the following lesson.

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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.11-12.4	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. 11-12.1.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

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Assessment(s)

Student learning is assessed via effective editing and revisions for use of hyphens, capitalization, punctuation, and spelling for two paragraphs.

- These revisions will be assessed using the L.11-12.2 portion of the 12.3.2 Rubric.

High Performance Response(s)

A High Performance Response should:

- Observe correct hyphenation conventions where necessary (e.g., “Most people think of formal classroom education as an example of a high-quality educational experience, but classroom education and high student attendance do not by themselves result in quality education”).
- Edit spelling, capitalization, and punctuation. For example:
 - **Original:** Many countries have technically provided access to formal education in the way of providing classrooms and teachers, but the quality of an education is much more than time spend in the classroom, a student could spend years in a classroom; and hypothetically emerge with no real skills
 - **Revised:** Many countries have technically provided access to formal education by providing classrooms and teachers, but the quality of an education is based on much more than time spent in the classroom; a student could spend years in a classroom and, hypothetically, emerge with no real skills.
- See the revised example from the Sample Student Research-Based Argument Paper in 12.3.2 Lesson 11.

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)

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- None.*

*Students should incorporate relevant academic and/or domain-specific vocabulary from 12.3.1 into their research-based argument papers.

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.11-12.4, L.11-12.1.b, L.11-12.2.a,b 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Editing Instruction 4. Independent Revision 5. Peer Review 6. Revision and Lesson Assessment 7. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 10% 3. 15% 4. 15% 5. 30% 6. 15% 7. 5%

Materials

- Student copies of the 12.3 Common Core Learning Standards Tool (refer to 12.3.1 Lesson 3) (optional)
- Copies of the Hyphenation Conventions Handout for each student
- Student copies of the 12.3.2 Rubric and Checklist (refer to 12.3.2 Lesson 1)
- **Differentiation Consideration:** Copies of the Colon and Semicolon Handout for each student

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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 the assessed standard for 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 12.3.2 Lesson 11.

- Students look at the agenda.

- Differentiation Consideration:** If students are using the 12.3 Common Core Learning Standards Tool, instruct them to refer to it for this portion of the lesson introduction.

Post or project standard L.11-12.1.b. Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

- Student responses should include:
 - This standard is about using references to resolve issues of contested usage when needed.

Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson's homework assignment. (Revise your introductions and conclusions based upon the feedback you received about the cohesion and clarity of these paragraphs. Refer to the W.11-12.1.a,c,e section of the 12.3.2 Rubric and Checklist to guide your revisions. Be prepared to discuss your revisions in the following lesson.) Instruct students to form pairs and discuss their revisions. Instruct students to refer to the W.11-12.1.a,c,e section of the 12.3.2 Rubric and Checklist to guide their discussion.

- Student responses vary according to their individual research-based argument papers.

Activity 3: Editing Instruction

15%

Remind students that they can strengthen their writing, communication skills, and their credibility as writers by using proper language conventions. Instruct students to take out their Hyphenation Conventions Handout from 12.1.3 Lesson 7, or distribute a new version of the handout. Instruct students to review their Hyphenation Conventions Handout.

- Students examine the Hyphenation Conventions Handout.

Ask students the following question:

What are some specific ways in which hyphens are used to strengthen writing?

- Student responses may include:
 - Hyphens are used to connect two words or multiple words into a single thought.
 - Hyphens can help writers avoid potentially confusing sentences or unclear combinations of letters and words by connecting words to form a single idea.
 - Hyphens should be used with certain prefixes such as *self-*, *all-*, *anti-*, *mid-*, and *ex-*.

Lead a whole-class discussion of student responses.

Remind students that, in addition to following hyphenation conventions, they should always incorporate proper capitalization, spelling, and punctuation into their writing.

- **Differentiation Consideration:** If individual students need more focused instruction on specific capitalization, punctuation, or spelling conventions, consider providing Web resources for students' reference such as <https://owl.english.purdue.edu/> (search terms: *capitalization; spelling conventions*).

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- **Differentiation Consideration:** If individual students need additional support for the proper use of colons and semicolons, consider distributing and providing instruction on the Colon and Semicolon Handout.

Activity 4: Independent Revision

15%

Instruct students to work individually to revise their writing by incorporating proper capitalization, spelling, and punctuation into their papers.

- Students independently revise their papers for proper capitalization, spelling, and punctuation.

Activity 5: Peer Review

30%

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 12.3.2 Rubric and Checklist. Direct students to turn to the "Control of Conventions" portion of the 12.3.2 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 (L.11-12.2.a, b).

- Student pairs read standard L.11-12.2 on their 12.3.2 Rubric and Checklist, and continue to revise their papers through peer review.
- **Differentiation Consideration:** Consider instructing students to mark L.11-12.2 on the 12.3.2 Rubric and Checklist to concentrate their focus on this standard. Complete 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 12.3.2 Rubric and Checklist. For instance, some

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students may require additional editing for formal style and objective tone while others may need to work on the organization of their claims. 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 12.3.2.

- Remind students that in this lesson, they continue the work of collaborative discussion practices outlined in SL.11-12.1.
- Encourage students to keep in mind the Module Performance Assessment as they practice the skills inherent in standard SL.11-12.4: presenting information, findings, and supporting evidence clearly and following a line of reasoning; addressing alternate or opposing perspectives; and ensuring the development, substance, and style of their presentations are appropriate to the purpose, audience, and task. Remind students that they will present and discuss their multimedia journals at the end of Module 12.3 and that this activity provides an opportunity to continue preparing for the Module Performance Assessment.

Activity 6: Revision and Lesson Assessment

15%

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 assessed using L.11-12.2 on the 12.3.2 Rubric and Checklist. Remind students to refer to the checklist as they are working.

- Students independently edit two paragraphs of their paper using L.11-12.2 on the 12.3.2 Rubric and Checklist.
- See the High Performance Response at the beginning of this lesson.

Activity 7: 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 12.3.2 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 12.3.2 Rubric and Checklist, and be prepared to discuss one or two edits in the following lesson.

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Hyphenation Conventions Handout

Name :		Class :		Date :	
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Common and proper uses of hyphens:

- Use a hyphen to join two words into a single thought.
 - Rather, “education is a set of processes and outcomes that are defined qualitatively” (UNESCO 28), and a high-quality education focuses on both cognitive and emotional growth.
- Use a hyphen to promote clarity in writing and avoid unclear combinations of words.
 - This wealth-generating competition depends as much on the free flow of information as it does on skilled human capital.
- Use a hyphen with certain prefixes such as *self-*, *all-*, *anti-*, and *mid-*.
 - *Self-sustaining*
 - *All-seeing*
 - *Anti-war*
 - *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

Name :		Class :		Date :	
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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.
 - This leads to more competition within and between industries: “Product markets are more competitive if all would-be entrepreneurs can use their talents” (Ward et al. ix).
- Use a colon when introducing a list.
 - Thus, education creates a positive feedback loop: people become educated, refine their talents, compete with one another, attract investors, increase domestic prosperity, create more wealth at the individual level, become educated potential investors themselves, and in turn incentivize education and the development of talent to perpetuate the virtuous cycle.

Common and proper uses of the semicolon:

- Use a semicolon to connect two *independent clauses* that are related to one another.
 - Education is not a luxury; it is the sustaining force of a developed economy and functioning government.

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