SUPPLEMENTAL SKILLS INSTRUCTION

| **WR.1.G** **ARGUMENT** | **Adding Variety and Interest** |

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 using parallel structure and varied phrases to improve argument writing. Each activity may last an entire class period.

Writing Instruction Options:

- Parallel Structure
- Varied Phrases

In this lesson, the teacher provides direct instruction to students on how to incorporate parallel structure and varied phrases into their writing. Students focus on revising their own arguments for parallel structure or varied phrases before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.1 Revision Exit Slip: Adding Variety and Interest, 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 incorporating parallel structure or varied phrases. 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.9-10.1.a, b	Demonstrate command of the conventions of standard English grammar and usage

	when writing or speaking.
	a. Use parallel structure.
	b. 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.
Addressed Standard(s)	
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: Adding Variety and Interest. 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., 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 (Richtel).).
• Revise the original passage, focusing on incorporating parallel structure or varied phrases (e.g., 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).).
• Explain why the revision is effective (e.g., I added an adverbial phrase at the end of the sentence to describe the verb phrase "can be applied.").
ⓘ See the Model WR.1 Revision Exit Slip: Adding Variety and Interest for more examples.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: • Standards: W.9-10.5, L.9-10.1.a, b, 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%
• Parallel Structure	
• Varied Phrases	
4. Argument Writing Checklist	4. 5%
5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR. 1 Revision Exit Slip: Adding Variety and Interest	7. 5%
8. Closing	8. 5%

Materials

- Student copies of the up-to-date Argument Writing Checklist (refer to WR.1 Lesson F 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 effectively incorporate parallel structure or varied phrases into their writing. 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 Parallel Structure (See Appendix 1)
   o Varied Phrases (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 Correctly incorporate the use of parallel structure? This item belongs in the Control of Conventions category, because it is about language conventions.
   o Include varied phrases, where appropriate? This item belongs in the Coherence, Organization, and Style category, because it is about conveying meaning, as well as creating variety and building interest.

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%

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

- Parallel Structure
- Varied Phrases

ⓘ For example, if students completed the writing instruction activity on Parallel Structure, then their revisions should focus on using parallel structure rather than varied phrases.

Explain to students that they should revise at least three passages for parallel structure or varied phrases. Remind students to refer to the Argument Writing Checklist as they revise their arguments.

Transition to individual revision.

> ‣ Students independently revise their drafts for parallel structure or varied phrases.

> 🗨 For sample revisions, see the Model WR.1 Revision Exit Slip: Adding Variety and Interest.

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: Adding Variety and Interest   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 "Adding Variety and Interest" 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: Adding Variety and Interest 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:

- Parallel Structure
- Varied Phrases

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 argument. For each passage, revise your draft focusing on whichever of the following writing skills you learned in this lesson:

- Parallel Structure
- Varied Phrases

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.

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?	☐	☐
Use precise language to clearly explain the topic and claims?	☐	☐
Incorporate effective word choice to strengthen writing?	☐	☐
Include varied syntax to contribute to a cohesive and compelling argument?	☐	☐
Include transitional words and phrases that clearly show the relationship between sentences and paragraphs?	☐	☐
Include sentences of varied length that contribute to the cohesion and clarity of my argument?	☐	☐
Include varied phrases, where appropriate?*	☐	☐

Control of Conventions **Does my response…**	**Drafting** ✔	**Finalization** ✔
Cite sources using proper MLA style and formatting?	☐	☐
Use proper punctuation for quotations and citations?	☐	☐
Correctly incorporate semicolons and colons to make my writing clearer?	☐	☐
Correctly incorporate commas?	☐	☐
Avoid sentence fragments and run-on sentences?	☐	☐
Correctly incorporate the use of parallel structure?*	☐	☐

*Asterisks indicate new items added in this lesson.

Model WR.1 Revision Exit Slip: Adding Variety and Interest

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
Overusing digital media can inhibit social developments by preventing people from making and the development of meaningful connections with each other.	Overusing digital media can inhibit social development by preventing people from making and developing meaningful connections with each other.	I changed this sentence to have parallel structure in the verbs.
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 (Richtel).	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).	I added an adverbial phrase at the end of the sentence to describe the verb phrase "can be applied."
Using technology frequently throughout the day often requires people to multitask, and 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.	Originally the argument claimed that multitasking is bad for your brain, but this does not seem accurate. I turned multitasking into an adjective phrase by adding "excessive" so there is more information about how much multitasking is dangerous.

