

WR.1

ARGUMENT

Lesson 12 Editing

Introduction

In this lesson, students finalize their argument drafts. After a review of common editing symbols, students edit their drafts individually. Students then review the proper formatting for a Works Cited page in a class discussion. Student learning is assessed via changes made during the editing process.

For homework, students complete their editing and write or type clean copies of their final drafts, including a Works Cited page. Students also write two or three reflections on their experience of the writing process for discussion in the following lesson.

Standards

Assessed 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.9-10.5	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.
L.9-10.1.a, b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9-10.2.a-c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. Use a colon to introduce a list or quotation.

	c. Spell correctly.
L.9-10.3.a	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. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.
Addressed Standard(s)	
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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 assessed via changes made during the editing process. ⓘ Edits will be assessed using the Control of Conventions portion of the Argument Writing Checklist at the end of the following lesson when students turn in their finalized drafts.
High Performance Response(s)
A High Performance Response should: <ul style="list-style-type: none"> Demonstrate that students understand and utilize the conventions of the editing process (e.g., Unedited sentence: As stated in Article VII “One of its (the leagues) jobs will be to come up with a plan for reducing the number of weapons around the world (arms reduction)”. Compared to edited sentence: As stated in Article VII, “One of its [the League’s] jobs will be to come up with a plan for reducing the number of weapons around the world [arms reduction].”

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.9-10.1, W.9-10.5, L.9-10.1.a, b, L.9-10.2.a-c, L.9-10.3.a, W.9-10.4, 	

W.9-10.6	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Writing Instruction: Editing Symbols	3. 45%
4. Writing Instruction: Works Cited Page	4. 35%
5. Closing	5. 5%

Materials

- Copies of the Common Editing Symbols Handout for each student
- Student copies of the up-to-date Argument Writing Checklist (refer to WR.1 Lesson G Model Argument Writing Checklist)
- Copies of the MLA Works Cited Handout for each student

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 lesson agenda. In this lesson, students review common editing symbols before individually editing and finalizing their drafts. Students also learn the proper formatting for a Works Cited page to include with their final paper.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson’s homework assignment. (Continue to implement revisions based on peer and/or teacher feedback. Additionally, read your draft aloud (to yourself or someone else) to identify problems in syntax, grammar, or logic. Prepare to discuss examples of how reading your paper aloud helped you to identify problems in your writing.)

Instruct students to form pairs or small groups to discuss the revisions they made and how reading aloud helped to identify problems in their writing.

🗨 Student responses may include:

- Reading aloud made it easier to find repetition of words.
- Reading aloud made it easier to hear sentences that did not make sense.
- Reading aloud helped identify if a sentence was too long.
- Reading aloud helped identify if the order of the sentences was clear and logical.

Activity 3: Writing Instruction: Editing Symbols

45%

Inform students that in this lesson they independently edit and finalize their drafts. Explain that now that students have spent significant time *revising* the content and wording of their drafts, they will now spend time *editing*.

Provide students with the following definitions: *revising* means “altering something already written or printed, in order to make corrections, improve, or update” and *editing* means “preparing something written to be published or used; to make changes, correct mistakes, etc. in something written.”

- ▶ Students write the definitions of *revising* and *editing* in the appropriate section of their vocabulary journals.

Explain to students that they will use a list of common symbols and abbreviations to guide their editing process. Display and distribute the Common Editing Symbols Handout for students to use to guide their editing. Review the handout with students, explaining each symbol as necessary.

- ▶ Students follow along with the handout.

Post or project the following example.

① This example has been modified from paragraph 3 of the argument model “We Need the League” (refer to Lesson 2) to include errors.

- First the Treaty and the league will control the use of new weapons. As stated in Article VII “One of its (the leagues) jobs will be to come up with a plan for reducing the number of weapons around the world (arms reduction)”. This means that the League will be in charge of weapons issues: This will

cause heavily armed countries to demilitarize and make it less possible for war to break out; this is good because heavily armed countries generally end up using those arms in some way.

