

Previewing Embedded Assessment 2 and Effective Argumentation

ACTIVITY
2.10

ACTIVITY 2.10

PLAN

Suggested Pacing: 1 50-minute class period

TEACH

1 Guide students through the process of reflecting on their learning by revisiting the first Essential Question. You might have them use the following sentence frame to guide their thinking: At the beginning of the unit, I thought _____, but at this point of the unit I think _____.

2 To categorize the vocabulary as either **Q**, **H**, or **T**, students can simply place letters next to the words. Students can share with a partner or the whole class.

INDEPENDENT READING

In this half of the unit, while working on creating an argumentative essay, students will have the opportunity to read on their own. Argumentative texts (speeches and essays) are recommended, but student choice is paramount. The Planning Unit section of the Teacher's Edition and the Resources section of the Student Edition contain information, Reading Logs, and Reading Lists to help you and your students find the right text.

Learning Targets

- Reflect on learning and make connections to new learning specific to vocabulary and concept knowledge introduced thus far.
- Collaboratively analyze and identify the skills and knowledge necessary for success in the Embedded Assessment.

Making Connections

It can be said that writers of fiction, especially dystopian novels, are trying to make a point or criticize some aspect of society. In this part of the unit, you will think about how you can have an impact by creating a well-reasoned argument about a social issue important to you.

Essential Questions

1. Reflect on your understanding of the first Essential Question: *To what extent can a perfect society exist?*
2. How has your understanding of the concept of *utopia* changed over the course of this unit?
3. How would you change your original response to Essential Question 2, *What makes an argument effective?*

Developing Vocabulary

4. Re-sort the Academic and Literary Vocabulary using the **QHT** strategy.
5. Return to your original list sorted at the beginning of the unit. Compare this list with your original. How has your understanding changed?
6. Select a word from the above chart and write a concise statement about your learning. How has your understanding changed over the course of this unit?

LEARNING STRATEGIES:
QHT, Close Reading,
Paraphrasing, Graphic Organizer

My Notes

Academic discourse opportunity

INDEPENDENT READING LINK

Read and Recommend
In this half of the unit, while working on creating an argumentative essay, you will have the opportunity to read on your own. Argumentative texts (speeches and essays) are recommended. The Resources section of your textbook, your Reading Lists and Logs, and your teacher can help you with your selections. With your class, brainstorm and recommend argumentative text options.

COMMON CORE STATE STANDARDS

Focus Standards:

L.8.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.8.1b: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Additional Standards Addressed:

RL.8.10; W.8.10

ACTIVITY 2.10 continued

3 Facilitate a **close reading** of the EA 2 assignment and Scoring Guide, focusing on the “Proficient” column. Instruct students to **mark the text** by underlining or highlighting key skills (verbs) and knowledge (nouns).

4 To unpack, you may want to number the Scoring Guide categories (Ideas, Structure, Use of Language, Conventions), form **expert groups**, and assign each group a number (one category).

5 Instruct groups to reread the Scoring Guide descriptors for their assigned category and **paraphrase** skills and knowledge at each level (i.e., exemplary, proficient, emerging, and incomplete) to clarify how one level differs from the others. Assign group roles such as discussion leader, note-taker, diction detective (looks up unknown words), and presenter to hold individuals accountable.

6 As a class, create a large **graphic organizer** with a heading representing each Scoring Guide category (make sure to display it so all students can see). Ask students to create their own copy.

7 As each expert group presents, note the key knowledge and skills on the graphic organizer, under each category. Students should do the same on their own graphic organizer.

8 Make sure to keep the unpacked assessment in a visible place in your classroom so you and your students can refer to specific skills and knowledge before, during, and/or after a daily activity.

9 Use the Scoring Guides for EA 1 and EA 2 to compare and contrast the two writing modes. It is important that students understand that their learning in the first half of the unit applies to the second half.

10 Guide students in the selection of a new independent reading text.

11 To help focus the transition from expository to argumentative writing, ask students to write individual responses, and then **pair-share**. End with a whole-group debrief of their insights.

ACTIVITY 2.10 continued

Previewing Embedded Assessment 2 and Effective Argumentation

My Notes

Note: Students can write their argumentative essay on any debatable topic, but be advised most articles in this unit revolves around technology/health

Great Reflective question →

Unpacking Embedded Assessment 2

Closely read the Embedded Assessment 2 assignment.

Write an argumentative essay in which you convince an audience to support your claim about a debatable idea. Use your research and experience or observations to support your argument.

Now consult the Scoring Guide and work with your class to paraphrase the expectations. Create a graphic organizer to use as a visual reminder of the required concepts and skills.

After each activity, use this graphic organizer to guide reflection about what you have learned and what you still need to learn in order to be successful in completing the Embedded Assessment.

Looking Ahead to Argumentative Writing

7. Based on your current understanding, how are expository and argumentative writing similar? How are they different?

Similarities:

Differences:

LT 2

Understanding Elements of Argumentation

ACTIVITY
2.11

ACTIVITY 2.11

PLAN

Materials: index cards (6), highlighters (3 colors)
Suggested Pacing: 2 50-minute class periods

TEACH

- 1 Read the Preview and the Setting a Purpose for Reading sections with your students. Help them understand the literary terms they encounter.
- 2 **FIRST READ:** Based on the complexity of the passage and your knowledge of your students, you may choose to conduct the first reading in a variety of ways:
 - independent reading
 - paired reading
 - small group reading
 - choral reading
 - read aloud
- 3 As students are reading, monitor their progress. Be sure they are engaged with the text and annotating as directed. Evaluate whether the selected reading mode is effective.
- 4 Based on the observations you made during the first reading, you may want to adjust your reading mode. For example, you may decide for the second reading to read aloud certain complex passages, or you may group students differently.

Learning Targets

- Evaluate a writer's ideas, point of view, or purpose in an argumentative essay.
- Determine how the writer manages counterclaims.
- Identify and apply the six elements of argumentation.

Preview

In this activity, you will read and analyze part of an eighth-grader's **argumentative** essay.

Setting a Purpose for Reading

- As you read the essay, use three different highlighters to identify the parts of the writer's argument. Mark text evidence with the first color, reasoning with the second color, and counterclaims used to support the claim with the third color.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

LEARNING STRATEGIES:

QHT, Marking the Text, Graphic Organizer

ACADEMIC VOCABULARY

An **argument** is a logical appeal, supported by reasons and evidence, to persuade an audience to take an action or agree with a point of view.

Private Eyes

by Brooke Chorlton (an eighth-grader from Washington State)

1 "Private eyes, they're watching you, they see you every move," sang the band Hall and Oates in their 80s hit "Private Eyes." A popular song three decades ago is quite relevant to life today. We do not live very private lives, mainly due to the Internet, whose sole purpose is to help people share everything. But there are still boundaries to what we have to share. Employers should not require access to the Facebook pages of potential or current employees because Facebook is intended to be private, is not intended to be work-related, and employers do not need this medium to make a good hiring decision.

