SUPPLEMENTAL SKILLS INSTRUCTION

WR.1.B ARGUMENT	Audience, Style, and Tone

Lessons WR.1.A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

This lesson is composed of two distinct but related activities that center on skills for producing writing that is appropriate for the particular audience. Each activity may last an entire class period.

Writing Instruction Options:

- Addressing an Audience's Knowledge Level and Concerns
- Formal Style and Objective Tone

In this lesson, the teacher provides direct instruction to students on how to address an audience's knowledge level and concerns in an argument. Students also learn how to identify and use formal style and objective tone. Students focus on revising their own argument drafts to ensure that they have appropriately addressed the audience's knowledge level and concerns or used formal style and objective tone before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.1 Revision Exit Slip: Audience, Style, and Tone, on which each student records one example of a successful revision.

For homework, students choose three different passages from their arguments and revise each passage focusing on addressing the audience's knowledge level and concerns or using formal style and objective tone. Students also write a few sentences explaining whether or not they will keep the revisions they drafted and the impact this decision has on their arguments.

Standards

Assessed 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.9-10.5	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.b, d	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.
	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via completion of the WR.1 Revision Exit Slip: Audience, Style, and Tone. Students record the original passage from their arguments as well as the revised passage. Students then explain why the revision is effective.
ⓘ Consider assessing these revisions using the Argument Writing Checklist.
High Performance Response(s)
A High Performance Response should:

- Record the original passage (e.g., Likewise, according to a communications professor at Stanford, "the ultimate risk of heavy technology use is that it diminishes empathy by limiting how much people engage with one another, even in the same room" (Richtel).).

- Revise the original passage, focusing on addressing the audience's knowledge level and concerns or using formal style and objective tone (e.g., Likewise, according to a communications professor at Stanford, "the ultimate risk of heavy technology use is that it diminishes empathy by limiting how much people engage with one another, even in the same room" (Richtel). In other words,

people lose the ability to positively and effectively interact with one another and form relationships.).

- Explain why the revision is effective (e.g., After the quotation, I included an explanatory sentence to ensure that the principal understands the evidence.).

ⓘ See the Model WR.1 Revision Exit Slip: Audience, Style, and Tone for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
• Standards: W.9-10.4, W.9-10.5, W.9-10.1.b, d, W.9-10.6, SL.9-10.1	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Writing Instruction Options:	3. 30%
• Addressing an Audience's Knowledge Level and Concerns	
• Formal Style and Objective Tone	
4. Argument Writing Checklist	4. 5%
5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR.1 Revision Exit Slip: Audience, Style, and Tone	7. 5%
8. Closing	8. 5%

Materials

- Student copies of the up-to-date Argument Writing Checklist (refer to WR.1 Lesson A Model Argument Writing Checklist)
- Copies of the WR.1 Revision Exit Slip: _____ for each student (refer to WR.1 Lesson A)—students will need additional blank copies

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.
	Italicized text indicates a vocabulary word.
▶	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 learn how to take their audience's knowledge level and concerns into account or how to identify and use formal style and objective tone when writing an academic argument. Students revise their own drafts before participating in a peer discussion of their individual revisions.

▶ Students look at the agenda.

Activity 2: Homework Accountability   0%

ⓘ Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction Options   30%

ⓘ Based on student need, select from the two options below:

   o Addressing an Audience's Knowledge Level and Concerns (See Appendix 1)

   o Formal Style and Objective Tone (See Appendix 2)

Activity 4: Argument Writing Checklist   5%

ⓘ The following activity addresses the expectations of SL.9-10.1.

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

ⓘ 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:
    - o Anticipate and address the audience's knowledge level and concerns? This item belongs in the Command of Evidence and Reasoning category, because this item is about thinking about the audience's knowledge level and concerns to use the most meaningful and compelling evidence for the specific audience in order to support claims and develop reasoning.
    - o Establish and maintain a formal style and objective tone? This item belongs in the Coherence, Organization, and Style category, because formal style and objective tone are about how the writer expresses the content of the argument.

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.

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

Activity 5: Individual Revision　　　　　　　　　　　　　　　　　30%

- ⓘ The following activity addresses the expectations of W.9-10.1.b, d.

Instruct students to independently revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Addressing an Audience's Knowledge Level and Concerns
- Formal Style and Objective Tone

- ⓘ For example, if students completed the writing instruction activity on Addressing an Audience's Knowledge Level and Concerns, their revisions should focus on addressing an audience's knowledge level and concerns rather than formal style and objective tone.

