

12.3.2

Lesson 1

Introduction

In this first lesson of the unit, students are introduced to the process of drafting a research-based argument paper. Students draft, revise, peer review, and edit this paper over the course of 12.3.2. Students learn how to develop their research-based argument paper from the evidence-based perspective they completed in the previous lesson, 12.3.1 Lesson 27. Students determine a central claim from their research frame and evidence-based perspective and begin to construct an outline for the research-based argument paper. To complete the outline, students develop an individualized process for organizing their supporting claims and evidence for each claim while providing reasoning to support each claim. Student learning is assessed via a Quick Write at the end of the lesson: Explain your outlining process and how it informs the organization of your claim(s), reasons, and evidence.

For homework, students search for another source to gather stronger or more relevant evidence for a supporting claim on their outline, and provide reasoning that explains how this evidence supports the claim. Instruct students to record their evidence and reasoning on the Additional Evidence Tool.

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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.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Addressed Standard(s)	
W.11-12.1.a	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. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Assessment

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Assessment(s)

Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt:

- Explain your outlining process and how it informs the organization of your claim(s), reasons, and evidence.
- This Quick Write will be assessed using the W.11-12.1.a and W.11-12.5 portions of the 12.3.2 Rubric.

High Performance Response(s)

A High Performance Response should:

- Explain the selected outlining process (e.g., I have chosen to construct a web as an outline for my research paper with the central claim in the middle of the page, the supporting claims on the sides, and the reasoning connecting the supporting claims to the central claims. Also, the evidence is connected to the supporting claims on the outer sides of each supporting claim.).
- Explain how this process informs the organization of claim(s), reasons, and evidence (e.g., I am a visual thinker and this process helps me to organize my thinking visually. I place the central claim in the middle of the page, the supporting claims on the sides, and the reasoning connecting the two so that I can remember the function of reasoning is to explain how supporting claims reinforce the central claim. I add the evidence to the sides of each supporting claim. I also draw connecting lines from the evidence to the supporting claims with the reasoning noted, since reasoning also explains how evidence supports a claim.).

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.*

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

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Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.5, W.11-12.9, W.11-12.1.a, W.11-12.7 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Introduction to the Writing Process Reasoning, Planning, and Organization Outline Quick Write Closing 	<ol style="list-style-type: none"> 5% 10% 15% 35% 20% 10% 5%

Materials

- Student copies of Evidence-Based Perspectives (refer to 12.3.1 Lesson 27)
- Student copies of the research frame (refer to 12.3.1 Lesson 19)
- Student copies of the Organizing Evidence-Based Claims Tools (refer to 12.3.1 Lesson 23)
- Copies of the Outline Tool for each student (optional)
- Copies of the 12.3.2 Rubric and Checklist for each student
- Copies of the Additional Evidence Tool 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

5%

Begin by reviewing the agenda and the assessed standards for this lesson: W.11-12.5 and W.11-12.9. In this lesson, students are introduced to the writing process, the research-based argument paper, and the outline. Students determine a central claim from their research frame and evidence-based perspective and begin constructing an outline for the research paper. Students organize their supporting claims and evidence for each claim based on their synthesis work completed in 12.3.1. Students also analyze the evidence that supports each claim and provide reasoning to complete their outlines.

- Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson's homework assignment. (Complete a multimedia journal entry in response to the following prompts: How has your thinking changed regarding your problem-based question? How did your research process lead you to your evidence-based perspective?) Instruct students to talk in pairs about their response to the homework assignment.

- Student responses vary according to the research conducted.

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Activity 3: Introduction to the Writing Process

15%

Explain to students that the writing process is iterative, much like the research process in 12.3.1, which means that students frequently reassess their work or their thinking in order to improve and/or refine it. In 12.3.2, students compose a formal, research-based argument paper. 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 creating multiple drafts and revisions. Inform students that they will draft, revise, peer review, and edit throughout 12.3.2 to create a well-crafted research-based argument paper.