2 It is true that the Internet is not private, and it is also true that Facebook was not created to keep secrets; it is meant for people to share their life with the selected people they choose as their "friends." However, Facebook still has boundaries or some limits, so that members can choose what to share. As a fourteen-year-old girl I know for a fact, because I have seen it, that when you are setting up your Facebook account, you are able to choose the level of security on your page. Some choose to have no security; if someone on Facebook were to search them, they would be able to see all of their friends, photos, and posts. And, according to *Seattle Times* journalists Manuel Valdes and Shannon McFarland, "It has become common for managers to review publically available Facebook Profiles." The key words are "publically available." The owners of these profiles have chosen to have no boundaries, so it is not as big a deal if an employer were to look at a page like this. But others choose to not let the rest of the world in; if you search them, all that would come up would be their name and profile picture. That is all: just a name and a picture. Only the few selected to be that person's friends are allowed into their online world, while the strangers and stalkers are left out in the cold. It is not likely that you would walk up to a stranger and share what you did that weekend. Orin Kerr, a George Washington University law professor and former federal prosecutor, states that requiring someone's password to their profile is, "akin to requiring [their] house keys." If we expect privacy in our real world life, shouldn't we be able to have privacy in our online life as well?

My Notes

Guiding Questions

① What is the thesis?

② How does the author prove their thesis?

③ Is she effective?

COMMON CORE STATE STANDARDS

Focus Standards:

RI.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Additional Standards Addressed:

RI.8.1; RI.8.2; RI.8.3; W.8.2a; W.8.2b; W.8.4; W.8.5; L.8.6

ACTIVITY 2.11 continued

5 SECOND READ: During the second reading, students will be returning to the text to answer the text-dependent comprehension questions. You may choose to have students reread and work on the questions in a variety of ways:

- independently
- in pairs
- in small groups
- together as a class

6 Have students answer the text-dependent questions. If they have difficulty, scaffold the questions by rephrasing them or breaking them down into smaller parts. See the Scaffolding the Text-Dependent Questions boxes for suggestions.

7 The Working from the Text questions are intended to have students look closely at the purpose of, structure of, and evidence in the essay.

TEACHER TO TEACHER

The section on Beginning to Construct an Argument begins the parallel instruction leading to writing an argumentative essay. In class, guide students through the process of choosing a topic; creating a claim; and finding, incorporating, and citing evidence. The controversial topic that is suggested is the use of cellphones while driving, and the texts and suggested responses beginning with the next activity all address that topic.

While the class goes through this together, each student needs to be building an argument that he or she can use for the Embedded Assessment. The process is fluid here, but students should be recording ideas in their Reader/Writer Notebooks as they go through the group process in class. In this way, by the last activity of this half of the unit they will have chosen a topic, made a claim, and perhaps done some thinking about what research questions need to be answered and how they will locate sources.

Students will return to the topics **brainstormed** in this activity, so they need to think about what topic they will choose and what claim they

ACTIVITY 2.11
continued

Understanding Elements of Argumentation

prosecutor: a person, especially a public official, who institutes legal proceedings against someone

My Notes

Second Read

- Reread the passage to answer these text-dependent comprehension questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

1. Key Ideas and Details: What is the writer's purpose? Who is the writer's audience? How do you know? Use textual evidence to support your answer.

The writer's purpose is to convince the reader that employers should not access private information from a public website. The audience is employers and the general public. I can tell this because she uses persuasive, strong language, like, "If we expect privacy in our real world life, shouldn't we be able to have privacy in our online life as well?" RI.8.1

2. Key Ideas and Details: What is the writer's claim? Is it clear to the audience? Use textual evidence to support your answer.

The writer's claim is that employers should not require employees to grant them access to private online pages. The writer directly states her claim at the end of the opening paragraph. RI.8.1

3. Craft and Structure: Paragraph 2 mentions a counterclaim. Restate the counterclaim in your own words. What evidence and reasoning does the writer use to counter or refute the claim?

The counterclaim makes the point that Facebook is meant to be public and so should be available to employers. The author counters this by saying that if users choose to make their profile public, then employers are welcome; otherwise no one other than "friends" are invited to see. RI.8.6

Working from the Text

4. Based on the thesis, what is the next point the writer will make about the right of employers to ask for access to Facebook?

Facebook "is not intended to be work-related."

5. Notice that the writer ends the paragraph with an interrogative sentence. Why is this an effective mood to use as a transition to the next major idea of the essay?

Beginning to Construct an Argument

6. Think of a technology-related topic that has two sides that can be argued. Decide which side of the issue you want to argue. Brainstorm possible topics and claims.

Topics: texting, Facebook, cellphones, Screen Time, video games

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

1. Key Ideas and Details (RI.8.1, RI.8.6) What is the writer's purpose? Who is the writer's audience? How do you know? Use textual evidence to support your answer. What is the writer's position? What is her purpose for writing? What kind of language does she use? What does this tell us about who she is writing for?

2. Key Ideas and Details (RI.8.1) What is the writer's claim? Is it clear to the audience? Use textual evidence to support your answer. Read

the opening paragraph closely and note the claim the writer is making.

3. Craft and Structure (RI.8.6) Paragraph 2 mentions a counterclaim. Restate the counterclaim in your own words. What evidence and reasoning does the writer use to counter or refute the claim? How does the first sentence of paragraph 2 provide a counterclaim to the writer's claim? What does the writer state she has the power to do as a 14-year-old setting up a Facebook account?

ACTIVITY 2.11 continued

Claims:

- Driving while using a cellphone is dangerous.
- Texting keeps families more closely connected.
- Cellphones are an essential part of a teen's social life.
- Teens shouldn't have Facebook accounts until they are 16 years old.
- Video games are good for the brain.
- Video games are too violent and lead to unhealthy habits.

Check Your Understanding

To convince or persuade someone to share your point of view, you must structure an argument with certain elements in mind. Completing the graphic organizer below will help you structure a convincing argument.

Choose one of the topics you brainstormed and complete the response portion of the graphic organizer.

Element	Definition/Explanation	Response
Purpose	the specific reason(s) for writing or speaking; the goal the writer or speaker wishes to achieve	to convince people that driving and using a cellphone is dangerous
Audience	the specific person or group of people the writer is trying to convince (the opposition); one must consider the audience's values and beliefs before writing the argument	adults and teenagers—anyone who uses a cellphone and can drive
Claim	an assertion of something as true, real, or factual	Using a cellphone while driving is distracting and dangerous.
Evidence	knowledge or data on which to base belief; used to prove truth or falsehood; evidence may include: <ul style="list-style-type: none"> • testimony from experts and authorities • research-based facts and statistics • analogies (comparisons to similar situations) • references to history, religious texts, and classic literature 	own and others' experiences quotes from experts or authorities
Reasoning	logical conclusions, judgments, or inferences based on evidence	Logic: Driving a car is a potentially dangerous activity that requires full concentration. Using a phone while driving is distracting and can lead to accidents.
Counterclaim (Concession/Refutation)	a claim based on knowledge of the other side of a controversial issue; used to demonstrate understanding of the audience, expertise in the subject, and credibility (ethos) a writer or speaker briefly recognizes and then argues against opposing viewpoints	Counterclaims: Many people are able to multitask and drive safely while talking on their cellphones. Talking on a cellphone while driving is no more dangerous than talking while driving.