Lead the class through a review of this paragraph, using the editing symbols. For example, read the first sentence aloud and ask volunteers to suggest edits to the sentence. Record these suggestions using the appropriate editing symbols.

🗨 Student responses should include (edits highlighted):

- First, the Treaty and the League will control the use of new weapons. As stated in Article VII, “One of its [the League’s] jobs will be to come up with a plan for reducing the number of weapons around the world [arms reduction].” This means that the League will be in charge of weapons issues. This will cause heavily armed countries to demilitarize and make it less possible for war to break out. This is good because heavily armed countries generally end up using those arms in some way.

Transition to individual editing.

📘 The following activity addresses the expectations of W.9-10.4.

Instruct students to read their argument drafts quietly to themselves and use the Common Editing Symbols Handout to guide their editing. Remind students to consult the Control of Conventions portion of their Argument Writing Checklist as they edit their drafts. Inform students that they will be assessed on changes they make during the editing process, and they should circle parts of the draft where they have made changes or use track changes if they are using word processing programs. Circulate and support students as necessary and review changes students make.

- ▶ Students edit their writing, reading quietly aloud to themselves.

Activity 4: Writing Instruction: Works Cited Page

35%

Distribute the MLA Works Cited Handout to each student. Explain to students that a Works Cited page comes as the final page of an argument paper and is a list of all the sources cited in the paper. Explain to students that the in-text citations direct students to the Works Cited page where the source’s full bibliographic information is listed. Instruct students to look at the example on their handout and notice the formatting differences between different types of sources.

- ▶ Students review the MLA Works Cited Handout.

Lead a brief whole-class discussion about the purpose of and difference between in-text citations and Works Cited pages.

🗨️ Student responses may include:

- In-text citations provide readers with the exact location of information from a given source when it is referenced in a paper, while Works Cited pages provide extensive details about all cited sources used in the paper.
- The in-text citations are directly linked to the sources in the Works Cited page.
- The in-text citations are an abbreviated version of the source’s information that can be found in the Works Cited page. The in-text citations lead readers to the source’s full information in the Works Cited page.

① Some students may think that a Works Cited page is the same thing as a bibliography. Explain to students that the two are different: a Works Cited page lists only sources actually cited in a paper, while a bibliography lists every source used in the preparation of a paper, whether they are cited or not.

Explain that different source types necessitate different citation formatting. Note the format used for citing a book:

Last Name, First Name. *Title of Book*. City of Publication: Publisher, Year of Publication. Medium of Publication.

Direct students’ attention to the difference between this format and that of an entire website:

Editor, Author, or Compiler Name (if available). *Name of Site*. Version Number. Name of Institution/Organization Affiliated with the Site (Sponsor or Publisher), Date of Resource Creation (if available). Medium of Publication. Date of Access.

- ▶ Students examine the different source formatting for a Works Cited page.

Lead a brief whole-class discussion of the similarities and differences in the various source-dependent citation formats.

🗨️ Student responses may include:

- Book citations include author and book name, but periodical articles have to include author, article title, and the name of the periodical.
- Website citations need to include the date of creation, and the date the information was accessed.

Instruct students to create a Works Cited page for their argument.

① Students may complete the Works Cited page for homework.

- ① Consider leading a brief discussion of the online resources available to ensure alignment to MLA citation standards. Explain to students that there are different standards for citation depending on the type of writing that they are doing and that MLA is the preferred format for English Language Arts writing. As with any source on the Internet, students should evaluate the credibility and trustworthiness of the source. Those sources associated with universities, schools, or organizations such as the MLA tend to be the most reliable.

Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, students complete their editing and write or type their final draft. Also, instruct students to complete a Works Cited page for their argument.

Additionally, instruct students to reflect on the writing process (from reading texts, to planning and drafting, to revising and editing). Instruct students to consider which steps of the writing process they found most and least effective in helping them improve their writing, as well as which steps of the writing process they can focus on more to continue to improve. Instruct students to write two or three reflections on their experience of the writing process for discussion in the following lesson.