Explain to students that they should revise at least three passages to ensure that they have appropriately addressed the audience's knowledge level and concerns or used formal style and objective tone. Remind students to refer to the Argument Writing Checklist as they revise their drafts.

Transition to individual revision.

▸ Students independently revise their drafts to ensure that they address their audience's knowledge level and concerns or that they use formal style and objective tone throughout their arguments.

🗨 For sample revisions, see the Model WR.1 Revision Exit Slip: Audience, Style, and Tone.

Activity 6: Revision Discussion   20%

ⓘ The following activity addresses the expectations of SL.9-10.1.

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

ⓘ Refer to Lesson 8 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.

2. Explain to your peers how the revision improves your draft.

3. Ask your peers to provide brief constructive criticism on your revisions.

▸ Students share and discuss with peers at least two effective revisions they made to their drafts.

ⓘ In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.1 Revision Exit Slip: Audience, Style, and Tone   5%

Explain that for this lesson's assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.1 Revision Exit Slip: _____ to each student. Instruct students to fill in the title "Audience, Style, and Tone" on their exit slips. Instruct students to complete

the exit slip independently. Inform students that their revisions will be assessed with the Argument Writing Checklist.

🕮 See the High Performance Response and Model WR.1 Revision Exit Slip: Audience, Style, and Tone for sample student responses.

Activity 8: Closing   5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Addressing an Audience's Knowledge Level and Concerns
- Formal Style and Objective Tone

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your argument.

ⓘ If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6).

▸ Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on whichever of the following writing skills you learned in this lesson:

- Addressing an Audience's Knowledge Level and Concerns
- Formal Style and Objective Tone

Write a few sentences responding to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your argument.

Model Argument Writing Checklist

Name:		Class:		Date:	

Directions: Use this template to record the checklist items that convey the components of an effective argument established as a class.

Command of Evidence and Reasoning Does my response…	Drafting ✔	Finalization ✔
Use relevant and sufficient evidence to support my claims?	☐	☐
Use valid reasoning to demonstrate clear relationships between claims and evidence?	☐	☐
Develop counterclaims fairly?	☐	☐
Integrate evidence (quotations and paraphrasing) to support claims and counterclaims?	☐	☐
Anticipate and address the audience's knowledge level and concerns?*	☐	☐

Coherence, Organization, and Style Does my response…	Drafting ✔	Finalization ✔
Introduce a precise central claim?	☐	☐
Develop supporting claims that reinforce or advance the central claim?	☐	☐
Adapt content and language to my specific audience?	☐	☐
Adapt style of writing to convince my audience of my central claim?	☐	☐
Arrange claims, counterclaims, evidence, and reasoning to create clear relationships among all the components of the argument?	☐	☐
Have an introduction that captures the readers' attention and interest?	☐	☐
Have an introduction that establishes the topic and central claim of my argument?	☐	☐
Provide a conclusion that follows from and supports the argument?	☐	☐

	Drafting	Finalization
Establish and maintain a formal style and objective tone?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
Cite sources using proper MLA style and formatting?	☐	☐
Use proper punctuation for quotations and citations?	☐	☐

*Asterisks indicate new items added in this lesson.

Model WR.1 Revision Exit Slip: Audience, Style, and Tone

Name:		Class:		Date:	

Directions: In the first column, record the original passage from your argument. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
Distracted by the constant need to check their e-mail or texts … it's painfully obvious that today's teenagers cannot live without their screens.	Distracted by the constant need to check their e-mail or texts … it is painfully obvious that today's teenagers cannot live without their screens.	I replaced the contraction to make my writing more formal.
Likewise, according to a communications professor at Stanford, "the ultimate risk of heavy technology use is that it diminishes empathy by limiting how much people engage with one another, even in the same room" (Richtel).	Likewise, according to a communications professor at Stanford, "the ultimate risk of heavy technology use is that it diminishes empathy by limiting how much people engage with one another, even in the same room" (Richtel). In other words, people lose the ability to positively and effectively interact with one another and form relationships.	After the quotation, I included an explanatory sentence to ensure that the principal understands the evidence.
In order to preserve the health of your students' young minds and social lives, [name of school here] should participate in "Shut Down Your Screen Week."	In order to preserve the health of students' young minds and social lives, [name of school here] should participate in "Shut Down Your Screen Week."	I removed the second person "your" to make my writing less personal and more objective.

Appendix 1: Addressing an Audience's Knowledge Level and Concerns

Remind students that in Lesson 2, they learned that effective writers always take their audience's knowledge levels and concerns into account when they construct arguments. Review the importance of this skill by instructing students to Think, Pair, Share about the following question:

Why is it important to consider the specific audience when writing an argument?

