

WR.1 ARGUMENT

Lesson 3 Argument Prompt Analysis

Introduction

In this lesson, students are introduced to the unit’s argument writing prompt: Take a position on whether your school should participate in the national “Shut Down Your Screen Week.” Write a multi-paragraph argument to support your position, using evidence from the texts that you read. As the first step in the writing process, students analyze the prompt to determine the writing task for this unit. Students also discuss how the purpose and audience influence their understanding of the task. Student learning is assessed via completion of the WR.1 Lesson 3 Prompt Analysis Exit Slip, in which students explain in their own words what the prompt requires of them. Students then transition to reading and analyzing the article “Kids Still Getting Too Much ‘Screen Time’: CDC” by Amy Norton, in which the author discusses the results of a study that found a significant number of teenagers in the United States spending more time using digital media than experts suggest.

For homework, students reread the article and respond briefly in writing to the following question using evidence from the article: How does the information in this article influence your thoughts about the topic of “Shut Down Your Screen Week”?

① Based on students’ familiarity with arguments and argument writing, this lesson may extend beyond one class period.

Standards

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

	reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
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Assessment

Assessment(s)
<p>Student learning is assessed via completion of the WR.1 Lesson 3 Prompt Analysis Exit Slip. Students respond to the following prompt:</p> <ul style="list-style-type: none"> In your own words, explain what the prompt requires you to do and consider how purpose and audience influence your task. <p>① Refer to the Model WR.1 Lesson 3 Prompt Analysis Exit Slip at the end of the lesson.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Explain what the prompt requires (e.g., The prompt requires me to choose and argue one side, either “yes” or “no,” on the topic of whether or not my school should participate in the event “Shut Down Your Screen Week.” I must use evidence from the texts provided to me to support my argument. I need to learn about this event as well as the advantages and disadvantages of using digital media.). Explain how the purpose and audience influence the task (e.g., I must attempt to convince the principal of my school to accept my central claim by fully developing my response with multiple supporting claims and using evidence and reasoning to advance my argument.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> cholesterol (n.) – substance that is found in all animal tissues, especially in the brain, spinal cord, and fat tissues; it functions mainly as a protective agent in the skin and nerve cells and as a detoxifier in the bloodstream correlate (v.) – to have a close connection with something
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)

- findings (n.) – the results of an investigation
- pediatrician (n.) – a doctor who treats babies and children
- devote (v.) – to use (time, money, energy, attention, etc.) for (something)
- obesity (n.) – the state of being fat in a way that is unhealthy
- consumption (n.) – the use of something
- couch potatoes (n.) – people who spend a lot of time sitting and watching television
- isolated (adj.) – separate from others
- ban (v.) – to forbid people from using (something)
- monitor (v.) – to watch, observe, listen to, or check (something) for a special purpose over a period of time

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: W.9-10.5, W.9-10.9.b • Text: “Kids Still Getting Too Much ‘Screen Time’: CDC” by Amy Norton 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Analysis of the Prompt 4. Prompt Analysis Exit Slip 5. Reading and Discussion 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 15% 3. 30% 4. 10% 5. 35% 6. 5%

Materials

- Copies of the WR.1 Lesson 3 Prompt Analysis Exit Slip for each student
- Copies of “Kids Still Getting Too Much ‘Screen Time’: CDC” by Amy Norton for each student

- ① Consider numbering the paragraphs of “Kids Still Getting Too Much ‘Screen Time’: CDC” before the lesson.

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
①	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda. In this lesson, students are introduced to the unit’s argument writing prompt. As the first step in the writing process, students analyze the prompt to determine the writing task for this unit. Students also discuss how the purpose and audience influence their understanding of the task, which they demonstrate on the WR.1 Lesson 3 Prompt Analysis Exit Slip. Students then transition to reading and analyzing the article “Kids Still Getting Too Much ‘Screen Time’: CDC” by Amy Norton, in which the author discusses the results of a study on digital media use. Before discussing the article, students briefly consider the purpose of annotating the articles in this unit.

- Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to take out their responses to the previous lesson’s homework assignment. (Respond briefly in writing to the following question: What might have been the prompt for the argument model “We Need the League”? Give three reasons to support your answer.)

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

- 💬 Student responses may include:
 - The prompt might have been to pretend to be a United States senator in 1919 and write a speech or letter defending the decision to vote in favor of signing the Treaty of Versailles and joining the League of Nations.

- This prompt seems appropriate, because the central claim is that voting in favor of the treaty was the right decision. The writer then gives several reasons for why he chose to sign the treaty. Finally, the writer concludes by emphasizing that the treaty needs to be signed.

Post or project the actual prompt for the model “We Need the League”:

- In the persona of a senator from 1919, take a position on whether or not the United States should join the League of Nations.

Lead a brief whole-class discussion about whether or not “We Need the League” fulfilled the prompt.

Activity 3: Analysis of the Prompt

30%

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

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

Take a position on whether your school should participate in the national “Shut Down Your Screen Week.” Write a multi-paragraph argument to support your position, using evidence from the texts that you read.