- ▶ Students follow along.

- ① Students' use of online and word processing resources addresses the expectations of W.9-10.6.

Homework

Complete your editing, write or type your final draft, and complete a Works Cited page for your argument.

Additionally, reflect on the writing process (from reading texts, to planning and drafting, to revising and editing). Consider which steps of the writing process you found most and least effective in helping you improve your writing, as well as which steps of the writing process you can focus on more to continue to improve. Write two or three reflections on your experience of the writing process for discussion in the following lesson.

Common Editing Symbols Handout

sp	Spelling needs to be changed.
frag	Fragment, or incomplete sentence
	Begin a new paragraph
ro	Run-on sentence: break up or revise
	Insert, change, or delete punctuation
^	Insert a word, phrase, or punctuation mark
	Switch order of words
wc	Word choice: choose a better or more appropriate word
a 	Capitalize

MLA Works Cited Handout

Name:		Class:		Date:	
--------------	--	---------------	--	--------------	--

Print
<p>Book</p> <p>Last Name, First Name. <i>Title of Book</i>. Place of Publication: Publisher, Year of Publication. Medium of Publication.</p> <p><u>Example:</u></p> <p>Smith, Joe. <i>Joe Smith’s Theory of the Universe</i>. New York: Books Limited, 2013. Print.</p>
<p>Article in a Periodical (Magazine/Journal)</p> <p>Author(s). "Title of Article." <i>Title of Periodical</i> Day Month Year: Pages. Medium of Publication.</p> <p><u>Example:</u></p> <p>Smith, Joe. "Joe Smith’s Theory of the Universe." <i>Universe Theories</i> 20 Apr. 1989: 100–109. Print.</p>

Web
<p>Article in a Web Magazine</p> <p>Author(s). "Title of Article." <i>Title of Periodical</i>. Publisher Name, Date of Resource Creation. Medium of Publication. Date of Resource Access.</p> <p><u>Example:</u></p> <p>Smith, Joe. "Joe Smith’s Theory of the Universe." <i>Universe Theories</i>. Universal Theories Company, 24 May 2006. Web. 4 Sept. 2009.</p>
<p>Entire Website</p> <p>Editor, Author or Compiler Name (if available). <i>Name of Site</i>. Version Number. Name of Institution/Organization Affiliated with the Site (Sponsor or Publisher), Date of Resource Creation (if available). Medium of Publication. Date of Access.</p> <p><u>Example:</u></p> <p>Smith, Joe. <i>Guide to My Theory of the Universe</i>. UniverseBlogs, 16 Apr. 2001. Web. 19 Dec. 2013.</p>
<p>A Page on a Website</p> <p>Author (if available). "Title of Page." <i>Name of Site</i>. Version Number. Name of Institution/Organization Affiliated with the Site (Sponsor or Publisher), Date of Resource Creation (if available). Medium of Publication. Date of Access.</p>

Example:

Smith, Joe. "Joe Smith's First Theory." *Guide to My Theory of the Universe*. UniverseBlogs, 16 Apr. 2001. Web. 19 Dec. 2013.

Notes:

- If the citation extends past one line, indent the second and subsequent lines half an inch.
- If no publisher name is available, use "n.p."
- If no publication date is available, use "n.d."

Model Works Cited Page

Works Cited

Hampton, Keith. "Social Media as Community." *The New York Times*. The New York Times Company, 18 June 2012. Web. 7 Dec. 2014.

Norton, Amy. "Kids Still Getting Too Much 'Screen Time': CDC." *HealthDay*. Healthday, 9 July 2014. Web. 7 Dec. 2014.

Perez, Sarah. "Education 2.0: Never Memorize Again?" *ReadWrite*. Wearable World Inc., 2 Dec. 2008. Web. 7 Dec. 2014.

Richtel, Matt. "Attached to Technology and Paying a Price." *The New York Times*. The New York Times Company, 6 June 2010. Web. 7 Dec. 2014.