- **Differentiation Consideration:** Consider reviewing the meaning of *iterative*, which means “repeating” and was introduced in 12.3.1 Lesson 14.

Explain that the research paper students complete in 12.3.2 is a formal argument (a composition of precise claims about an issue) including relevant and sufficient evidence and valid reasoning. Advise students to keep in mind that the purpose of writing a research-based argument paper is to support their claims in an analysis of their chosen issue to convince readers to understand and accept their perspectives. Explain that students must also develop a central claim and support that claim using supporting claims and evidence.

- Students listen.
- Consider reviewing the skills inherent in W.11-12.7 and how they apply to writing a research-based argument paper.

Explain that the evidence-based perspective students developed at the end of 12.3.1 is the foundation for their research-based argument paper. Return to students their evidence-based perspectives. Explain that students should use their evidence-based perspectives to identify the claims and evidence they express in their papers. The research-based argument paper is a logical, well-reasoned, and coherent synthesis of students’ research and the arguments they drew from their research.

Explain that a research-based argument paper has a formal structure composed of an introduction, body paragraphs, conclusion, and works cited page. Inform students that they will focus on each of these parts in lessons throughout 12.3.2 to produce a final research-based argument paper for the End-of-Unit Assessment.

- Students listen.

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Activity 4: Reasoning, Planning, and Organization

35%

Explain to students that this part of the lesson focuses on organizing evidence and claims into an outline. Proper organization gives students a clear structure to follow when they begin writing.

- Remind students that the act of outlining or planning their papers addresses standard W. 11-12.5, which focuses on the writing process. Inform students that they continue to work with this standard throughout 12.3.2 as they revise, edit, and rewrite their papers.

Inform students that they are going to construct an outline to guide their work on the argument-based research paper. Explain to students that, because writing is an individual process, everyone has a slightly different method for outlining their thoughts. Inform students that although methods of outlining will be individualized, all outlines will share some common elements. Explain to students that in this lesson, they first learn the elements of an effective outline before beginning to write their own outlines.

Instruct students to consider what method of outlining works best for them. Some students may prefer creating a visual web of information to organize their thoughts. Other students might prefer to organize their thoughts in a bulleted list. Still others might prefer a combination of the two, or a different format entirely. Explain to students that organization at the beginning of the drafting process can help them to identify areas where the paper might be weak or need more work.

Instruct students to take out a sheet of paper to use to construct an outline. Inform students that in their outlines they should plan for an introduction, several body paragraphs, and a conclusion. The introductory paragraph should state the central claim of the paper; the body paragraphs should provide supporting claims and counterclaims with supporting evidence and reasoning; and the conclusion should summarize the argument and restate the central claim in a new way.

- **Differentiation Consideration:** If students require additional support with the outlining process, consider distributing the Outline Tool.
- Students work in greater detail with introductions, body paragraphs, and conclusions throughout 12.3.2.

Explain to students that to begin their outlines, they first determine the central claim. Explain to students that the answer to the problem-based question forms the central claim of the research-based argument paper. Instruct students to examine their evidence-based perspectives and their research frames, and briefly discuss in pairs the strongest or most interesting possible central claims that have emerged from their research. Remind students

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that they recorded several answers to their problem-based questions in the evidence-based perspective. Explain to students that a central claim must be strong enough to warrant and uphold several supporting claims.

- Students form pairs to discuss possible central claims for their research-based argument papers.
- Consider reminding students of their work with central claims in 12.3.1 Lesson 6. A *central claim* is an author or speaker’s main point about an issue in an argument.
- Students work on organizing counterclaims in 12.3.2 Lesson 2.

Instruct students to distill one of the possible central claims from the previous discussion on their outlines into a single sentence: a central claim. In order to distill the answer into a central claim, students should consider which perspective, surfaced through the research process, has the strongest evidence as well as an overarching claim they are interested in pursuing over the course of writing their paper. For example, if their problem-based question is “What is the most effective way for a developing nation to increase its economic prosperity?” students should write an answer to this question based on the best-supported conclusions expressed in the evidence-based perspective. In this example, this answer might be, “The most effective way for developing nations to become more prosperous is by investing in human capital, providing quality education and technology to all citizens, regardless of gender or race.”

