

**WR.1**  
**ARGUMENT**

**Lesson 8 Drafting: Body Paragraphs**

**Introduction**

In this lesson, students begin drafting their argument by focusing on building an effective body paragraph. In Lessons 8, 9, and 10, students work in a nonlinear process to draft their body paragraphs before their introductions in order to establish their supporting claims and evidence. The process of working backwards from the body paragraphs encourages students to develop the essential evidence and reasoning needed to craft an effective argument. The work in this lesson provides students with clarity and direction necessary for the drafting of an introduction and conclusion in Lessons 9 and 10.

Students begin by participating in a jigsaw activity to examine body paragraphs from the articles they read in Lessons 3–5 and discuss the components that make these body paragraphs effective. Students then draft one body paragraph that supports their central claim. Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Argument Writing Checklist.

For homework, students continue to draft their body paragraphs, focusing on including relevant supporting claims as well as providing well-organized and supportive evidence and reasoning.

- ① Additional drafting time will be needed to ensure students develop a thorough argument. Plan an additional day or days following this lesson to allow students to draft additional body paragraphs and revise as necessary. During these additional lessons, teachers may continue to conference with students in order to address needs or concerns. These additional lessons may be based on the format of this lesson.
- ① Lessons 8, 9, and 10 provide drafting time for a body paragraph, an introduction, and a conclusion, respectively. If a more linear drafting approach is desired, Lesson 9 may be completed before Lesson 8.

**Standards**

Assessed Standard(s)	
W.9-10.1.b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  b. Develop claim(s) and counterclaims fairly, supplying evidence for each while

	pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
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.
<b>Addressed Standard(s)</b>	
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

<b>Assessment(s)</b>
Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Argument Writing Checklist.
<b>High Performance Response(s)</b>
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>• Develop supporting claims and/or counterclaims clearly and fairly (e.g., However, it is not simply the addictive quality of digital media that is concerning; this kind of extensive use is actually harmful to the brain.).</li> <li>• Include relevant and sufficient evidence and valid reasoning to support the claim and disprove the counterclaim (e.g., Using technology frequently throughout the day often requires people to multitask, and excessive multitasking is dangerous for the brain. Research has shown that “[h]eavy multitaskers actually have more trouble focusing and shutting out irrelevant information ... and they experience more stress” (Richtel).).</li> </ul> <p><b>i</b> The above responses are taken from paragraph 3 of the model argument in Lesson 10. This model is a complete response to the WR.1 argument prompt. Consult the model argument for context for these responses and for more examples.</p>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p><b>Standards &amp; Texts:</b></p> <ul style="list-style-type: none"> <li>Standards: W.9-10.1.b, W.9-10.5, W.9-10.6</li> <li>Texts: “Social Media as Community” by Keith Hampton, “Kids Still Getting Too Much ‘Screen Time’: CDC” by Amy Norton, “Education 2.0: Never Memorize Again?” by Sarah Perez, and “Attached to Technology and Paying a Price” by Matt Richtel</li> </ul> <p><b>Learning Sequence:</b></p> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Writing Instruction: Effective Body Paragraphs</li> <li>Drafting a Body Paragraph</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>15%</li> <li>30%</li> <li>45%</li> <li>5%</li> </ol>

## Materials

- Student copies of “Social Media as Community” by Keith Hampton, “Kids Still Getting Too Much ‘Screen Time’: CDC” by Amy Norton, “Education 2.0: Never Memorize Again?” by Sarah Perez, and “Attached to Technology and Paying a Price” by Matt Richtel (refer to WR.1 Lessons 3–5)
- Student copies of the up-to-date Argument Writing Checklist (refer to WR.1 Lesson 2 Model Argument Writing Checklist)

## 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. <b>Bold text indicates questions for the teacher to ask students.</b> <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 participate in a jigsaw activity to identify elements of effective body paragraphs in the articles they read in Lessons 3–5. Students then draft a single body paragraph to introduce a supporting claim with relevant and sufficient evidence and valid reasoning that support the central claim of their argument. Students continue to draft additional body paragraphs for homework or during future lessons as necessary.