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Appendix 1: Parallel Structure

Explain to students that *parallel structure* is using the same pattern of words to show that two or more ideas are equally important. This pattern can happen at the word, phrase, or clause level. Parallel structures are usually joined by coordinating conjunctions like "and" or "but." Three or more parallel structures in a row require using commas with a coordinating conjunction.

▶ Students write the definition of *parallel structure* in the appropriate section of their vocabulary journals.

Post or project the following examples:

- **Example 1:** As they watch TV, text friends, and surf the Web, modern teens are bombarded with information at all times.

- **Example 2:** As they watch TV, text friends, and are surfing the Web, modern teens are bombarded with information at all times.

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

Which example includes parallel structure? What is parallel in this sentence?

🗨 The first example includes parallel structure, because it uses the same verb form in a list. The words "watch," "text," and "surf" are all the same verb form.

What is the effect of parallel structure on the clarity and meaning of the first sentence?

🗨 The parallel structure connects the ideas and makes them all seem equally important. The parallel structure also makes the sentence clear and easy to read.

ⓘ **Differentiation Consideration:** If students struggle, consider posing the following scaffolding questions:

How are the verbs "watch," "text," and "surf" in the first example similar?

🗨 They are all the same verb form.

How does this repeating pattern of verbs affect the ideas in the sentence?

🗨 Student responses should include:
  o The verbs with the same ending make all the ideas seem connected.
  o The repetition of verbs with the subject "he" reminds readers of how humans are affected by technology.

ⓘ **Differentiation Consideration:** Review examples of parts of speech and verb tenses so that students can confidently discuss parallel structure.

Post or project the following sentences.

ⓘ The following sentences are taken from paragraph 5 of the Model Argument (refer to Lesson 10).

ⓘ Consider numbering the sentences of the paragraph before it is posted or projected.

- 1. Attachment to a screen or e-mail inbox becomes a replacement for engaging with other human beings. 2. This social separation is especially damaging for children. 3. According to Dr. Angela Diaz, the Internet is not a valid substitute for social interaction. 4. She argues, "It's important for kids to be connected to people" and "not just isolated in their own rooms" (Norton). 5. 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). 6. In other words, people lose the ability to positively and effectively interact with one another and form relationships.

Instruct student pairs or small groups to read the paragraph and identify examples of parallel structure and explain which structure in each sentence is parallel.

- 💬 Student responses may include:
  - ○ Sentence 1 includes parallel structure in the two singular nouns that are joined by the coordinating conjunction "or": "screen" and "e-mail inbox."
  - ○ Sentence 6 includes parallel structure with adverbs "positively" and "effectively."
  - ○ Sentence 6 includes parallel structure with verbs "interact" and "form."

ⓘ **Differentiation Consideration:** Explain to students how each example includes parallel structure. For example, the first sentence includes parallel structure because both of the nouns are singular. This would not be parallel if the sentence read "Attachments to a screen or e-mail inboxes becomes a replacement for engaging with other human beings."

Lead a brief whole-class discussion in which volunteers describe the effect of parallel structure on clarity and meaning of ideas in these examples.

- 💬 In these sentences, parallel structure makes the ideas easier to read, because the parts of speech patterns do not change mid-sentence. Also because the parts of speech patterns are the same, the ideas seem more similar and connected.

Explain to students that although parallelism can be used for emphasis or as a rhetorical strategy, it should not be overused or it can lead to writing that is boring and repetitive.

File: WR.1 Lesson G **Date:** 6/30/15 **Classroom Use:** Starting 9/2015

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ⓘ **Differentiation Consideration:** If students struggle with parallel structure because they do not understand subject-verb agreement, explain that subject-verb agreement means that the subject of a sentence matches in number (plural or singular) the verb of the sentence. The form of the verb has to correspond to the subject; a singular subject goes with a singular verb, and a plural subject goes with a plural verb. In its most basic form, a sentence like "She is happy" includes the singular verb "is" in agreement with singular subject "she." In the sentence "They are happy," the subject "they" is plural, so the verb "are" is also plural.

Post or project the following examples and instruct students to work in pairs or small groups to identify 5 different rules of subject-verb agreement. If necessary, consider underlining the subject(s) and verb(s) in each sentence to help students identify the rules.

- o **Example 1:** The <u>United States</u> <u>is</u> not the only country whose <u>teens</u> <u>suffer</u> from technology overuse.
- o **Example 2:** The <u>use</u> of different technologies <u>is</u> doing actual damage to brains and communities.
- o **Example 3:** People's <u>brains and communities</u> <u>are</u> suffering.
- o **Example 4:** An <u>e-mail or a text</u> <u>is</u> just as distracting as a loud noise like a fire siren.
- o **Example 5:** <u>There is a debate</u> among scientists about technology.

