

WR.1 ARGUMENT

Lesson 7 Planning: Outlining

Introduction

In this lesson, students review the format of a standard outline and then draft an outline that aligns with their statements of purpose. As they draft their outlines, students who need additional assistance with articulating or organizing their ideas in their outlines have an opportunity to meet with the teacher in one-on-one conferences. Student learning is self-assessed via annotations to their outlines corresponding to the applicable items on the model outline structure.

For homework, students continue drafting their outlines or revise their outlines based on their student-teacher conferences. Students also prepare to explain how they organized their supporting claims, evidence, and reasoning in their outlines.

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.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Assessment

Assessment(s)
Student learning is self-assessed via annotations to their outlines corresponding to the model outline structure.

High Performance Response(s)

A High Performance Response should:

- Include a central claim (e.g., We should participate in “Shut Down Your Screen Week.”).
- Include supporting claims (e.g., Overuse of technology can be an addiction. Extensive multitasking is damaging users’ brains. Technology use prevents social contact.).
- Include a counterclaim (e.g., Technology can benefit a person’s brain.).
- Provide evidence for each supporting claim (e.g., “The stimulation provokes excitement—a dopamine squirt—that researchers say can be addictive.” (Richtel).).
- Include reasoning to demonstrate relationships between claims and evidence (e.g., Ability to concentrate and focus is in danger.).

 See the [Model Outline](#) for sample student responses.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> • Standards: W.9-10.5, W.9-10.1, W.9-10.6 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Introduction to Standard Outline Structure 4. Drafting an Outline and Teacher Conferences 5. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 0% 3. 20% 4. 70% 5. 5%

Materials

- None.

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. In this lesson, students are introduced to a standard outline structure before drafting their own outlines for their individual arguments. During drafting, students who need additional support with articulating or organizing their ideas in their outlines have an opportunity to meet with the teacher for one-on-one conferences.

- Students look at the agenda.

Activity 2: Homework Accountability

0%

- ❗ Students will be held accountable for their homework during Activity 4: Drafting an Outline.

Activity 3: Introduction to Standard Outline Structure

20%

- ❗ The following activity addresses the expectations of W.9-10.1.

Remind students that in argument writing, the writer first introduces a central claim about the topic. Throughout the argument, the writer supports the central claim with other smaller, supporting claims, which are then supported by evidence and reasoning. The writer also includes a counterclaim to one of his or her claims. Explain that in this lesson, students draft outlines for their arguments to assist them in planning their arguments and organizing their claims, evidence, and reasoning.

- ❗ **Differentiation Consideration:** If necessary, instruct students to take out their copies of the Argument Visual Handout (refer to Lesson 1). Remind students of the definitions of *argument* and its key parts, which they learned in Lesson 1:

- **Argument:** The organized collection of clear, definite claims about a topic, including enough evidence that is related to the topic, and logical reasoning
- **Central Claim:** An author or speaker’s main point about an issue
- **Supporting Claims** Smaller, related points that develop or advance the central claim
- **Counterclaim:** A statement that opposes another claim
- **Evidence:** The facts, events, and ideas that support the claims of an argument
- **Reasoning:** The logical relationships among ideas, including relationships among claims and relationships across evidence

Ask volunteers to list the parts of a standard outline.

- ① This lesson demonstrates the use of an outline to assist students in planning and organizing their arguments. However, teachers may substitute other graphic organizers (boxes and bullets, argument chart, etc.) that better meet their students’ needs.
- ① To support students’ understanding of the outline format, consider recording student responses on the board or chart paper.

► As a class, students create a standard outline structure:

- I.
 - A.
 - 1.
 - a.
 - 2.
 - a.
 - B.
 - 1.
 - a.
 - 2.
 - a.

Once the outline form is established, ask for student volunteers to name the parts of the argument (central claim, supporting claims, evidence, reasoning, counterclaims) that should go beside each letter or number.

