

SUPPLEMENTAL SKILLS INSTRUCTION

WR.1.F ARGUMENT

Ensuring Sentence Accuracy

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

In this lesson, the teacher provides direct instruction to students on using commas and repairing sentence fragments and run-on sentences. Students focus on revising their own arguments for using commas effectively and repairing fragments and run-on sentences before transitioning a peer discussion of revisions. Student learning is assessed via the completion of the WR.1 Revision Exit Slip: Ensuring Sentence Accuracy, 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 effectively using commas and repairing sentence fragments and run-on sentences. 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.9-10.5	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.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Addressed Standard(s)	
W.9-10.1.c	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between

	reasons and evidence, and between claim(s) and counterclaims.
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 <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
<p>Student learning is assessed via completion of the WR.1 Revision Exit Slip: Ensuring Sentence Accuracy. Students record the original passage from their arguments as well as the revised passage. Students then explain why the revision is effective.</p> <p>i Consider assessing these revisions using the Argument Writing Checklist.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Record the original passage (e.g., Using technology frequently throughout the day often requires people to multitask. Excessive multitasking is dangerous for the brain.). Revise the original passage, focusing on using commas and repairing fragments and run-ons (e.g., Using technology frequently throughout the day often requires people to multitask, and excessive multitasking is dangerous for the brain.). Explain why the revision is effective (e.g., I added a comma and a conjunction to link these two sentences, since they are related.). <p>i See the Model WR.1 Revision Exit Slip: Ensuring Sentence Accuracy for more examples.</p>

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards:</p> <ul style="list-style-type: none"> Standards: W.9-10.5, L.9-10.2, W.9-10.1.c, W.9-10.6, SL.9-10.1 <p>Learning Sequence:</p> <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Writing Instruction: Commas, Fragments, and Run-ons Argument Writing Checklist Individual Revision Revision Discussion WR.1 Revision Exit Slip: Ensuring Sentence Accuracy Closing 	<ol style="list-style-type: none"> 5% 0% 30% 5% 30% 20% 5% 5%

Materials

- Copies of the Comma Handout for each student
- Student copies of the up-to-date Argument Writing Checklist (refer to WR.1 Lesson E 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.
	<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 learn how to effectively incorporate commas into their writing, as well as how to repair sentence fragments and run-on sentences. 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%

① Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction: Commas, Fragments, and Run-ons

30%

Explain to students that they can strengthen the clarity with which they communicate the claims, evidence, and reasoning in their arguments by using commas properly and effectively. Explain that commas are a type of punctuation that can be used to connect related clauses and ideas. Explain to students that they can use commas to help them combine clauses, especially when they encounter errors with sentence fragments and run-on sentences.

Post or project the following examples:

① The following examples can also be found on the Comma Handout.

- **Example 1:** Using technology frequently throughout the day often requires people to multitask, and excessive multitasking is dangerous for the brain.
- **Example 2:** On the other hand, some research indicates that using technology can benefit a person’s brain.
- **Example 3:** Students are distracted by the constant need to check their e-mail, social media feeds, or texts.

Instruct students to work in pairs or small groups to describe the different uses for commas.

🗨 Student responses should include:

- In example 1, the comma comes before a conjunction and links two independent clauses. This suggests that a comma and a conjunction can be used to connect two independent clauses.

- In example 2, the comma is between two clauses in the sentence. This indicates that a comma can be used to set off introductory elements like clauses, phrases, or words that come before the main independent clause.
- In example 3, the commas separate items in a list. This shows that commas can be used to separate three or more words, phrases, or clauses written in a series.

① **Differentiation Consideration:** Consider providing students with the following definition: *independent clause* means “a clause that can stand alone as a sentence, containing a subject and a predicate with a finite verb.” This means that an *independent clause* communicates a complete thought. Post or project the following example of an independent clause: “This social separation is especially damaging for children.”

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

Lead a brief whole-class discussion of student responses.

Distribute the Comma Handout to each student. Encourage students to use this handout as a reference for proper and common uses of commas.

- ▶ Students examine the handout.

① **Differentiation Consideration:** Some students may struggle to immediately grasp the proper use of commas. If students struggle, work with them individually to write out 5–10 examples of the proper use of commas.

Explain to students that while effective writing includes varied sentence length, it is important that the sentences are correct and complete. Explain to students that a *sentence fragment* is an incomplete sentence and is usually a part of a sentence that has become disconnected from the main clause. Because fragments are incomplete thoughts, they can leave readers confused.

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

① **Differentiation Consideration:** Students may need more support in understanding the components of a complete sentence in order to understand sentence fragments and run-ons. Consider reviewing and posting the definitions and examples of the parts of speech such as *subject*, *verb*, and *object*.