LTB

will make for their individual argumentative topic, just as the class has chosen its topic for a class-created example of argument.

You can continue the topic of technology, or think of topics related to the novel students just read. Possible topics relating to the dystopian novel study include banning books, education, media/technology use, marriage, rules/laws, punishments, happiness.

8 To check understanding, consider using one of the brainstormed topics to do a **think aloud** while completing the **graphic organizer** before releasing the students to choose a topic and complete the graphic organizer individually. The suggested responses provided are on the topic of driving while using a cellphone.

9 Once students complete the graphic organizer for their argument, form **discussion groups**, and ask students to **share and respond**. While each student presents his or her argument, group members should listen to comprehend and evaluate. Afterward, group members should provide specific feedback.

ASSESS

Circulate to check for understanding and to clarify confusion. You can collect student work on the graphic organizer to be sure students understand the basic elements of argument.

Ask students to revisit their **QHT** chart to determine how their understanding has grown and to move words to a new column.

ADAPT

This activity serves to review and deepen students' knowledge of argumentation, but you can expect students to feel somewhat comfortable with most of the elements, such as claims, support, reasoning, and counterarguments.

Leveled Differentiated Instruction

In this activity, students may need support to understand the organization of argumentative

writing. Have students complete a **Persuasive/Argument Writing Map** graphic organizer in order to organize their ideas.

Em After students have completed their graphic organizers, ask students basic questions about why persuasive writing is organized in this way.

Ex After students have completed their graphic organizers, ask students to explain why persuasive writing is organized in this way.

Br After students have completed their graphic organizers, ask students to present an argument about why persuasive writing should be organized in this way.

(Activities 2.12 and 2.13 depend on each other in regards to capturing the Standards RI.8.8/SL.8.3)

ACTIVITY 2.12

▶ PLAN

Suggested Pacing: 1 50-minute class period

▶ TEACH

1 Now that the foundation has been set, students are ready to practice forming and defending their own arguments.

2 Students should already have been introduced to persuasive appeals. If so, review; if not, use this opportunity to introduce and define terms. Asking students to **visualize** the appeal helps them to conceptualize the idea.

3 Creatively use the Word Wall to help students understand the definitions and purpose of each appeal. Distribute an index card to a student volunteer, and ask him or her to create a Word Wall card during the discussion of each appeal.

4 Ask students to make connections between the elements of argumentation and the appeals. Add the persuasive appeals to the Word Wall to show the connection visually.

5 Explain that **debate** is a speaking and listening strategy designed to engage students in a structured argument that examines both sides of an issue.

6 Provide students with time to complete the Independent Reading Link activity in class. They will need time to complete the exercise and to discuss responses with their peers.

7 Students will next practice using the elements of argument and persuasive appeals by engaging in a debate. As they read the mock news story, students should **mark the text** to indicate whether they agree or disagree with the proposed legislation and then explain their thinking. It will be important to get students thinking about the pro side of this argument since they will probably be against the legislation.

ACTIVITY 2.12

Don't Hate—Debate!

LEARNING STRATEGIES:
Visualizing, KWHL, Debate, Brainstorming, Note-taking, Graphic Organizer

INDEPENDENT READING LINK

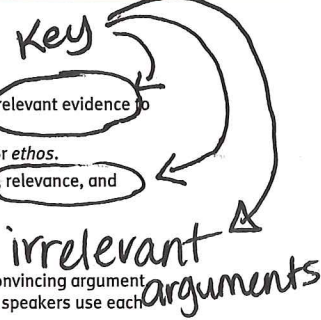
Read and Discuss
Choose one essay or speech from your Independent Reading List that contains a compelling claim or argument. What makes the claim or argument effective? Include the author's purpose and any elements of argument you see in the text. Document your response in your Reader/Writer Notebook. You will discuss your response in a small-group setting.

ACADEMIC VOCABULARY

A **debate** is an informal or formal discussion in which opposing arguments are put forward. A debate usually focuses on a debatable or controversial issue.

Learning Targets

- 1 Identify and analyze persuasive appeals.
- 2 Orally present valid reasoning, well-chosen details, and relevant evidence to support a debatable claim.
- 3 Identify and evaluate arguments as *logos*, *pathos*, and/or *ethos*.
- 4 Assess the soundness of arguments based on reasoning, relevance, and sufficient evidence.



Persuasive Appeals

1. Persuasive appeals are an important part of creating a convincing argument. Read the definitions below to understand how writers or speakers use each type of appeal.

Appeal	Meaning
Logos	an appeal to reason; providing logical reasoning and evidence in the form of <i>description</i> , <i>narration</i> , and/or <i>exposition</i>
Pathos	an appeal to emotions; using descriptive, connotative, and figurative language for effect; providing an emotional anecdote; developing tone
Ethos	an appeal based on trust or character; demonstrating that you understand the audience's point of view; making the audience believe that you are knowledgeable and trustworthy; showing that you have researched your topic by supporting reasons with appropriate, logical evidence and reasoning

Note: this may not be the just time they have heard these terms.

2. Create a visual of each type of appeal to help you remember its definition.

Introducing the Strategy: Debate

A **debate** is an informal or formal argumentation of an issue. Its purpose is to provide an opportunity to collect and orally present evidence supporting the affirmative and negative arguments of a proposition or issue. During a debate, participants follow a specific order of events and often have a time limit for making their points.

Preparing to Debate

A debate provides an opportunity to practice creating a reasoned argument and to identify and use appeals when trying to convince others of your point of view. You will engage in an informal debate on a debatable topic arising from the article below.

3. Read and respond to the following news article, first by circling any words you don't know that you think are important, and next by deciding whether you are for or against the legislation.

COMMON CORE STATE STANDARDS

Focus Standards:

SL.8.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4: Present claims and findings, emphasizing salient points in a focused,

coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Additional Standards Addressed:

RI.8.1; RI.8.4; W.8.1a; W.8.1b; SL.8.1a; SL.8.1b; SL.8.1c; SL.8.2; SL.8.6; L.8.6

Article

Representative Urges Action on the Media

In order to combat what he calls the dangerous increases in teens' harmful media habits, Representative Mark Jenkins has recently introduced legislation that would make it a crime for anyone under the age of 18 to engage with more than two hours of media a day on the weekdays and three hours a day on the weekends. The bill defines "media" as television, radio, commercial magazines, non-school related Internet and any blogs or podcasts with advertising. Penalties for violation can range from **forfeiture** of driver's licenses and media counseling to fines for parents or removal of media tools (TVs, computers, phones, etc.). Monitoring systems will be set up in each Congressional district through the offices of Homeland Security and the National Security Agency. Rep. Jenkins could not be reached for comment because he was appearing on television.

4. Read the debate prompt (always posed as an interrogative sentence).

Debate: Should the government restrict media usage for anyone under the age of 18 to two hours a day on weekdays and three hours a day on weekends?