- ① If necessary, explain to students that “Shut Down Your Screen Week” refers to a national event in which participants pledge not to use digital media for entertainment for a seven-day period. The pledge does not ask participants to stop using screens for school or work. See <http://www.screenfree.org/> (search terms: “What is SFW”) for more information.

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

What are your initial reactions to this prompt? What are your initial thoughts and questions about your school participating in “Shut Down Your Screen Week”?

- 💬 Student responses will vary.

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

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

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

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

- ☞ The task is to use the information from the given sources to choose and argue one side, either “yes” or “no,” on the topic of whether or not my school in particular should participate in the event “Shut Down Your Screen Week.”

① **Differentiation Consideration:** If necessary, explain to students that a prompt informs students of their *task*. Provide students with the following definition: the *task* is the work they must do in order to respond to the prompt.

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

Lead a brief whole-class discussion of student responses.

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

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

Describe the central claim the prompt requires you to make.

- ☞ The prompt requires me to make a central claim about whether or not our school should participate in the “Shut Down Your Screen Week” event.

① **Differentiation Consideration:** If students struggle with this question, consider asking the following questions:

What is the topic presented in this prompt?

- ☞ The topic of the prompt is the national event called “Shut Down Your Screen Week.”

On what group of people does the prompt require you to focus?

- ☞ The prompt specifies “your school,” so my writing should focus only on whether or not our school, and not another school or group of people, should participate. In my paper, I should

focus on how participating or not participating in the event would affect the people at our school, specifically, like the students, teachers, and other staff.

The prompt states that you must write an “argument.” Why is this word important? How does this word influence the way you write your paper?

- 💬 Writing an argument requires me to make a central claim. I must also use supporting claims, evidence, and reasoning to attempt to convince my audience to accept my perspective.

What is the purpose of an argument? How do you plan to apply this purpose to the assignment?

- 💬 The purpose of an argument is to convince the audience to accept my perspective. In this assignment, I must develop my argument to try to convince my audience that our school should or should not participate in “Shut Down Your Screen Week.”

① If necessary, remind students that they learned the meaning of *purpose* and the purpose of an argument in Lesson 1.

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

- 💬 Student responses may include:
 - Knowing exactly what “Shut Down Your Screen Week” asks people to do would be helpful. I could use this information in my introduction to set up the topic of the argument.
 - Learning from the given texts what some of the benefits of digital media would be useful. I could use this information to make supporting claims or counterclaims and as evidence to develop my claims.
 - Knowing what the given texts say about the harmful effects of digital media would be helpful. I could use this information to make supporting claims or counterclaims and as evidence to develop my claims.

Lead a brief whole-class discussion of student responses.

Explain to students that knowledge of the audience also influences the way they execute their task and attempt to fulfill their purpose. Explain that the audience for their argument is the principal of their school. Ask students to Think, Pair, Share about the following question:

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

- 💬 Student responses may include:

- Because the principal is a school official who cares about the academic performance and general well-being of the school's students, I must ensure that my claims acknowledge the principal's role as a school official and his or her responsibility to ensure high levels of academic performance.
- Because the principal is well educated, I must use compelling claims with detailed evidence and logical reasoning to support my positions.
- The principal is a professional, so to ensure that the principal understands my ideas and takes them seriously, I will have to write a formal paper with correct English.

① **Differentiation Consideration:** If students struggle, consider asking the following questions:

Describe the school's principal. What do you know about the principal? Why might the principal care about this topic?

- 💬 The principal is likely well educated and interested in participating in events that are good for students and the school. The principal might care about this topic, because she or he cares about students' education.

Based on your understanding of the principal, what should students do in order to take their audience into account?

- 💬 Students should take a clear position on the argument topic and write clear and convincing claims with powerful evidence and reasoning to appeal to the principal. Students should also use formal language with correct English grammar, spelling, and punctuation to make sure that their ideas are clear and the principal takes their arguments seriously.

Lead a brief whole-class discussion of student responses.

- ① Students learn how to take their audience's knowledge and concerns into account when revising their arguments in Lesson B.

Activity 4: Prompt Analysis Exit Slip

10%

Inform students that the assessment for this lesson requires students to explain the prompt in their own words and consider how purpose and audience influence their task. Distribute a copy of the WR.1 Lesson 3 Prompt Analysis Exit Slip to each student. Instruct students to independently complete the WR.1 Lesson 3 Prompt Analysis Exit Slip.

- 💬 See the High Performance Response and the Model WR.1 Lesson 3 Prompt Analysis Exit Slip for sample student responses.

- ① Consider informing students that this exit slip constitutes their statement of purpose for their arguments. Explain to students that they will return to this statement throughout the writing process to ensure they keep in mind their task, purpose, and audience. Students may store these statements in a folder or writing portfolio.

Activity 5: Reading and Discussion

35%

- ① The following activity addresses the expectations of W.9-10.9.b.