- ▶ Students look at the agenda.

## Activity 2: Homework Accountability

15%

Instruct students to take out their responses to the previous lesson’s homework assignment. (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.)

Explain that in this activity and throughout this unit, students provide constructive criticism to their peers. Explain to students that *constructive criticism* means “criticism or advice that is useful and intended to help or improve something, often with an offer of possible solutions.” Constructive criticism helps students share advice with their peers in a positive and academic manner.

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

① **Differentiation Consideration:** To support students’ understanding of constructive criticism, consider asking the following question:

**What are some examples of how to offer constructive criticism, specifically sentence starters for providing constructive criticism?**

💬 Student responses may include:

- “This could be stronger if you add ...”
- “If you move this paragraph and this paragraph, it would ...”
- “This might make more sense if you explain ...”
- “Instead of this word, why not use ...?”

Instruct students to form peer review pairs or small groups to explain how they organized their supporting claims, evidence, and reasoning in their outlines. If students completed revisions for homework, instruct students to share two of the revisions they made to their outlines and how those revisions improved the clarity of content or structure in their outline.

💬 Student responses may include:

- I changed the wording of this supporting claim so that it better aligns with my central claim.
- I picked a new counterclaim that is a more forceful statement against my central claim, so that when I show that this counterclaim is incorrect, my argument will seem even more convincing to my readers.

Lead a brief whole-class discussion of student responses.

- ① 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.

### Activity 3: Writing Instruction: Effective Body Paragraphs

**30%**

Transition to a jigsaw discussion by creating “home” groups of 4 students each. Instruct students to take out their copies of the articles they read in Lessons 3–5. Instruct student groups to decide among themselves which group member is responsible for which of the following sections from previously examined articles:

- “Social Media as Community” paragraph 3
- “Kids Still Getting Too Much ‘Screen Time’: CDC” paragraph 14
- “Education 2.0: Never Memorize Again?” paragraph 6
- “Attached to Technology and Paying a Price” section 3, paragraphs 12–13

Instruct students to leave their home groups to form “expert” groups based on the text for which each student is responsible (e.g., all students responsible for paragraph 3 of “Social Media as Community” now form one group). Explain that “expert” groups are those that read, analyze, and become class experts on their article’s body paragraph(s) so that they can share with their “home” groups their understanding of what makes the body paragraphs effective.

Explain to students that these body paragraphs serve to develop and support each author’s claims. Instruct students to read the body paragraph(s) and note any previous annotations they made regarding supporting claims, evidence, and reasoning. Post or project the following questions for each expert group to discuss.

#### How does the author develop the supporting claims or counterclaims in this paragraph?

☞ Student responses may include:

- In paragraph 3 of “Social Media as Community,” Hampton includes additional evidence that supports his claims in the form of a study from the Pew Research Center. This evidence that people who use technology actually form close social relationships is significant to Hampton’s claims about technology use not being isolating.

- In paragraph 14 of “Kids Still Getting Too Much ‘Screen Time’: CDC,” Norton begins to explain the crucial supporting claim that technology use is also harming children socially. This claim helps to support her earlier claims about the dangers that technology can pose to children’s physical health. The inclusion of these mental effects makes it clear that technology use has potentially negative consequences for all parts of a child’s life.
- In paragraph 6 of “Education 2.0: Never Memorize Again?” Perez introduces additional evidence from a book entitled *iBrain: Surviving the Technological Alteration of the Modern Mind*. This book provides additional information on how technology is affecting people’s brains in positive ways. This information supports the previous claim that technology use is not ruining education but actually helping students and schools.
- In section 3, paragraphs 12–13 of “Attached to Technology and Paying a Price,” Richtel introduces the counterclaim that “computer use has neurological advantages” (sec. 3, par. 12). He then gives evidence from two different research studies that both support the idea that screen time can be beneficial, which develops the counterclaim fairly.