5. Brainstorm valid reasons for both sides of the issue. Focus on *logos* (logical) appeals, though you may use other appeals to develop your argument. During the debate, you will use these notes to argue your side.

My Notes

forfeiture: the giving up of something as a penalty for wrongdoing

TEACHER TO TEACHER

Preparing for and conducting the debate can be accomplished in many ways. Consider assigning pro or con to each half of the class and then having them work together in small groups to create effective support for their claim. It will be important for students on either side to be able to anticipate and refute counterclaims.

YES, the government should restrict media usage because:

Reason 1:

Evidence:

Reason 2:

Evidence:

NO, the government should not restrict media usage because:

Reason 1:

Evidence:

Reason 2:

Evidence:

ACTIVITY 2.12 continued

9 Rearrange the classroom into a **fishbowl**. Half of the students should be in the inside circle and half in the outside circle.

10 Divide the students in the inside circle in half. If you have not already done so, assign sides—*affirmative* (pro) and *negative* (con)—and explain that students must take the side they have been assigned regardless of their true feelings about the topic.

11 Explain that a debate is more formal than a small-group discussion. Encourage students to use the sentence starters to bring up a point or respond to a point. In addition, remind students to use appropriate eye contact, adequate volume, and clear pronunciation when they speak.

ASSESS

During the debate, students in the outer circle should listen to evaluate the arguments on both sides, note the use of logic as opposed to *pathos*, and take notes in preparation for their debate. After approximately eight minutes, ask the outer circle to provide feedback, and then switch circles and repeat the process.

Students should independently write responses to the Check Your Understanding questions. Then discuss student responses.

ADAPT

Students who are uncomfortable speaking in front of the class may choose not to speak during the debate. If this is the case, provide another opportunity to participate, by setting up a small-group debate (before, during, or after class) and inviting these students to join.

Leveled Differentiated Instruction

In this activity, you may want to have some students complete a different graphic organizer to record ideas from others' arguments.

Em Help students use an **Active Listening Notes** graphic organizer to record words and phrases about others' arguments.

WORD CONNECTIONS

Cognates

A cognate is a word that has the same root meaning as a word in the same or another language. The English word *evaluate* comes from the French verb *evaluer*, which means "to find the value of." It has the same meaning as *evaluar*, a similar word in Spanish. Both *evaluate* and *evaluar* mean "to assess."

My Notes

Variations:
Place at center of each group.
Students use for "practice" role play, using debatable topics.

Don't Hate—Debate!

ACTIVITY 2.12 continued

6. When it is your turn to speak, engage in the debate. Be able to argue either claim. Keep in mind the elements of argument and the different types of appeals. Be sure to use appropriate eye contact, volume, and a clear voice when speaking in a debate.

Sentence Starters

- I agree with your point about . . . , but it is also important to consider . . .
- I disagree with your point about . . . , and would like to counter with the idea that . . .
- You made a good point about . . . , but have you considered . . .
- Your point about . . . is an appeal to emotions and so is not a logical reason/explanation.

When it is your turn to listen, evaluate others' arguments for their use of logical appeals. Record notes in the chart below as you identify examples of effective and ineffective *logos*, and provide a brief explanation for each example.

Effective Use of Logos	Other Appeals

Check Your Understanding

Reflect on your experience by responding to the following questions:

- What types of persuasive appeals were most effective in supporting the topic during the debate? Why?
- Was any appeal to *logos*, or logic, convincing enough to make you change your mind about the issue? Explain.
- What makes an effective debate? How can the debate strategy help a writer form an effective argument?

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Highlighting Logos

ACTIVITY
2.13


ACTIVITY 2.13

PLAN

Materials: highlighters (3 colors), index cards (3)
Suggested Pacing: 1 50-minute class period

TEACH

- 1 Read the Preview and the Setting a Purpose for Reading sections with your students. Help them understand the terms *logos*, *pathos*, and *ethos*.
- 2 **FIRST READ:** Based on the complexity of the passage and your knowledge of your students, you may choose to conduct the first reading in a variety of ways:
 - independent reading
 - paired reading
 - small group reading
 - choral reading
 - read aloud

 **Text Complexity**
Overall: Complex
Lexile: 1360L
Qualitative: Low Difficulty
Task: Challenging (Evaluate)

TEACHER TO TEACHER

If you search for this online article, you can find the actual photo of the boy's cellphone messages.

- 3 As students are reading, monitor their progress. Be sure they are engaged with the text and annotating as directed. Evaluate whether the selected reading mode is effective.
- 4 Based on the observations you made during the first reading, you may want to adjust your reading mode. For example, you may decide for the second reading to read aloud certain complex passages, or you may group students differently.

Learning Targets

- 1 Identify and evaluate logical reasoning and relevant evidence in an argument.
- 2 Understand the relationship between logic and fallacy.
- 3 Write arguments based on logical reasoning and evidence to support a claim.

Preview

In this activity, you will read two articles about distracted driving and evaluate the logic presented in each.

Setting a Purpose for Reading

- As you read, underline precise adjectives and verbs the writer uses for impact.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

* Highlight/underline logos, ethos, pathos

Online Article

Parents Share Son's Fatal Text Message to Warn Against Texting & Driving

- 1 DENVER (AP) – Alexander Heit's final text cut off in mid-sentence. Before he could send it, police say the 22-year-old University of Northern Colorado student drifted into oncoming traffic, jerked the steering wheel and went off the road, rolling his car.
- 2 Heit died shortly after the April 3 crash, but his parents and police are hoping the photo of the mundane text on his iPhone will serve as a stark reminder to drivers.
- 3 The photo, published Wednesday in *The Greeley Tribune*, shows Heit was responding to a friend by typing "Sounds good my man, seeya soon, ill tw" before he crashed.
- 4 Witnesses told police that Heit appeared to have his head down when he began drifting into the oncoming lane in the outskirts of Greeley, where the University of Northern Colorado is located. According to police, an oncoming driver slowed and moved over just before Heit looked up and jerked the steering wheel.
- 5 Police say Heit, a Colorado native who loved hiking and snowboarding, had a spotless driving record and wasn't speeding.
- 6 In a statement released through police, Heit's mother said she doesn't want anyone else to lose someone to texting while driving.
- 7 "In a split second you could ruin your future, injure or kill others, and tear a hole in the heart of everyone who loves you," Sharon Heit said.

Source: CBS News, © 2013 The Associated Press

LEARNING STRATEGIES:
Marking the Text, Close Reading, Rereading

My Notes

Teacher Notes

Pathos

Logos

Ethos

What kind of text is this (Narrative, Expository/Explanatory, Argumentative)? How do you know?