- Students write down their problem-based question and central claim on their outlines.
- Student responses vary according to the research conducted.
- **Differentiation Consideration:** At this point, there may be some students at different stages of the research process. Some students may need more time or practice in developing a central claim that is supported by research and is interesting to write about. Consider using the Organizing Evidence-Based Claims Tools from 12.3.1 Lesson 23 to model how to craft a central claim that is supported by evidence and interesting to write about.

Explain to students that claims and evidence should be ordered within their paper in a logical manner that clearly supports their central claim and demonstrates valid reasoning. *Reasoning* connects evidence to claims by explaining how the evidence supports the claim.

- **Differentiation Consideration:** Consider reminding students of the definition of *reasoning*: “the logical relationships among ideas, including relationships among claims and relationships across evidence.”

Display the following example claims for students:

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- **Central Claim:** The most effective way for developing nations to become more prosperous is by investing in human capital, providing quality education and technology to all citizens, regardless of gender or race.
- **Claim:** Equal access to quality education results in wealth not only for a country as a whole, but also for the individuals who live in the country.
- **Claim:** Quality education is multifaceted and not limited to the classroom.
- **Claim:** The Internet provides vast opportunities for communication, and therefore fosters larger-scale competition among all people of a nation.

Explain to students that the claims need to be ordered in a way that effectively supports the central claim. Remind students that although some claims may be related to the central claim, they may not reinforce a logical relationship to the central claim and may not work effectively to persuade the reader that the central claim being presented is correct. Ask students:

Which claim in this sequence does not support the central claim?

- While it may be true, the claim, “Quality education is multifaceted and not limited to the classroom” does not directly support the central claim because it does not provide evidence to support the idea that education and technology will support economic development.
- **Differentiation Consideration:** This is a brief exercise in ordering claims in a logical, well-reasoned manner. Consider providing further instruction of logical conclusions from the information on the Purdue University Online Writing Lab (OWL): <http://owl.english.purdue.edu/> (search term: logical conclusions).

Inform students that when adding supporting claims to the outline they should articulate how the supporting claim connects to or supports the central claim. The significance of the supporting claim helps hold the paper together for the reader and helps explain how each section builds to the central claim.

- Students listen and follow along.
- Consider discussing W.11-12.1.a for further exploration of the concept of claims.

Instruct students to retrieve all of the Organizing Evidence-Based Claims Tools from their research materials from 12.3.1 that align with their central claim. Instruct students to arrange their Organizing Evidence-Based Claims Tools physically on their workspace in an order that reflects where each claim would appear in the research paper.

Display some potential questions for students to guide their organization of the tools:

Are my evidence-based claims in a logical order (i.e., one claim flows neatly into the next and the claims build toward an overarching central claim)?

Can I explain the significance of how each supporting claim supports the central claim?

How do I link my claims from the Organizing Evidence-Based Claims Tools to best support the central claim?

How can I transition from one claim to another to effectively demonstrate the reasoning and how it best supports the central claim?

- Students follow along and read the guiding questions.
- **Differentiation Consideration:** The organizational structure in this lesson is not meant to be prescriptive, but rather to model one way to organize a research-based argument paper.
- Students completed their Organizing Evidence-Based Claims Tools in 12.3.1 Lesson 23.
 - Students organize their Organizing Evidence-Based Claims Tools.

Instruct students to Turn-and-Talk briefly in pairs. Instruct students to discuss their answers to this question:

How does this order effectively support your central claim?

- Students Turn-and-Talk in pairs.
- Student responses vary according to the research conducted.
- Student responses should identify how the order of their claims supports the central claim and how this order demonstrates strong *reasoning*.

Lead a brief share out of pair discussions.

Instruct students to follow the order of their evidence-based claims from their Organizing Evidence-Based Claims Tools in the outline. Remind students that the purpose of this outline is to have a clear plan for their research-based argument paper and to consolidate all of their information into one place.