► As a class, students create the following model outline structure:

- I. Central Claim
 - A. Supporting Claim 1
 - 1. Evidence
 - a. Reasoning

- 2. Evidence
 - a. Reasoning
- B. Supporting Claim 2
 - 1. Evidence
 - a. Reasoning
 - 2. Evidence
 - a. Reasoning
- C. Counterclaim
 - 1. Evidence
 - a. Reasoning against counterclaim
- D. Conclusion
 - 1. Further evidence (if provided)
 - a. Further reasoning (if provided)

Inform students that the purpose of the model outline structure is to provide an example of how to organize relevant information as students prepare to write their own arguments.

Activity 4: Drafting an Outline and Teacher Conferences

70%

Explain that for this lesson’s assessment, students draft an outline for their argument papers and self-assess their outlines using annotations that correspond to the model outline structure students created in the previous activity. After they draft an outline, students review their outlines alongside the model outline structure and label their outlines with each component from the model outline structure. Students should note those items that are missing from their outlines so that they have a reference for revision.

- ▶ Students follow along.

Instruct students to draft an outline for their argument. Remind students to refer to the model outline structure as they draft. Inform students that each component of their outline does not need to be a complete sentence; rather, students should use the outline to focus on how to best organize their ideas.

Instruct students to use their copies of the annotated articles from Lessons 3–5, their Pros and Cons Charts, their prewrites, and their statements of purpose to draft their outline. Remind students that their outlines are a plan for achieving their purpose in this argument.

Transition to individual drafting and annotating.

- ▶ Students independently draft an outline for their argument and annotate their outline according to the model outline structure.

① If necessary, remind students of the prompt for their argument:

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 **Differentiation Consideration:** If students need additional support, consider allowing them to draft with each other or as a class to ensure that they understand how to effectively write an outline.
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Conduct individual student-teacher conferences with those students who may need additional help with planning their argument. Instruct students to continue drafting their outlines when they are not in their conference.

- ① If students need additional support, teacher conferences may extend into the following lessons while other students are drafting.
- ① In order to ensure that students can continue to work effectively on their outlines, they should not be collected unless teachers need to assess students’ abilities to draft an outline and students are unable to use the online writing community.

Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue drafting their outlines or revise their outlines based on their student-teacher conferences. Remind students to use the model outline structure to guide their drafting and revisions. Also, instruct students to prepare to explain how they organized their supporting claims, evidence, and reasoning in their outlines.

- Students follow along.
- ① If students worked collaboratively or in pairs to develop and refine their outlines in place of student-teacher conferences, consider suggesting students use the work done in these groups as the basis for their revisions.
- ① Consider using methods for facilitating independent writing and peer reviewing work outside of class. Ideas for creating online writing communities for your students include blogs, Google Docs, or other online sharing sites.
- ① If an online writing community has been established for the class, instruct students to post their revised outlines for sharing with peers and/or assessment. Remind peer reviewers to consider how effectively their peers have organized their supporting claims, counterclaims, evidence, and reasoning. (Students’ use of the online writing community addresses the expectations of W.9-10.6.)

- ① Instruct students to form peer review pairs or small groups. Consider maintaining the same peer review pairs or small groups through Lesson 10 so that students can provide and receive consistent feedback from a peer familiar with their work.

Homework

Continue drafting your outline or revise your outline based on your student-teacher conference. Use the model outline structure to guide your drafting or revisions. Also, prepare to explain how you organized your supporting claims, evidence, and reasoning in your outline.

Model Outline

I. Central Claim: We should participate in “Shut Down Your Screen Week.”

A. Checking your mail or social media can be addictive.

1. “The stimulation provokes excitement—a dopamine squirt—that researchers say can be addictive.” (Richtel)

a. Taking a break from using technology can prevent this

B. Extensive multitasking is damaging users’ brains.

1. Our ability to concentrate on one thing is “fading away” (Perez).

a. Ability to concentrate and focus is in danger.

C. Counterclaim: Technology can benefit a person’s brain.

1. Using technology “makes us adept at filtering information, making snap decisions” (Perez).

a. Negative outweighs the potential benefits.

D. Technology use prevents social contact.

1. Technology “diminishes empathy by limiting how much people engage with one another” (Richtel).

a. Technology prevents people from forming real relationships.

E. Conclusion: Technology is harmful, so we should participate in “Shut Down Your Screen Week.”

1. Technology use can be dangerous and should be monitored and restricted as necessary.

a. Taking a break from the use of technology has benefits.