COMMON CORE STATE STANDARDS

Focus Standards:

RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

W.8.1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Additional Standards Addressed:

RI.8.1; RI.8.2; RI.8.4; RI.8.5; RI.8.10; W.8.1a; W.8.8; SL.8.6; L.8.1b; L.8.2b; L.8.3a; L.8.6

Important terms to emphasize

ACTIVITY 2.13 continued

5 SECOND READ: During the second reading, students will be returning to the text to answer the text-dependent comprehension questions. You may choose to have students reread and work on the questions in a variety of ways:

- independently
- in pairs
- in small groups
- together as a class

6 Have students answer the text-dependent question. If they have difficulty, scaffold the question by rephrasing it or breaking it down into smaller parts. See the Scaffolding the Text-Dependent Questions boxes for suggestions.

7 Have students respond to the Working from the Text questions individually or in pairs. Then discuss responses as a class. It is important for students to understand that all the appeals in the article overlap and work together to form a convincing argument.

An ineffective argument can be characterized by too much dependence on *pathos* at the expense of logic, resulting in irrelevant *points* and unsound reasoning (i.e., “Only thoughtless and immature people text.”).

8 The next section is a brief presentation of valid and sound reasoning in which the ideas of premise, assumption, and conclusion are introduced and discussed. This section can simply be a quick overview of logical reasoning and its connection to effective argumentation.

ACTIVITY 2.13 continued

Highlighting Logos

My Notes

WORD CONNECTIONS

Multiple Meaning Word

When you hear the word “sound,” you probably think of noise, but “sound” has many meanings. It can mean free from error, showing good judgment, or being logically valid, such as in “sound advice” or a “sound argument.” A “sound heart” is one free from defects, and a “sound sleep” describes sleep that was deep and undisturbed.

GRAMMAR & USAGE

Conditional Statements

Statements of premises and conclusions, also known as syllogisms, are always formed as **conditional** statements that are finished with a conclusion.

Second Read

- Reread the passage to answer this text-dependent comprehension question.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

1. Key Ideas and Details: What kind of appeal does the writer use at the beginning of this article: *logos*, *pathos*, or *ethos*? Why is it effective?

Pathos engages the reader with an alarming story related to the topic. RI.8.1

Working from the Text

2. What evidence is used to convince others that texting and driving is dangerous? Is this evidence logical, relevant, and convincing? *LT 1*

The evidence is the retelling of an accidental death. The evidence is relevant and convincing, and it shows a logical relationship between texting and the accident.

3. Now that you have examined and identified the use of the three “appeals” used to convince an audience, explain why *logos* is the most important appeal to be able to use skillfully.

Building support for a claim with reasoning and evidence allows an argument to stand the test of time and create a strong ethos of credibility.

4. Notice how the different appeals overlap in an argument.

Logos (fact) and pathos (emotion) often overlap; logos enhances ethos.

What Is Sound Reasoning?

Sound reasoning stems from a valid argument whose conclusion follows from its premises. A **premise** is a statement upon which an argument is based or from which a conclusion is drawn. In other words, a premise is an assumption that something is true.

For example, consider this argument:

Premise: A implies B;

Premise: B implies C;

Conclusion: Therefore, A implies C.

Although we do not know what statements A, B, and C represent, we are still able to judge the argument as valid. We call an argument “sound” if the argument is valid *and* all the statements, including the conclusion, are true.

This structure of **two premises** and **one conclusion** forms the basic argumentative structure. Aristotle held that any logical argument could be reduced to two premises and a conclusion.

Premises: If Socrates is a man, and all men are mortal,

Conclusion: then Socrates is mortal.

A **logical fallacy** is an error in reasoning that makes an argument invalid or unsound. Common fallacies include:

- claiming too much
- oversimplifying a complex issue
- supporting an argument with abstract generalizations
- false assumptions
- incorrect premises

“SOUND” relevant/sufficient

LT 2

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

1. Key Ideas and Details (RI.8.2) What kind of appeal does the writer use at the beginning of the article: *logos*, *pathos*, or *ethos*? Why is it effective? Explain the connection between the visuals that begin the reading and the first paragraph. How does this appeal to emotion?

Example: *We need to pass a law that stupid people cannot get a driver's license.* This statement incorrectly equates driving skills with intelligence.

Avoid logical fallacies by being sure you present relevant evidence and logical and sound reasoning—the cornerstones of effective argumentation.

5. Examine this statement of the premises and conclusion of the argument of the article you just read. Is it valid and sound? Explain why or why not.

Premises: If texting is distracting, and distracted driving can result in an accident,

Conclusion: then texting can result in an accident.

Setting a Purpose for Reading

- As you read this article, underline words and phrases that indicate the science behind the article.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

* Highlight/underline examples of Ethos, Logos, Pathos

Online Article

The Science Behind Distracted Driving

from KUTV, Austin

- Texting while driving can be deadly, but what is it that makes it so dangerous?
- No longer are people simply talking on their cellphones, they're multi-tasking—checking email, updating social media and texting.
- "Particularly texting, that seems to be a really hazardous activity, much more dangerous than talking on a cellphone, rising to a level that exceeds what we see with someone who's driving drunk," David Strayer says. He has been studying distracted driving for 15 years.
- Strayer says we're becoming a nation of distracted drivers. He says that when you take your eyes off the road, hands off the steering wheel, and your mind off driving, it's a deadly mix. "That combination of the three: the visual, the manual, and the cognitive distraction significantly increase the crash risk," says Strayer.
- With two sophisticated driving **simulators**, an instrumented vehicle, an eye tracker, and a way to measure brain activity, Strayer and his team at the University of Utah have been able to pinpoint what's happening when a person texts while driving. He says, "They're not looking at the road. They're not staying in their lane. They're missing traffic lights," creating a crash risk that is eight times greater than someone giving the road their undivided attention. "That's a really significant crash risk. It's one of the reasons many states have enacted laws to outlaw texting."
- Thirty-nine states have banned texting while driving.

WORD CONNECTIONS

Roots and Affixes

Distracted comes from the prefix *dis-*, meaning "away" and the Latin root word *tract*, meaning "to drag or pull." "Distracted driving" happens when your attention is being pulled away to something other than driving.

Pathos
Ethos
Logos
Logos

simulators: machines that model certain environmental and other conditions for purposes of training or experimentation

what type of text is this? How do you know?

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

6. Knowledge and Ideas (RI.8.8) **What is David Strayer's argument? Is it sound? Cite textual evidence in your response.** Paragraph 5 of the article presents scientific evidence of the hazardous effects of driving while texting. How does this make his argument more convincing?

ACTIVITY 2.13 continued

9 After the class reads about logical fallacies, make sure students understand that a writer or speaker loses credibility (*ethos*) if the audience recognizes faulty logic or reasoning in the argument.



Textual Complexity

Overall: Complex

Lexile: 1130L

Qualitative: Low Difficulty

Task: Challenging (Evaluate)

10 Read the Setting a Purpose for Reading section with your students. Help them understand the literary terms they encounter.

11 **FIRST READ:** Based on the complexity of the passage and your knowledge of your students, you may choose to conduct the first reading in a variety of ways:

- independent reading
- paired reading
- small group reading
- choral reading
- read aloud

12 As students are reading, monitor their progress. Be sure they are engaged with the text and annotating as directed. Evaluate whether the selected reading mode is effective.

13 Based on the observations you made during the first reading, you may want to adjust your reading mode. For example, you may decide for the second reading to read aloud certain complex passages, or you may group students differently.