- Students work independently on adding supporting claims to their outlines.

- Students may decide to reorder their evidence-based claims from their Organizing Evidence-Based Claims Tools in the outline.
- See the Model Outline Tool at the end of this lesson (optional).

Display one model supporting claim for students. Explain that students need to use the evidence from their research to support each claim in the body of their papers, much like each claim in the paper supports the central claim. Explain that in order to provide reasoning, students should write a brief explanation of how this evidence supports each claim. Model the following evidence and analysis for students:

- **Supporting claim:** Equal access to quality education results in wealth not only for the country as a whole, but also for the individuals who live in the country.
- **Evidence:** “A more productive workforce, through greater equality in employment and education, increases expected rates of return, which in turn generates a modest increase investment and promotes growth.” (Ward et al. ix)
- **Reasoning (connecting the evidence to the claim):** When people have access to quality education, they become potential investors in the market and can develop capital of their own. This potential leads to more competition within and between industries. Competition is a motivator, so the more people use their talents within a specific industry, the harder people will work in the industry to be able to compete. Competition and hard work will also result in more reliable monetary return, which in turn incentivizes individual and shared investment.
- Students follow along with the modeling.

Inform students that this type of analysis is the starting point for each body paragraph in the research-based argument paper.

- Remind students that they have recorded evidence on their Organizing Evidence-Based Claims Tools. On their outline, they should focus on expressing how that evidence best supports each supporting claim.

Instruct students to form pairs to discuss their ideas about which evidence on their Organizing Evidence-Based Claims Tools best supports the first claim on their outlines. Instruct students to write this evidence and reasoning on their outlines. Remind students that the reasoning is an explanation of how the evidence supports the claim.

- Students discuss their ideas in pairs and add evidence and reasoning to their outlines.

Activity 5: Outline

20%

Instruct students to work individually to organize the claims and evidence in their outlines, using a method that makes sense to them. Remind students that everyone has a slightly different method for outlining their paper and organizing their thoughts, but everyone should apply all the elements discussed in today's lesson: a central claim, logically organized supporting claims, evidence, and reasoning to support each claim. Explain to students that they will add counterclaims to their outlines in the following lesson (12.3.2 Lesson 2). Finally, instruct students to identify one claim on their outline that requires additional or stronger evidence, as students search for additional and stronger evidence for homework.

- Students independently work on their outlines.
- **Differentiation Consideration:** Consider providing the Outline Tool to students who require additional support.

Activity 6: Quick Write

10%

Display and distribute the 12.3.2 Rubric and Checklist. Inform students that several lesson assessments and the research papers will be assessed using the 12.3.2 Rubric. Explain to students that each part of this rubric is aligned to specific Common Core Standards that are targeted to assess components of argument writing as well as relevant language standards.

Inform students that the 12.3.2 Rubric and Checklist is a resource to which they refer as they engage in the writing process throughout 12.3.2. The rubric also guides teacher feedback and assessment. The 12.3.2 Rubric details 4 categories of assessed standards, a brief synthesis of what those categories entail, and a list of the standards contained in that category. Corresponding to each standard category are 4 levels of potential student responses. The final page of the handout is a student checklist that corresponds with the rubric. Instruct students to review the 12.3.2 Rubric and Checklist briefly.

- Students follow along and review the 12.3.2 Rubric and Checklist.

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

Explain your outlining process and how it informs the organization of your claim(s), reasons, and evidence.

Instruct students to follow their outlines to develop their written responses. Remind students to use the W.11-12.1.a portion of the 12.3.2 Rubric and Checklist to guide their written responses. Remind students to practice the skills outlined in W.11-12.4, which include producing clear, coherent writing that employs organization and style appropriate to the task, purpose, and audience, to which they were introduced in Module 12.1.

- Students listen and read the Quick Write prompt.

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- 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 their outlines and the W.11-12.1.a and W.11-12.5 portions of the 12.3.2 Rubric and Checklist to guide their responses.
- See the High Performance Response at the beginning of this lesson.