- 🗨 Student responses may include:

    o Writers should consider the audience so that they provide the right information and the right level of detail about a topic based on what the audience may or may not already know.
    o Writers should consider their audience so that they can adapt their writing to acknowledge and address an audience's beliefs about a topic, include the information that is most important to an audience, and address what the audience cares about in the argument.

ⓘ **Differentiation Consideration:** If students struggle to provide reasons for why it is important to consider the specific audience when writing an argument, consider conducting a brief role-playing exercise. Instruct students to form pairs and present them with the following scenario:

A teenager wants to go to an event this weekend (e.g., a movie, concert, game, show, etc.). The teenager wants to convince a friend to attend the event with her or him. The teenager also needs to convince her or his parent to allow her or him to attend the event.

Instruct student pairs to take turns acting as the teenager and audience. Inform students that when they are acting as the teenager, they should think about what is important to their particular audience (i.e., either the friend or the parent). When students are acting as the friend or parent, encourage them to ask the teenager for information that they think the friend or parent might care to know. Consider asking volunteer student pairs to perform their role-play in front of the class.

▸ Student pairs role-play the scenario, taking turns acting as the teenager, friend, and parent.

Lead a brief whole-class discussion of student responses. Then remind students that different audiences have different knowledge levels about particular topics and different concerns about how topics are treated. Explain to students that anticipating their audience's knowledge level and concerns can help students develop their arguments appropriately and can also help them imagine and prepare for counterclaims. Inform students that they will apply these considerations in revising their arguments.

Instruct students to Turn-and-Talk in pairs to discuss the following questions:

What do you think the principal's knowledge level of your argument topic is? Are there any terms or concepts in your draft that you should explain?

- 🗨 Student responses will vary depending on the principal but may include:

    - The principal seems well informed about digital media, so I do not need to explain different examples like Facebook, Twitter, and texting.
    - I quote the term "dopamine" in my draft, and the principal might not know what dopamine does, since it is a scientific term. I need to explain how dopamine relates to addiction to digital media.
    - I quote the term "neural pathways," and because it is a scientific term, the principal may not understand what I mean. I need to explain what it means for the brain to form neural pathways and why that can be beneficial.

Lead a brief whole-class discussion of student responses. Explain to students that anticipating an audience's *knowledge level* (background knowledge related to the argument topic) allows the writer to include the appropriate level of information to contextualize any claims, evidence, or reasoning. The writer can also address an audience's knowledge level by including definitions or explanations of any terms or concepts essential for understanding the argument.

- ▸ Students write the definition of *knowledge level* in the appropriate section of their vocabulary journals.

Instruct students to take out their drafts and identify a passage in which they anticipated and addressed the principal's concerns.

- ⓘ **Differentiation Consideration:** If necessary, explain that *concerns* are matters that engage a person's interest or care, or that affect a person's welfare or happiness.

- ▸ Students write the definition of *concerns* in the appropriate section of their vocabulary journals.

Instruct students to Turn-and-Talk to share their passages and discuss how they anticipated and addressed the principal's concerns.

- 🗨 Student responses may include:

    - Because the principal works around kids all day and talks to teachers about students' performance, I anticipated that the principal might be concerned with how digital media affects concentration. To address this concern, I included evidence from research and scientists that "[h]eavy multitaskers actually have more trouble focusing and shutting out irrelevant information … and they experience more stress" (Richtel) and that "sustained concentration" is a skill that is "fading away" (Perez).
    - Because the principal encourages the use of technology in the classroom, I anticipated that the principal might be concerned with whether or not there are any benefits to digital

media. To address that concern, I included evidence about how using the Internet helps "make[] us adept at filtering information, making snap decisions, and fielding the incoming digital debris" (Perez).

ⓘ If students cannot find a passage in which they anticipate and address the principal's concerns, encourage students to discuss how they might accomplish this during revision.

Lead a brief whole-class discussion of student responses. Explain to students that anticipating their audience's concerns can help students choose the most meaningful and compelling evidence to reinforce their claims.

Appendix 2: Formal Style and Objective Tone

Explain to students that it is important to maintain a formal style in academic writing. Inform students that a formal style is used for writing academic papers in college and is often expected or required in the workplace.

Post or project the following examples for students:

ⓘ *Example 2 is taken from paragraph 3 of the Model Argument (refer to Lesson 10). Example 1 has been modified from the model.*

- **Example 1:** However, it's not just how totally addictive things like Facebook and Instagram are; using these things so much can't be good for the brain.

- **Example 2:** 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.