- ▶ Students write the definitions of *subject*, *verb*, and *object* in the appropriate section of their vocabulary journals.

Explain to students that often, repairing a sentence fragment is as simple as combining the fragment with the main clause by using a comma.

Post or project the following example:

- One study showed that playing fast-paced video games can improve a person’s reaction time and ability to see details. Which are skills that can be applied in the real world, like when driving (Richtel).

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

How can the sentence fragments in this example be repaired?

- Student responses will vary but may include:
 - Replacing the first period with a comma links the fragment to the main clause, which repairs this example. The corrected sentence can be: “One study showed that playing fast-paced video games can improve a person’s reaction time and ability to see details, which are skills that can be applied in the real world, like when driving (Richtel).”
 - Leaving the two sentences separate but replacing “which” in the second sentence with “these” can repair this example. The corrected sentences can be: “One study showed that playing fast-paced video games can improve a person’s reaction time and ability to see details. These are skills that can be applied in the real world, like when driving (Richtel).”

Lead a brief whole-class discussion in which volunteers share how they repaired the fragment.

Explain to students that sometimes they will need to add or subtract words or phrases in order to effectively combine clauses and avoid a fragment. Post or project the following example:

- Wandering the halls like zombies glued to their smart phones.

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

How can the sentence fragment in this example be repaired?

- Student responses will vary, but may include:
 - Adding a comma and an independent clause can repair the example. The corrected sentence can be: “Wandering the halls like zombies glued to their smart phones, these young minds are scattered and distracted.”

Lead a brief whole-class discussion in which volunteers share how they repaired the fragment.

Explain to students that sometimes fragments are not necessarily pieces of sentences separated from the main clause. Often these fragments are written as main clauses but do not have a subject or main verb. Post or project the following example:

- Attachment to a screen or e-mail inbox.

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

Why is this example a fragment and not a complete sentence?

- There is no verb in this fragment.

How can the sentence fragment in this example be repaired?

- Student responses will vary, but may include:
 - The fragment in this example can be repaired with the addition of a main verb or main verb phrase. The corrected sentence can be: “Attachment to a screen or e-mail inbox becomes a replacement for engaging with other human beings.”

Lead a brief whole-class discussion of student responses.

Explain to students that while they need to be mindful of sentence fragments in their writing, they also need to avoid run-on sentences. Explain that *run-on sentences* are compound sentences that are punctuated incorrectly, or they are two or more sentences incorrectly written as one. Run-on sentences can leave readers confused and make them struggle to make connections in the text.

- ▶ Students write the definition of *run-on sentence* in the appropriate section of their vocabulary journals.

Explain to students that incorporating the proper punctuation can repair run-on sentences that are punctuated incorrectly. When two or more sentences are incorrectly written as one, using a period or using a comma, semicolon, or colon (perhaps with a conjunctive adverb) to separate the clauses can repair a run-on sentence.

- ① Lesson E provides instruction on the proper and common uses of semicolons and colons.
- ① **Differentiation Consideration:** Provide students with the following definition and examples for *conjunctive adverb*: an adverb (word that modifies a verb, adjective, or another adverb) that connects ideas in a sentence (e.g., *also, besides, consequently, finally, however, instead, meanwhile, next, otherwise, similarly, still, then*).
 - ▶ Students record the definition for *conjunctive adverb* in the appropriate section of their vocabulary journals.

Post or project the following example:

- 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 about the following question:

Considering the techniques to avoid run-on sentences, how can this run-on sentence be repaired?

🗨 Student responses may include:

- This run-on can be repaired by adding a comma after the transitional word “However” and by adding a semicolon between the two independent clauses. The corrected sentence can be: “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.”
- This run-on can be repaired by adding a comma after the transitional word “However” and the word “concerning.” Then add the conjunction “and” after the second comma. The corrected sentence can be: “However, it is not simply the addictive quality of digital media that is concerning, and this kind of extensive use is actually harmful to the brain.”

Lead a brief whole-class discussion of student responses.

Activity 4: Argument Writing Checklist

5%

① The following activity addresses the expectations of SL.9-10.1.

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:
- Correctly incorporate commas? This item belongs in the Control of Conventions category, because it is about proper use of punctuation.
 - Avoid sentence fragments and run-on sentences? This item belongs in the Control of Conventions category, because it is about correcting sentences.

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 5: Individual Revision

30%

- ① The following activity addresses the expectations of W.9-10.1.c.

Instruct students to independently revise their drafts, focusing on using commas effectively and repairing fragments and run-ons. Explain to students that they should revise at least three passages for using commas effectively and repairing fragments and run-ons. Remind students to refer to the Argument Writing Checklist as they revise their drafts.