Activity 7: Closing

5%

Display and distribute the homework assignment and distribute the Additional Evidence Tool. For homework, instruct students to search for another source to gather stronger or more relevant evidence for a supporting claim on their outline, and provide reasoning that explains how this evidence supports the claim. Instruct students to record their evidence and reasoning on the Additional Evidence Tool.

- Consider posting the Model Additional Evidence Tool as an exemplar along with the prompt.
- Students follow along.

Homework

Search for another source to gather stronger or more relevant evidence for a supporting claim on your outline, and provide reasoning that explains how this evidence supports the claim. Record your evidence and reasoning on the Additional Evidence Tool.

Outline Tool

Name :		Class :		Date:	
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Directions: Organize your claims below. State the connection of each supporting claim to the central claim, and then provide sufficient and relevant evidence and reasoning to support each claim. Finally, provide a strong counterclaim that challenges your central claim. Include supporting claims, evidence, and limitations of the counterclaim.

[Introduction]

Problem-based question:

Central claim:

[Body] **Supporting claim:**

Connection of supporting claim to the central claim:

Evidence:

Reasoning: *How does the evidence support your claim?*

Supporting claim:

Connection of supporting claim to the central claim:

Evidence:	Reasoning: <i>How does the evidence support your claim?</i>
Supporting claim:	
Connection of supporting claim to the central claim:	
Evidence:	Reasoning: <i>How does the evidence support your claim?</i>
Supporting claim:	
Connection of supporting claim to the central claim:	
Evidence:	Reasoning: <i>How does the evidence support your claim?</i>

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Counterclaim (to the central claim):	
Supporting claim (for the counterclaim):	
Evidence:	Reasoning: <i>How does this evidence support the counterclaim?</i>
Supporting claim (for the counterclaim):	
Evidence:	Reasoning: <i>How does this evidence support the counterclaim?</i>
Limitations of the counterclaim:	

[Conclusion]

Restate central claim:

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Model Outline Tool

Name :		Class :		Date:	
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Directions: Organize your claims below. State the connection of each supporting claim to the central claim, and then provide sufficient and relevant evidence and reasoning to support each claim. Finally, provide a strong counterclaim that challenges your central claim. Include supporting claims, evidence, and limitations of the counterclaim.

[Introduction]

Problem-based question: What is the most effective way for a developing nation to increase its economic prosperity?

Central claim: The most effective way for developing nations to become more prosperous is by investing in human capital, providing quality education and technology to all citizens, regardless of gender or race.

[Body] **Supporting claim:** For developing nations to prosper, men and women of all races must have equal access to quality education.

Connection of supporting claim to the central claim: This supporting claim highlights the value of equal access to education for all members of a developing nation.

Evidence: “[B]etter-educated women can undertake higher-value economic activity.” (Ward et al. viii)

“With the exceptions of resource-rich Oman, Bahrain and Saudi Arabia, no country has achieved both GDP per capita of over \$10,000 and a ratio of girls to boys in primary education of less than 90 per cent.” (Ward et al. viii)

Reasoning: *How does the evidence support your claim?*

This evidence supports the claim by providing a logical reason why education would support economic prosperity (higher-value activity), and providing a statistic linking education and economic prosperity in the vast majority of countries.

Supporting claim: Equal access to quality education results in wealth not only for countries as a whole but also for the individuals who live in these countries.

Connection of supporting claim to the central claim: This supporting claim highlights the connection between education and individual economic growth, which, in turn, supports national economic growth.