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

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

💬 Student responses may include:

Annotating these articles helps students:

- Understand each author’s claims and evidence
- Focus on the information they need to build their knowledge on the argument topic
- Record their thinking on the argument topic, like whether they agree or disagree with what the author writes and why
- Keep track of the evidence they may want to include when they write their own arguments

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

Instruct students to form pairs or small groups. Distribute a copy of “Kids Still Getting Too Much ‘Screen Time’: CDC” by Amy Norton to each student.

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

Based on the title, what information do you expect to read in the article?

💬 Student responses may include:

- The title indicates that the article will focus on how much kids use screens.

- The title suggests that the article will include information about how much time is “too much ‘screen time.’”
- Based on the title, the article will likely include information about why “screen time” is bad for kids.

① **Differentiation Consideration:** If necessary to support comprehension and fluency, consider using a masterful reading of the article for the lesson.

Provide students with the following definitions: *cholesterol* means “substance that is found in all animal tissues, especially in the brain, spinal cord, and fat tissues; it functions mainly as a protective agent in the skin and nerve cells and as a detoxifier in the bloodstream” and *correlate* means “to have a close connection with something.”

① Students may be familiar with these words. Consider asking students to volunteer the definitions before providing them to the class.

- ▶ Students write the definitions of *cholesterol* and *correlate* on their copies of the text or in the appropriate section of their vocabulary journals.

① **Differentiation Consideration:** Consider providing students with the following definitions: *findings* means “the results of an investigation,” *pediatrician* means “a doctor who treats babies and children,” *devote* means “to use (time, money, energy, attention, etc.) for (something),” *obesity* means “the state of being fat in a way that is unhealthy,” *consumption* means “the use of something,” *couch potatoes* means “people who spend a lot of time sitting and watching television,” *isolated* means “separate from others,” *ban* means “to forbid people from using (something),” and *monitor* means “to watch, observe, listen to, or check (something) for a special purpose over a period of time.”

- ▶ Students write the definitions of *findings*, *pediatrician*, *devote*, *obesity*, *consumption*, *couch potatoes*, *isolated*, *ban*, and *monitor* on their copies of the text or in the appropriate section of their vocabulary journals.

Instruct students to read “Kids Still Getting Too Much ‘Screen Time’: CDC.” Instruct students to annotate the article for items they find interesting and engaging, such as an unusual word choice, beautiful phrase, illuminating analysis, or surprising fact.

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

① **Differentiation Consideration:** If the skill of annotation is new or challenging to students, consider posting or projecting the text and asking student volunteers to share their annotations for important

information related to this unit’s writing prompt. Consider posting or projecting the volunteered annotations.

What are your initial reactions to the information in this article? Considering what you expected to read in the article, did you find any of the information surprising?

- 💬 Student responses will vary but should demonstrate an engagement with the article and topic:
 - Too much screen time has negative health effects on kids.
 - Media consumption is not bad, but it should be done in moderation.
 - Based on the title, it was surprising that the study actually only shows a small percentage of teenagers—only 15%—“watch four or more hours of TV daily” (par. 3).
 - Based on the title, it was not surprising to read that almost 75% of teenagers spend at least two hours per day using digital media (par. 2).

What information in this article interests you the most?

- 💬 Student responses will vary.

What is the topic of this article?

- 💬 This article is about a study that showed a significant number of teenagers in the United States spending more time using “entertainment media” than experts suggest (par. 5). The article also discusses how too much screen time affects children.

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

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to reread the article “Kids Still Getting Too Much ‘Screen Time’: CDC” by Amy Norton and respond briefly in writing to the following question using evidence from the article:

How does the information in this article influence your thoughts about the topic of “Shut Down Your Screen Week”?

- ▶ Students follow along.

Homework

Reread the article “Kids Still Getting Too Much ‘Screen Time’: CDC” by Amy Norton and respond briefly in writing to the following question using evidence from the article:

How does the information in this article influence your thoughts about the topic of “Shut Down Your Screen Week”?

WR.1 Lesson 3 Prompt Analysis Exit Slip

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

Writing Prompt:	Take a position on whether your school should participate in the national “Shut Down Your Screen Week.” Write a multi-paragraph argument to support your position, using evidence from the texts that you read.
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Explanation of the prompt in your own words:

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Model WR.1 Lesson 3 Prompt Analysis Exit Slip

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

Writing Prompt:	Take a position on whether your school should participate in the national “Shut Down Your Screen Week.” Write a multi-paragraph argument to support your position, using evidence from the texts that you read.
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Explanation of the prompt in your own words:

The prompt requires me to choose and argue one side, either “yes” or “no,” on the topic of whether or not my school in particular should participate in the event “Shut Down Your Screen Week.” I must use evidence from the texts provided to me to support my argument. I need to learn about this event as well as the advantages and disadvantages of using digital media. I must attempt to convince the principal of my school to accept my central claim by fully developing my response with multiple supporting claims and using evidence and reasoning to advance my argument.