ACTIVITY 2.13 continued

14 SECOND READ: During the second reading, students will be returning to the text to answer the text-dependent comprehension questions. You may choose to have students reread and work on the questions in a variety of ways:

- independently
- in pairs
- in small groups
- together as a class

15 Have students answer the text-dependent question. If they have difficulty, scaffold the question by rephrasing it or breaking it down into smaller parts. See the Scaffolding the Text-Dependent Questions boxes for suggestions.

Leveled Differentiated Instruction

In this activity, students may need support to understand Latin roots.

Em Help students complete a **Root and Affixes** graphic organizer for the Latin root *tract* using words they already know, such as *subtract* and *attract*.

Ex Have students complete a **Root and Affixes** graphic organizer for the Latin root *tract* using words they already know and words they find in a dictionary, such as *intractable* and *protracted*. Students should use each new word from the dictionary in a sentence to demonstrate that they understand the word's meaning.

Br Ask students to complete a **Root and Affixes** graphic organizer for the Latin root *tract* using words they find in a dictionary. Students should compare the meanings of the words they find and explain how they are connected to the Latin root *tract*.

ASSESS

The writing prompt expects students to have practiced the TLQC format for including quotes in text. (See Unit 1 Activity 1.15 and Activity 2.3.) It may be a good idea to create an example with students and then ask them in groups to show how seamlessly they can incorporate a quote into their own sentences. Then ask them to do it independently.

ACTIVITY 2.13 continued

Highlighting Logos



My Notes

Handwritten notes on a lined paper. At the top, there are large blue initials "LIS". Below that, there are several horizontal lines, some of which have small blue checkmarks or marks next to them.

7 Strayer's work has been featured at National Distracted Driving summits, used by states to enact no-texting while driving laws, he's even testified in criminal court proceedings—often meeting the families of those killed in distracted driving crashes.

Second Read

- Reread the passage to answer this text-dependent comprehension question.
 - Write any additional questions you have about the text in your Reader/Writer Notebook.
- 6. Knowledge and Ideas:** What is David Strayer's argument? Is it sound? Cite textual evidence in your response.
- Strayer argues that texting while driving can be hazardous. He presents evidence in the form of the "deadly mix" in paragraph 3 and in the form of testing crash risk in paragraph 5. RI.8.8

Working from the Text

7. Effective arguments use quotes and paraphrased evidence from sources to support claims. For example, David Strayer, who has been studying distracted driving for 15 years, calls texting "hazardous" and "more dangerous than . . . driving drunk." Write a quote and/or paraphrase evidence from the article above.

"That combination of the three: the visual, the manual, and the cognitive distraction significantly increase the crash risk," says Strayer.

Check Your Understanding

WRITING to SOURCES Writing Prompt

Choose one quote from each of the articles you have just read to support the claim: *Texting while driving is distracting and increases the risk of crashes.* Use the TLQC format, as you learned in Unit 1 (Activity 1.15), to state the importance of the evidence. Be sure to:

- Use the TLQC format for introducing quoted material.
- Write in the active voice.
- Use ellipses when necessary to show that words have been left out.

Handwritten notes in blue ink. A large letter 'L' is circled. To the right of the circle, the text reads: "Opportunity to practice punctuation etc."

ADAPT

You may want students to write samples in which they use ellipses to show they are leaving out words. Students need to begin the practice of incorporating parts of quotes to make their points rather than using long, uninterrupted passages. Learning to use ellipses will help them use quoted material more effectively.



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Forming and Supporting a Debatable Claim

ACTIVITY
2.14

Learning Targets

- Identify the difference between a debatable and a non-debatable claim.
- Develop an argument to support a debatable claim about a controversial topic, using valid reasons and relevant evidence.

Debatable and Non-Debatable Claims

You have already brainstormed topics and possible claims. It may seem obvious, but it is important to be sure your topic and claim are debatable.

- If a claim is **debatable**, it is **controversial**; that is, two logical people might disagree based on evidence and reasoning used to support the claim. Example: *Using a cellphone while driving puts you and other drivers in danger.*
- If a claim is **non-debatable**, it is a fact and therefore it cannot be argued. Example: *Cellphones are a popular form of modern communication.* This could be an expository topic, but is not suitable for argument.

1. Summarize the difference between a debatable and a non-debatable claim.

2. Write one debatable and one non-debatable claim relating to each topic below.

Topic: the amount of time teens spend using technology

- Debatable:** *Too much screen time has a negative effect on student performance in school.*
- Non-debatable:** *Teenagers and adults use media in many ways.*

Topic: the age at which someone should have a social media account

- Debatable:** *Teens under 16 shouldn't be allowed to have social media accounts.*
- Non-debatable:** *Social media sites such as Facebook are popular with teens.*

LEARNING STRATEGIES:

Summarizing, Brainstorming, Outlining, Freewriting, Marking the Draft

ACADEMIC VOCABULARY

A **controversy** occurs when there are two sides that disagree with each other. A **controversial topic** is a topic that can be debated.

INDEPENDENT READING LINK

Read and Recommend
Select one essay or speech from your Independent Reading List that provides a clear use of *logos*, *pathos*, or *ethos*. Prepare to give an oral recommendation of this essay or speech by connecting an explanation of the persuasive appeal with specific examples from the text. Document your response in a paragraph in your Reader/Writer Notebook.

My Notes

ACTIVITY 2.14

PLAN

Materials: highlighters
Suggested Pacing: 2 50-minute class periods

TEACH

1 With students, read the definitions and examples of debatable and non-debatable claims. As you discuss claims, encourage students to revisit ideas from the debate in the previous activity.

2 The next activity is designed to show that students understand the difference between a debatable and a non-debatable claim. You might have the students complete this activity with partners and then share their ideas with the rest of the class.

3 Explain that the class will focus on the topic *cellphone use while driving* for the rest of the unit. The remaining activities will use this topic as a model to show students how to prepare an effective argumentative essay. At the same time, students should be completing the same activities based on the topic they have chosen for their own argumentative essay. Make sure that students are completing this preparation either in class or as homework. If students have not yet decided on a topic for their essay or would like to change topics, this is the time.

4 Provide students with time to complete the Independent Reading Link activity in class. They will need time to complete the exercise and to present responses orally.

COMMON CORE STATE STANDARDS

Focus Standards:

- W.8.1:** Write arguments to support claims with clear reasons and relevant evidence.
W.8.1a: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Additional Standards Addressed:
W.8.10; L.8.6

ACTIVITY 2.14 continued

5 Guided writing instructions:

Step 1: As a class, **brainstorm** and select two opposing claims relating to **using cellphones while driving**.

Step 2: Assign a claim to each half of the class, or allow students to select the claim they would like to support.

Step 3: Ask students to **freewrite** to create support for the claim about texting that they are arguing. This should be done in class and can be accompanied by sharing and responding in order to add ideas to the initial freewrite. During this freewrite it is not likely that students will bring up many counterclaims. Take no more than 10 minutes for this writing.