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<p>Evidence:</p> <p>“Product markets are more competitive if all would-be entrepreneurs can use their talents.” (Ward et al. ix)</p> <p>“A more productive workforce, through greater equality in employment and education, increases expected rates of return, which in turn generates a modest increase in investment and promotes growth.” (Ward et al. ix)</p>	<p>Reasoning: <i>How does the evidence support your claim?</i></p> <p>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 cycle.</p>
<p>Supporting claim:</p> <p>A developing nation must also seek out communication to foster productive competition within the nation, and technology plays a vital role; in order for communication to take place on a larger scale and contribute to economic growth, all citizens must have access to technology.</p>	
<p>Connection of supporting claim to the central claim:</p> <p>This supporting claim highlights the importance of technology for all citizens in order for national economic growth to occur.</p>	
<p>Evidence:</p> <p>“[D]eploying broadband networks at the community and municipal levels has become an important factor in allowing local businesses to grow and remain competitive.” (Qiang et al. 38)</p> <p>Broadband Internet access has also helped individual workers in developing nations “acquire skills (increasing their marketability as workers) and develop social networks through broadband-enabled Web applications, facilitating peer-to-peer communities and their integration with the economy” (Qiang et al. 36).</p>	<p>Reasoning: <i>How does the evidence support your claim?</i></p> <p>This evidence supports the claim by pointing to the direct benefits of broadband Internet access deployed throughout developing nations and the positive economic implications.</p>
<p>Counterclaim (to the central claim):</p>	
<p>Supporting claim (for the counterclaim):</p>	

Evidence:	Reasoning: <i>How does this evidence support the counterclaim?</i>
Supporting claim (for the counterclaim):	
Evidence:	Reasoning: <i>How does this evidence support the counterclaim?</i>
Limitation of the counterclaim:	
[Conclusion] Restate central claim: The future wellbeing of developing nations depends on investment in human capital. When everyone has equal access to quality education and technology, skilled workers will thrive at their fullest, and economies will grow.	

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12.3.2 Rubric

____ / ____ (Total points)

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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<p>Command of Evidence and Reasoning</p> <p>The extent to which the response develops claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>CCSS.ELA-Literacy.W.11-12.1</p> <p>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.</p> <p>CCSS.ELA-Literacy.W.11-12.1.b</p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and</p>	<p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that precisely anticipates the audience's knowledge level, concerns, values, and possible biases. (W.11-12.1.b)</p>	<p>Develop claim(s) and counterclaims fairly, supplying relevant evidence for each while pointing out the strengths and limitations of both in a manner that accurately anticipates the audience's knowledge level, concerns, values, and possible biases. (W.11-12.1.b)</p>	<p>Partially develop claim(s) and counterclaims, supplying weak evidence for each while pointing out the strengths and limitations of both in a manner that anticipates with partial accuracy the audience's knowledge level, concerns, values, and possible biases. (W.11-12.1.b)</p>	<p>Minimally develop claim(s) and counterclaims, supplying little evidence for each while pointing out the strengths and limitations of either in a manner that inaccurately anticipates the audience's knowledge level, concerns, values, and possible biases. (W.11-12.1.b)</p>

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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<p>Command of Evidence and Reasoning</p> <p>The extent to which the response demonstrates the use of relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assessment of the strengths and limitations of each source in terms of the task, purpose, and audience; selective integration of information into the text to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.11-12.8</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard</p>	<p>Skillfully demonstrates the use of relevant information from multiple authoritative print and digital sources, using advanced searches effectively; thorough assessment of the strengths and limitations of each source in terms of the task, purpose, and audience; skillful and selective integration of information into the text to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and consistently following a standard format for citation.</p>	<p>Demonstrates the use of relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assessment of the strengths and limitations of each source in terms of the task, purpose, and audience; skillful and selective integration of information into the text to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>Somewhat effectively demonstrates the use of relevant information from multiple authoritative print and digital sources, using advanced searches; partial assessment of the strengths and limitations of each source in terms of the task, purpose, and audience; somewhat effective integration of information into the text to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and inconsistently following a standard format for citation.</p>	<p>Ineffectively demonstrates the use of relevant information from multiple authoritative print and digital sources, using advanced searches effectively; insufficient assessment of the strengths and limitations of each source in terms of the task, purpose, and audience; ineffective integration of information into the text to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and rarely following a standard format for citation.</p>