- ① If students cannot identify three passages that need to be revised to repair fragments and run-ons, consider instructing students to experiment with the use of commas and combining sentences.

Transition to individual revision.

- ▶ Students independently revise their drafts for using commas effectively and repairing fragments and run-ons.
- 🗨 For sample revisions, see the Model WR.1 Revision Exit Slip: Ensuring Sentence Accuracy.

Activity 6: Revision Discussion

20%

- ① 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.

- ① 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.
- ① 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: Ensuring Sentence Accuracy

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 “Ensuring Sentence Accuracy” 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: Ensuring Sentence Accuracy 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 using commas effectively and repairing sentence fragments and run-on sentences.

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.

- ① 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 using commas effectively and repairing sentence fragments and run-on sentences.

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.

Comma Handout

Remember that an *independent clause* is “a clause that can stand alone as a sentence, containing a subject and a predicate with a finite verb.” An *independent clause* communicates a complete thought.

Common and Proper Uses of the Comma

- Use a comma and a conjunction to connect two independent clauses.
 - Example: Using technology frequently throughout the day often requires people to multitask, and excessive multitasking is dangerous for the brain.
- Use a comma to set off introductory elements like clauses, phrases, or words that come before the main clause.
 - Example: On the other hand, some research indicates that using technology can benefit a person’s brain.
- Use commas to separate three or more words, phrases, or clauses written in a series.
 - Example: Students are distracted by the constant need to check their e-mail, social media feeds, or texts.

Further reference: The Purdue University Online Writing Lab (OWL): <http://owl.english.purdue.edu> (search terms: commas).

Model Argument Writing Checklist

Name:		Class:		Date:	
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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.

Command of Evidence and Reasoning	Drafting	Finalization
Does my response...	✓	✓
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"/>
Integrate evidence (quotations and paraphrasing) to support claims and counterclaims?	<input type="checkbox"/>	<input type="checkbox"/>
Anticipate and address the audience’s knowledge level and concerns?	<input type="checkbox"/>	<input type="checkbox"/>

Coherence, Organization, and Style	Drafting	Finalization
Does my response...	✓	✓
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"/>
Have an introduction that captures the readers’ attention and interest?	<input type="checkbox"/>	<input type="checkbox"/>
Have an introduction that establishes the topic and central claim of my argument?	<input type="checkbox"/>	<input type="checkbox"/>

Provide a conclusion that follows from and supports the argument?	<input type="checkbox"/>	<input type="checkbox"/>
Establish and maintain a formal style and objective tone?	<input type="checkbox"/>	<input type="checkbox"/>
Use precise language to clearly explain the topic and claims?	<input type="checkbox"/>	<input type="checkbox"/>
Incorporate effective word choice to strengthen writing?	<input type="checkbox"/>	<input type="checkbox"/>
Include varied syntax to contribute to a cohesive and compelling argument?	<input type="checkbox"/>	<input type="checkbox"/>
Include transitional words and phrases that clearly show the relationship between sentences and paragraphs?	<input type="checkbox"/>	<input type="checkbox"/>
Include sentences of varied length that contribute to the cohesion and clarity of my argument?	<input type="checkbox"/>	<input type="checkbox"/>

Control of Conventions	Drafting	Finalization
Does my response...	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cite sources using proper MLA style and formatting?	<input type="checkbox"/>	<input type="checkbox"/>
Use proper punctuation for quotations and citations?	<input type="checkbox"/>	<input type="checkbox"/>
Correctly incorporate semicolons and colons to make my writing clearer?	<input type="checkbox"/>	<input type="checkbox"/>
Correctly incorporate commas?*	<input type="checkbox"/>	<input type="checkbox"/>
Avoid sentence fragments and run-on sentences?*	<input type="checkbox"/>	<input type="checkbox"/>

*Asterisks indicate new items added in this lesson.

Model WR.1 Revision Exit Slip: Ensuring Sentence Accuracy

Name:		Class:		Date:	
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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
Wandering the halls like zombies glued to their smart phones.	Wandering the halls like zombies glued to their smart phones, these young minds are scattered and distracted.	I used a comma to link this fragment to the independent clause that follows it to repair the sentence fragment.
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.	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.	I repaired this run-on sentence by adding a comma after the transitional word “However” and by adding a semicolon between the two independent clauses.
Using technology frequently throughout the day often requires people to multitask. Excessive multitasking is dangerous for the brain.	Using technology frequently throughout the day often requires people to multitask, and excessive multitasking is dangerous for the brain.	I added a comma and a conjunction to link these two sentences, since they are related.