Step 4: Analyzing the audience will focus students on recognizing counterclaims and the evidence they will need to refute the counterclaims. After students identify their audience, discuss the importance of analyzing one's audience prior to forming an argument. As you present each question, ask students to consider their audience and record responses to the questions.

Step 5: Remind students that addressing counterclaims shows the audience that you know who they are, what they believe, and why they believe it. This appeals to *ethos*, and an audience is much more likely to agree with you when their beliefs are countered with strong *logos*.

Ask students to identify two counterclaims to address in their argument.

ASSESS

As you work with students on the guided writing, evaluate their understanding of the process based on their comments and the questions they ask. Also check their answers to the Check Your Understanding question to ensure they understand the importance of audience to crafting an argument.

ADAPT

Have students share their claims to ensure that they are debatable. Some students may need guidance in choosing an appropriate claim.

ACTIVITY 2.14 continued

Forming and Supporting a Debatable Claim

LTZ

My Notes

★ ↘

Possible Strategy:
Provide the class with the claim, so you can engage in whole class discussion around a common claim.

Forming and Supporting a Debatable Claim

3. Use the following steps to form and support a debatable claim for the topic you chose in Activity 2.11.

Step 1: Write a debatable claim for each side of an issue relating to the topic.

Texting

Side 1

Claim: Using a cell phone while driving is distracting and dangerous.

Side 2

Claim: Using a cellphone while driving is no more dangerous than talking while driving.

Step 2: Highlight the claim you will support.

Step 3: Freewrite: How can you support the claim you chose? How much logical reasoning can you use? Will you depend on *pathos*? How can you support your claim with evidence and sound reasoning?

Step 4: Identify and analyze your **audience**. Who would support the other side? Be specific! Consider the kind of information, language, and overall approach that will appeal to your audience. Ask yourself the following questions:

- What does the audience know about this topic (through personal experience, research, etc.)?
- What does the audience value related to this topic?
- How might the audience disagree with me? What objections will the audience want me to address or answer?
- How can I best use *logos* to appeal to and convince this audience?
- How will I use language to show I am worth listening to on this subject?

Step 5: Now that you better understand your audience, plan to address at least two counterclaims by identifying potential weaknesses of your argument within opposing reasons, facts, or testimony. Use this format:

My audience might argue _____, so I will counter by arguing or pointing out that _____.

1. My audience might argue that cellphone use is just one of many tasks experienced while driving, so I will counter by arguing that using cellphones is a deliberate and avoidable distraction.
2. My audience might argue that they can multitask so well that cellphone use is not a distraction, so I will counter by arguing that confidence in multitasking is a false assumption.

Check Your Understanding

Why is it necessary to identify your audience as precisely and accurately as possible?

Conducting Effective Research

ACTIVITY
2.15

Learning Targets

- Form effective questions to focus research.
- Identify appropriate sources that can be used to support an argument.

Using the Research Process

Once you have chosen your topic, created a claim, and considered possible counterclaims, you are ready to conduct additional research on your topic to find evidence to support your claim and refute counterclaims.

1. What are the steps of the research process? Are the steps logical? Why?

1. Identify the issue or problem.
2. Form questions.
3. Gather evidence.
4. Interpret information and draw conclusions.
5. Communicate findings (quote or paraphrase).

Writing Research Questions

2. What makes an effective research question?

open-ended, directly related to claim, and purposeful (the answer will be used to support the argument)

3. How will gathering evidence affect my research questions?

Gaining a deeper understanding about a topic leads to revising existing questions and generating additional questions.

4. What is an example of an effective research question?

How does cellphone use affect driving performance?

Locating and Evaluating Sources

Many people rely on the Internet for their research, since it is convenient and it can be efficient. To find relevant information on the Internet, you need to use effective search terms to begin your research. Try to choose terms that narrow your results. For example, searching on the term “driving accidents” will return broad information, whereas searching on the term “distracted driving” will return results more closely in line with that topic.

The Internet has a lot of useful information, but it also has a great deal of information that is not reliable or credible. You must carefully examine the websites that offer information, since the Internet is plagued with unreliable information from unknown sources. Faulty information and unreliable sources undermine the validity of one's argument.

LEARNING STRATEGIES:

Skimming/Scanning, Close Reading, Marking the Text, Note-taking

ACADEMIC VOCABULARY

Research (v.) is the process of locating information from a variety of sources.

Research (n.) is the information found from investigated sources.

WORD CONNECTIONS

Etymology

Refute comes from the prefix *re-*, meaning “back/ backward” and the Latin root word *future*, meaning “to beat.” The Latin word *refutare* came to mean “to drive back or rebut.” *To refute* now means “to disprove or invalidate.” For example, if you refute an argument, you're proving the argument to be false.

ACADEMIC VOCABULARY

Search terms are the words or phrases entered into an online search engine to find information related to the words or phrases.

ACTIVITY 2.15

PLAN

Materials: research process manipulatives, (optional) access to computers for research

Suggested Pacing: 2 50-minute class periods

TEACH

1 Now that the claim, audience, and counterclaims are clear in their minds, students are ready to conduct research to find evidence that is relevant and convincing. Discuss the definition of *research* and then ask students to explain how research strengthens *logos* and *ethos*.

2 You may either **brainstorm** the steps of the research process or create sets of five cards with a step on each card and use them as **manipulatives**. Form small groups and hand each group a set of cards for that order. Ask groups to arrange the steps in logical order and then provide a rationale. Ask students to record the steps and discuss the logic behind the order.

TEACHER TO TEACHER

Like the last activity, class work focuses on the class topic—cellphones. It may be better to go through the whole activity focusing on this topic, reminding students that you are modeling the process of researching and locating support for the claim. Then at the end of the activity, ask students to go through the process again using their own chosen topic, so that by the end of the lesson they have researched their topic and found at least one article they can use to support their claim and refute the counterclaims.

3 Discuss responses to the Writing Research Questions items as a class, and have the students suggest options for an effective research question relating to the class topic of cellphone use while driving. Then give students time to form one or more research questions for their own topic.

COMMON CORE STATE STANDARDS

Focus Standards:

W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8: Gather relevant information from multiple print and digital sources, using

search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Additional Standards Addressed:

RI.8.1; RI.8.2; RI.8.4; RI.8.10; W.8.1b; W.8.4; W.8.10; L.8.6

8. Which types of sources are best for the information you seek? List at least three and explain your choices.
current newspaper articles, documentaries, research studies, expert testimony (doctors, psychologists)

9. What search terms will you use to narrow your search for sources with relevant information on the topic and claim?
cellphones while driving, auto accidents and cellphones

Researching and Reading Informational Texts

Much research information is taken from informational texts, which can be challenging to read. An effective strategy for reading these texts is to pay attention to their **text features**.

There are five broad categories of text features found in informational texts:

- **Text organization** identifies text divisions (e.g., chapters, sections, introductions, summaries, and author information).
- **Headings** help readers understand the information (e.g., titles, labels, and subheadings).
- **Graphics** show information visually to add or clarify information (e.g., diagrams, charts and tables, graphs, maps, photographs, illustrations, paintings, timelines, and captions).
- **Format and font size** signal to the reader that certain words are important (e.g., boldface, italics, or a change in font).
- **Layout** includes aids such as insets, bullets, and numbers that point readers to important information.