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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<p>Coherence, Organization, and Style</p> <p>The extent to which the response introduces precise, knowledgeable claim(s), establishes the significance of the claim(s), distinguishes the claim(s) from alternate or opposing claims, and organizes claim(s), counterclaims, reasons, and evidence, establishing clear relationships among all components.</p> <p>CCSS.ELA-Literacy.W.11-12.1</p> <p>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.</p> <p>CCSS.ELA-Literacy.W.11-12.1.a</p> <p>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims,</p>	<p>Skillfully introduce precise, knowledgeable claim(s), thoroughly establish the significance of the claim(s), precisely distinguish the claim(s) from alternate or opposing claims, and skillfully organize claim(s), counterclaims, reasons, and evidence, establishing clear and logical relationships among all components. (W.11-12.1.a)</p> <p>Skillfully and consistently use precise words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships among the components of the argument. (W.11-12.1.c)</p> <p>Skillfully establish and maintain a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.1.d)</p> <p>Provide a concluding statement or section that clearly follows from and skillfully supports the argument presented. (W.11-12.1.e)</p>	<p>Introduce knowledgeable claim(s) appropriate to the topic, establish the significance of the claim(s), clearly distinguish the claim(s) from alternate or opposing claims, and organize claim(s), counterclaims, reasons, and evidence, establishing relationships among all components. (W.11-12.1.a)</p> <p>Consistently use appropriate words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships among the components of the argument. (W.11-12.1.c)</p> <p>Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.1.d)</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (W.11-12.1.e)</p>	<p>Introduce somewhat knowledgeable claim(s), partially establish the significance of the claim(s), imprecisely distinguish the claim(s) from alternate or opposing claims, and somewhat effectively organize claim(s), counterclaims, reasons, and evidence, establishing relationships among some components. (W.11-12.1.a)</p> <p>Inconsistently use appropriate words, phrases, and clauses as well as varied syntax to link the major sections of the text, creating limited cohesion or clarity in the relationships among the components of the argument. (W.11-12.1.c)</p> <p>Establish but fail to maintain a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.1.d)</p> <p>Provide a concluding statement or section that loosely follows from and so ineffectively supports the argument presented. (W.11-12.1.e)</p>	<p>Lack knowledgeable claim(s) or introduce problematic claim(s), minimally establish the significance of the claim(s), insufficiently distinguish the claim(s) from alternate or opposing claims, and ineffectively organize claim(s), counterclaims, reasons, and evidence, such that relationships among components are unclear. (W.11-12.1.a)</p> <p>Use improper words, phrases, or clauses as well as unvaried syntax to link the major sections of the text, creating incoherent or unclear relationships among the components of the argument. (W.11-12.1.c)</p> <p>Lack a formal style or objective tone that adheres to the norms and conventions of the discipline. (W.11-12.1.d)</p> <p>Provide a concluding statement or section that does not follow from or support the argument presented. (W.11-12.1.e)</p>

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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<p>Coherence, Organization, and Style</p> <p>The extent to which the response develops and strengthens writing during the writing process, addressing what is most significant for the specific purpose and audience.</p> <p>CCSS.ELA-Literacy.W.11-12.5</p> <p>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.</p>	Thoroughly develop and strengthen writing during the writing process, skillfully addressing what is most significant for the specific purpose and audience.	Develop and strengthen writing during the writing process, addressing what is most significant for the specific purpose and audience.	Partially develop and strengthen writing during the writing process, somewhat effectively addressing what is most significant for the specific purpose and audience.	Insufficiently develop and strengthen writing during the writing process, ineffectively addressing what is most significant for the specific purpose and audience.

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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
Control of Conventions The extent to which the response demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CCSS.ELA-Literacy.L.11-12.1 CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing or speaking.	Demonstrate skillful command of conventions with no grammar, usage, capitalization, punctuation, or spelling errors.	Demonstrate command of conventions with occasional grammar, usage, capitalization, punctuation, or spelling errors that do not hinder comprehension.	Demonstrate partial command of conventions with several grammar, usage, capitalization, punctuation, or spelling errors that hinder comprehension.	Demonstrate insufficient command of conventions with frequent grammar, usage, capitalization, punctuation, or spelling errors that make comprehension difficult.