💬 Student responses should include:

- o In example 1, "United States" is a collective noun that implies more than one person, but collective nouns are singular and take singular verbs.
- o In example 2, the sentence includes a phrase that comes between the subject and the verb, but the verb agrees with the subject, not the noun or pronoun in the phrase.
- o In example 3, two subjects joined by a conjunction like "and" make a plural subject, so they take a plural verb.
- o In example 4, two subjects joined by a conjunction like "or" do not make a plural subject, so the verb agrees with the second subject.
- o In example 5, the sentence begins with "there is" or "there are," the subject follows the verb. "There" is not a subject, so the verb agrees with the noun that follows.

Lead a brief whole-class discussion of student responses.

Appendix 2: Varied Phrases

Inform students that effective writers use a variety of different types of phrases (e.g., noun, verb, adjectival, adverbial, etc.) to vary their sentences to emphasize ideas and keep readers engaged. Remind students that phrases are parts of a sentence composed of more than one word.

Post or project the following paragraph. Then provide students with the definitions and examples below.

ⓘ The following example is paragraph 4 of the Model Argument (refer to Lesson 10).

ⓘ Consider numbering the sentences of the paragraph before it is posted or projected.

- 1. On the other hand, some research indicates that using technology can benefit a person's brain. 2. Perez reports that "our exposure to the net is impacting the way our brains form neural pathways … [which] makes us adept at filtering information, making snap decisions, and fielding the incoming digital debris." 3. In other words, people's brains are growing in new ways from using screens. 4. 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).

A **noun phrase** is a phrase that acts as a noun within a sentence. For example, "some research" (sentence 1). Because "research" is the noun in the sentence, the phrase "some research" is a noun phrase.

Similarly, an **adjectival phrase** is a phrase that describes the noun. For example, "incoming digital" (sentence 2). Because "incoming" and "digital" describe the noun "debris," "incoming digital" acts as an adjectival phrase.

A **verb phrase** is a phrase that assigns a verb to the subject of the sentence. For example, "are growing" (sentence 3). Because "are" and "growing" are both verbs, together, they make up a verb phrase.

An **adverbial phrase** is a phrase that modifies the verb in the sentence. For example, "like when driving" (sentence 4). The phrase "like when driving" is an adverbial phrase because it describes the verb phrase "can be applied."

- ▸ Students write the definitions and examples of *noun phrase, adjectival phrase, verb phrase,* and *adverbial phrase* in the appropriate section of their vocabulary journals.

ⓘ **Differentiation Consideration:** Students may need additional support with simple parts of speech (nouns, adjective, verbs, adverbs, etc.). Consider teaching them these one-word parts of speech before moving onto more complex, multi-word phrases.

Explain to students that using a variety of phrases makes their writing more interesting to read. Using the same type of sentence structure too often makes the writing dull and hard to follow.

Post or project the following paragraph.

ⓘ The following example is paragraph 2 of the Model Argument (Refer to Lesson 10).

ⓘ Consider numbering the sentences of the paragraph before it is posted or projected.

- 1. Events like "Shut Down Your Screen Week" are essential for preventing addiction to digital media. 2. The act of checking e-mail or refreshing the mini-feed on Facebook gives people's brains a jolt of dopamine; this is a reaction "researchers say can be addictive" (Richtel). 3. As a result, teens find it hard to look up from their phones because they need the feeling of getting a new e-mail or text: these teens become bored without the stimulation of digital media and that surge of dopamine (Richtel). 4. Studies show that this addiction is a problem for most teens. 5. In fact, as Amy Norton reports in the article "Kids Still Getting Too Much Screen Time," the researchers at the U.S. Centers for Disease Control and Prevention found that "nearly three quarters [of teens] spent at least two hours a day watching TV and using a computer."

Instruct students to read the paragraph and then Turn-and-Talk to identify the type of phrase that begins each sentence.

- 💬 Student responses should include:
    - o Sentence 1 begins with a noun phrase.
    - o Sentence 2 begins with a noun phrase.
    - o Sentence 3 begins with an adverbial phrase.
    - o Sentence 4 begins with a simple noun and a verb.
    - o Sentence 5 begins with a prepositional phrase.

Lead a brief whole-class discussion of student responses. Then ask volunteers to describe the effect of varied phrases on the rhythm and flow of ideas in this paragraph.

- 💬 In this paragraph, varied phrases make the ideas more engaging because each sentence is unique and interesting.

Lead a brief whole-class discussion of student responses.