**Describe how the author uses reasoning to connect the evidence to the supporting claim or counterclaim, and then connects the supporting claim or counterclaim to the central claim.**

🗨 Student responses may include:

- In paragraph 3 of “Social Media as Community,” Hampton uses reasoning to connect the evidence from the Pew Research Center study to one of his supporting claims. He shows that since users of social networking had “more close ties” than those who didn’t use it, they are actually more connected to community than those who do not use social media, which is his supporting claim. Because people who use social media are more connected, this paragraph also supports Hampton’s central claim that “neither living alone nor using social media is socially isolating” (par. 2).
- In paragraph 14 of “Kids Still Getting Too Much ‘Screen Time’: CDC,” Norton provides reasoning that the social aspect of too much screen time is also harmful for teens’ health, which supports the central claim that too much technology use can have negative consequences for children. Although she doesn’t provide evidence in this paragraph, she quotes Dr. Diaz in the following paragraphs to support the claim.
- In paragraph 6 of “Education 2.0: Never Memorize Again?” Perez provides the reasoning that because “the net” is rewiring our brains in ways that make us better at “filtering information” and “making snap decisions,” it may have a positive use in education. However, she also acknowledges that other skills are “fading away.” Both instances of reasoning support the central claim that technology is affecting education.
- In section 3, paragraphs 12–13 of “Attached to Technology and Paying a Price,” Richtel reasons that since studies show that computer use can have positive effects, one can

reasonably claim that technology use is beneficial to the brain. In acknowledging this counterclaim, Richtel can make his central claim stronger by demonstrating that he is fair to those who disagree with him.

Circulate and support as necessary.

When expert groups complete their analysis of their section of text, instruct students to return to their home group in which each member has explored the body paragraph(s) of a different article. Each student should present the analysis from the expert group to his or her home group members for discussion of what makes the body paragraph(s) effective. If time remains, encourage students to pose questions to their peers about the paragraphs.

- ▶ Students form their home groups and share their analyses from their expert groups.

Lead a brief whole-class discussion of student responses, calling on each group to share their analysis of their specific article. Then, explain to students that like the body paragraphs they have examined in class, their own body paragraphs will serve as the primary method for advancing the central claims of their arguments. Effective body paragraphs introduce supporting claims that reinforce the central claim and then develop these smaller claims with relevant and sufficient evidence. Effective body paragraphs also include valid reasoning that clarifies the connections among claims, across evidence, and between evidence and claims.

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Instruct students to take out their copies of the Argument Writing Checklist.

- ① Consider posting or projecting the Argument Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

**Based on this lesson’s writing instruction, what items should the class add to the Argument Writing Checklist? In which categories do these items belong and why?**

- 💬 Student responses will vary but should include points that address the following:
  - Arrange claims, counterclaims, evidence, and reasoning to create clear relationships among all the components of the argument? This item belongs in Coherence, Organization, and Style, because coherence and organization are about creating clarity within the argument.

- ① Students likely added the items “Use valid reasoning to demonstrate clear relationships between claims and evidence?” and “Develop counterclaims fairly?” to the Command of Evidence category of the Argument Writing Checklist in Lesson 2.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Argument Writing Checklist and in which category each item belongs. Instruct

students to add the new items in the appropriate categories to their copies of the Argument Writing Checklist.

- ▶ Students add new items in the appropriate categories to their copies of the Argument Writing Checklist.

① Consider adding the new items in the appropriate categories to the displayed copy of the Argument Writing Checklist.

## Activity 4: Drafting a Body Paragraph

**45%**

Explain that in this activity, students draft a body paragraph for their arguments, paying specific attention to stating a clear supporting claim and providing relevant, sufficient evidence and valid reasoning to support the claim. Students should reference their annotated articles, notes, prewrites, Pros and Cons Charts, and outlines while drafting the body paragraphs.

Explain that students self-assess their drafts using annotations that correspond to the applicable items on the Argument Writing Checklist. After they draft a body paragraph, students review their body paragraphs alongside the Argument Writing Checklist and label their drafts with each applicable item from the checklist. Students should note those items that are missing from their drafts so that they have a reference for revision.