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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
Control of Conventions The extent to which the response applies 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. CCSS.ELA-Literacy.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.	Skillfully 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.	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.	Somewhat effectively apply knowledge of language to understand how language functions in different contexts, to make somewhat effective choices for meaning or style, and to comprehend more fully when reading or listening.	Ineffectively apply knowledge of language, failing to understand how language functions in different contexts, making ineffective choices for meaning or style, and failing to comprehend more fully when reading or listening.

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

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12.3.2 Checklist

Assessed Standards: _____

	Does my response...	✓
Command of Evidence and Reasoning	Develop claim(s) and counterclaims by supplying the most relevant evidence for each? (W.11-12.1.b)	<input type="checkbox"/>
	Point out the strengths and limitations of both claim(s) and counterclaims? (W.11-12.1.b)	<input type="checkbox"/>
	Anticipate and address the audience's knowledge level, concerns, values, and possible biases? (W.11-12.1.b)	<input type="checkbox"/>
	Develop the topic with the most significant and relevant textual evidence? (W.11-12.2.b)	<input type="checkbox"/>
	Demonstrate the use of relevant information from multiple authoritative print and digital sources, using advanced searches effectively? (W.11-12.W.8)	<input type="checkbox"/>
	Assess the strengths and limitations of each source in terms of the task, purpose, and audience? (W.11-12.W.8)	<input type="checkbox"/>
Coherence, Organization, and Style	Introduce precise, knowledgeable claim(s) and establish the significance of the claim(s)? (W.11-12.1.a)	<input type="checkbox"/>
	Distinguish the claim(s) from alternate or opposing claims? (W.11-12.1.a)	<input type="checkbox"/>
	Create an organization that logically sequences claim(s), counterclaims, reasons and evidence? (W.11-12.1.a)	<input type="checkbox"/>
	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text and create cohesion? (W.11-12.1.c)	<input type="checkbox"/>
	Use words, phrases, and clauses as well as varied syntax to clarify the relationships between claims(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims? (W.11-12.1.c)	<input type="checkbox"/>

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	Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline? (W.11-12.1.d)	<input type="checkbox"/>
	Provide a concluding statement or section that follows from and supports the argument presented? (W.11-12.1.e)	<input type="checkbox"/>
	Develop and strengthen writing during the writing process, addressing what is most significant for the specific purpose and audience? (W.11-12.5)	<input type="checkbox"/>
Control of Conventions	Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling? (L.11-12.1, L.11-12.2)	<input type="checkbox"/>
	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? (W.11-12.L.3)	<input type="checkbox"/>

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Additional Evidence Tool

Name :		Class :		Date:	
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Directions: Choose one supporting claim from your Outline Tool that requires stronger or more relevant evidence. Record the source, the new evidence, and why the evidence provides additional support for your claim.

Claim:

Source:

Evidence:

Reasoning: *How does the evidence provide additional support for your claim?*

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Model Additional Evidence Tool

Name :		Class :		Date:	
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Directions: Choose one supporting claim from your Outline Tool that requires stronger or more relevant evidence. Record the source, the new evidence, and why the evidence provides additional support for your claim.

Claim: Increasing access to high-speed Internet is not only a supplement to quality education in the classroom; it becomes a source of education itself, offering vital social interaction between all citizens of a nation regardless of gender or race.

Source: Qiang et al.

<p>Evidence:</p> <p>Broadband Internet access has also helped individual workers in developing nations “acquire skills (increasing their marketability as workers) and develop social networks through broadband-enabled Web applications, facilitating peer-to-peer communities and their integration with the economy” (Qiang et al. 36).</p>	<p>Reasoning: <i>How does the evidence provide additional support for your claim?</i></p> <p>Facilitating peer-to-peer communities and increasing access to information becomes a source of education, and the skills people gain as a result (first by learning to use the Internet and then by having access to information and dialogue) help them integrate more effectively and equally into the economy.</p>
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