Instruct students to Turn-and-Talk to discuss the following questions:

Which example is formal and which is informal? Which example is more appropriate for an academic argument? Why?

💬 Student responses should include:

   o The first example is informal and the second is formal. The first example uses conversational words like "totally" and contractions like "it's" and "can't." The first example also uses imprecise words and phrases like "things," "these things," "so much," and "good." These words sound more casual, like someone is talking to a friend. Using informal words is appropriate for a conversation with a friend.

   o The second example uses more formal and academic words and phrases like "it is not simply" and "the addictive quality." The second example also uses more precise words and phrases: instead of "things," "so much," and "can't be good," the second example uses "digital media," "extensive," and "harmful." The second example does not use contractions. These differences give the second example a more authoritative and academically credible tone. Using academic words and phrases is appropriate for a formal argument.

ⓘ *If necessary, remind students that they learned the definitions for* style*,* formal*, and* informal *in Lesson 1.*

ⓘ *Consider informing students that they will learn about choosing precise words to improve the strength of their arguments in Lesson C.*

How might using a formal style help a writer make an effective argument?

🗩 Student responses may include:

- o Using a formal style helps a writer make an effective argument, because a formal style makes the writer seem like a believable authority on the topic.
- o Using a formal style helps a writer make an effective argument, because a formal style makes the argument seem professional and encourages the reader to take the writer's claims seriously.

Lead a brief whole-class discussion of student responses. Explain to students that a formal style establishes credibility and makes the writing professional, appealing, and accessible to the audience. A formal style uses correct and specific language, correct grammar, and complete sentences. Remind students to avoid the use of contractions (e.g., don't), abbreviations (e.g., gov't), or slang (e.g., ain't), unless they are directly quoting from a text that uses such words.

Explain to students that along with using a formal style in their paper, it is equally important to use an objective tone. Explain that writing with an *objective tone* is "a style of writing that is based on fact and makes use of the third-person point of view."

▶ Students write the definition and attributes of *objective tone* in the appropriate section of their vocabulary journals.

ⓘ Consider reminding students that in some cases, powerful and persuasive arguments can be personal, using subjective, rather than objective, anecdotes and examples to support claims. Ensure that students understand that in the writing assignment for this unit, their arguments express their own opinions, but they are using facts to take an informed and objective position on the topic and develop their claims, evidence, and reasoning.

Post or project the following examples for students:

ⓘ Example 1 is taken from paragraph 3 of the Model Argument (refer to Lesson 10). Example 2 has been modified from the model.

- **Example 1:** 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.

- **Example 2:** However, I don't think it's just the addictive quality of digital media that should concern you; I believe this kind of extensive use is really harming our brains.

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

Which example uses an objective tone and which does not?

🗩 Student responses should include:

- The first example uses an objective tone because it does not have "I," "you," or "our" in the sentence. The first example reflects the writer's opinion by making a claim, but the claim is straightforward and in the third-person.
- The second example uses words and phrases like "I think," "should concern you," and "our brains," which makes it personal and less objective. The sentence sounds like someone is trying to convince a peer of his or her point of view in conversation. The second example's use of the second person "you" makes it sound even more conversational and less academic than the first sentence.

ⓘ Consider explaining to students that the use of first- and second-person point of view (i.e., *I*, *we*, *our*, *you*, and *your*) is not prohibited in all argument writing, but its usage is not appropriate in all contexts. In more formal, academic writing, writers typically use third person, though journalists, bloggers, politicians, and other writers may use first and second person as a rhetorical strategy. Students should carefully consider their task, purpose, and audience to determine whether the use of first- and second-person point of view is appropriate.

How might using an objective tone help a writer make an effective argument?

🗨 Student responses may include:

- Using an objective tone helps a writer make an effective argument, because an objective tone helps the writer seem neutral by focusing on presenting real evidence rather than making statements about what he or she believes without any evidence.
- Using an objective tone helps a writer make an effective argument, because it makes the argument seem more professional and less conversational.

Lead a brief whole-class discussion of student responses. Explain to students that as with using a formal style, using an objective tone helps the writer establish credibility. Writing with an objective tone helps writers convey respect for their audience and avoid expressing their unverified personal opinions by focusing on presenting the evidence and reasoning they gathered to support their claims. Because students are using evidence from other sources to defend their claims, writing with an objective tone for this assignment also means using the third-person point of view (i.e., *he, she, it, they, one*) instead of the first person point of view (i.e., *I, we*) or the second person point of view (i.e., *you*). Using an objective tone with the third person point of view keeps the argument academic and helps writers avoid making the argument personal or conversational.