Explain that students will use this annotation process for the next two drafting lessons as well, assessing each part of their argument drafts with annotations according to the relevant Argument Writing Checklist items.

- ▶ Students follow along.

Instruct students to take out and read their copies of the Argument Writing Checklist. Instruct students to Think, Pair, Share about the following question:

### Which checklist items are applicable to drafting a body paragraph?

- ☛ Student responses should include:
  - Develop supporting claims that reinforce or advance the central claim?
  - Use relevant and sufficient evidence to support my claims?
  - Use valid reasoning to demonstrate clear relationships between claims and evidence?
  - Develop counterclaims fairly?
  - Arrange claims, counterclaims, evidence, and reasoning to create clear relationships among all the components of the argument?
  - Adapt content and language to my specific audience?
  - Adapt style of writing to convince my audience of my central claim?

Lead a brief whole-class discussion of student responses.

- ① Consider reminding students that they do not need to include a counterclaim in every body paragraph; rather, one of their body paragraphs should develop a counterclaim.

Explain to students that this is a first draft, and while they should focus on the conventions established for an effective body paragraph, they will edit and refine their writing in later lessons.

Transition to individual drafting.

- ▶ Students independently draft a body paragraph of their argument.
- 🗨 See the High Performance Response at the beginning of this lesson.
- 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 a body paragraph.

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After students finish drafting, instruct students to annotate their drafts for elements of the Argument Writing Checklist that appear in their body paragraphs. Remind students that their annotations serve as the self-assessment of their draft's alignment to the Argument Writing Checklist.

- ▶ Students annotate their drafts for elements of the Argument Writing Checklist that are applicable to their body paragraphs.
- ① Student learning is self-assessed via annotations to their drafts. In order to ensure that students can continue to work effectively on their arguments, the draft paragraphs should not be collected unless teachers need to assess students' abilities to write a body paragraph 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 body paragraphs, focusing on clearly stating their claims and effectively supporting them with evidence and reasoning.

- ▶ Students follow along.
- ① If an online writing community has been established for the class, instruct students to post their revised paragraphs for sharing with peers and/or assessment. Remind peer reviewers to consider how effectively their peers have provided relevant and sufficient evidence to develop supporting

claims or counterclaim related to their topic and claim. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

## Homework

Continue drafting your body paragraphs, focusing on clearly stating your claims and effectively supporting them with evidence and reasoning.

## Model Argument Writing Checklist

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Use this template to record the checklist items that convey the components of an effective argument established as a class.

<b>Command of Evidence and Reasoning</b>	<b>Drafting</b>	<b>Finalization</b>
<b>Does my response...</b>	✓	✓
Use relevant and sufficient evidence to support my claims?	<input type="checkbox"/>	<input type="checkbox"/>
Use valid reasoning to demonstrate clear relationships between claims and evidence?	<input type="checkbox"/>	<input type="checkbox"/>
Develop counterclaims fairly?	<input type="checkbox"/>	<input type="checkbox"/>

<b>Coherence, Organization, and Style</b>	<b>Drafting</b>	<b>Finalization</b>
<b>Does my response...</b>	✓	✓
Introduce a precise central claim?	<input type="checkbox"/>	<input type="checkbox"/>
Develop supporting claims that reinforce or advance the central claim?	<input type="checkbox"/>	<input type="checkbox"/>
Adapt content and language to my specific audience?	<input type="checkbox"/>	<input type="checkbox"/>
Adapt style of writing to convince my audience of my central claim?	<input type="checkbox"/>	<input type="checkbox"/>
Arrange claims, counterclaims, evidence, and reasoning to create clear relationships among all the components of the argument?*	<input type="checkbox"/>	<input type="checkbox"/>

<b>Control of Conventions</b>	<b>Drafting</b>	<b>Finalization</b>
<b>Does my response...</b>	✓	✓
	<input type="checkbox"/>	<input type="checkbox"/>

\*Asterisks indicate new items added in this lesson.