Preview

In this activity, you will read an article and evaluate its validity.

Setting a Purpose for Reading

- As you read, put a star next to the writer's claim. Underline information you think would be logical evidence to support the claim.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.
- Note whether the text features lend the article credibility or not.

ABOUT THE AUTHOR

Marcel Just is the D.O. Hebb Professor of Psychology and director of the Center for Cognitive Brain Imaging at Carnegie Mellon University.

Tim Keller is a senior research psychologist at the center. They are co-authors of the study, "A Decrease in Brain Activation Associated with Driving When Listening to Someone Speak."

My Notes

ACTIVITY 2.15 continued

- 8** In order to be efficient researchers, students must develop the ability to evaluate the potential usefulness of a text as a source without having to read the entire text. Remind students of the importance of using text features to determine whether a text will yield useful supporting evidence.
- 9** The text-dependent questions in the upcoming article point students toward support and counterarguments contained in the article. You might also discuss the use of the images and captions as evidence.

- 10** Read the Preview and the Setting a Purpose for Reading sections with your students. Help them understand the terms they encounter.

- 11 FIRST READ:** Based on the complexity of the passage and your knowledge of your students, you may choose to conduct the first reading in a variety of ways:
- independent reading
 - paired reading
 - small group reading
 - choral reading
 - read aloud

ACTIVITY 2.15 continued

Text Complexity

Overall: Complex
Lexile: 1410L
Qualitative: Moderate Difficulty
Task: Moderate (Analyze)

12 As students are reading, monitor their progress. Be sure they are engaged with the text and annotating claims. Evaluate whether the selected reading mode is effective.

13 Based on the observations you made during the first reading, you may want to adjust your reading mode. For example, you may decide for the second reading to read aloud certain complex passages, or you may group students differently.



WORD CONNECTIONS

Content Connections

In general terms, *spatial* means “relating to, occupying, or having the character of space.” Scientifically speaking, *spatial* refers to the location of objects and the metric relationships between them. Specific to how the brain reacts, *spatial processing* indicates the brain activity required to engage spatial memory and orientation so that driving can occur.

Annotations:
 My Notes
 *Highlight/
 Underline: Ethos,
 Pathos, Logos

concurrently: occurring at the same time
deterioration: the act or process of becoming worse

Conducting Effective Research

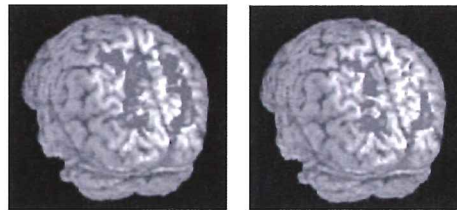
ACTIVITY 2.15 continued

Article

How the **Brain** Reacts

<http://roomfordebate.blogs.nytimes.com/2009/07/18/should-cellphone-use-by-drivers-be-illegal/>

1 Behavioral studies have shown that talking on a cellphone diverts the driver’s attention and disrupts driving performance. We investigated that question by looking at brain activity that occurs during driving. In our study, using functional magnetic resonance imaging (fMRI), we examined the effect of listening to someone speak on the brain activity associated with simulated driving.



Brain activity associated with spatial processing when driving without distraction (left) and when driving while listening to sentences (right).

Center for Cognitive Brain Imaging, Carnegie Mellon University

2 Participants steered a vehicle along a curving virtual road, either undisturbed or while listening to spoken sentences that they judged as true or false. The parietal lobe activation associated with spatial processing in driving decreased by 37 percent when participants **concurrently** listened to the sentences. We found that listening comprehension tasks drew mental resources away from driving and produced a **deterioration** in driving performance, even though the drivers weren’t holding or dialing a phone.

3 These brain activation findings show the biological basis for the deterioration in driving performance (in terms of errors and staying in a lane) that occurs when one is also processing language. They suggest that under mentally demanding circumstances, it may be dangerous to combine processing of spoken language with a task like driving a car in demanding circumstances.

4 Our listening experiment did not require the participants to speak, so it was probably less disruptive to driving than an actual two-way conversation might be. It’s likely that our study actually underestimates the reduction in driving performance.

5 If listening to sentences degrades driving performance, then probably a number of other common driver activities—including tuning or listening to a radio, eating and drinking, monitoring children or pets, or even conversing with a passenger—would also cause reduced driving performance.

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

10. Knowledge and Ideas (RI.8.8) What evidence do the writers provide to support their claim that spoken language can degrade driving performance? Note that the title points the reader to the central focus of this study, so that readers should expect some evidence based on brain research.

11. Craft and Structure (RI.8.4) What transition words do the writers use to navigate the reader through their argument? Reread the section that begins with “If listening to sentences, and not the transitions...”

6 It would be incorrect, however, to conclude that using a cellphone while driving is no worse than engaging in one of these other activities. First, it's not known how much these other distractions affect driving (though that would be an interesting study).

7 Second, talking on a cellphone is a particular social interaction, with demands different from a conversation with a passenger. Not responding in a cellphone conversation, for instance, can be interpreted as rude behavior.

8 By contrast, a passenger in a car is more likely to be aware of the competing demands for a driver's attention. Indeed there is recent experimental evidence suggesting that passengers and drivers suppress conversation in response to driving demands.

9 Third, with spoken language, a listener cannot willfully stop the processing of a spoken utterance. These considerations suggest that talking on cellphones while driving can be a risky choice, not just for common sense reasons, but because of the way our brains work.

Second Read

- Reread the passage to answer these text-dependent comprehension questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

10. **Knowledge and Ideas:** What evidence do the writers provide to support their claim that spoken language can degrade driving performance?

Brain activation findings show that "listening" comprehension tasks drew mental resources away from driving resulting in a "deterioration of driving performance." RI.8.8

11. **Craft and Structure:** What transition words do the writers use to navigate the reader through their argument?

Transitions in this article become obvious in the second half of the article when the authors are presenting concessions and refuting them. The concession begins with "However," and the refutations are signaled by "First," "Second," and "Third." RI.8.4

Working from the Text

12. Choose two pieces of relevant and convincing information that support the authors' claim. Quote as much of the original material as is necessary. Write your responses in the My Notes section on this page.

Examples:

- "We found that listening comprehension tasks drew mental resources away from driving and produced a deterioration in driving performance."
- "The parietal lobe activation associated with spatial processing in driving decreased by 37 percent when participants concurrently listened to the sentences."

My Notes

LT2

ACTIVITY 2.15 continued

14 SECOND READ: During the second reading, students will be returning to the text to answer the text-dependent comprehension questions. You may choose to have students reread and work on the questions in a variety of ways:

- independently
- in pairs
- in small groups
- together as a class

15 Have students answer the text-dependent questions. If they have difficulty, scaffold the questions by rephrasing them or breaking them down into smaller parts. See the Scaffolding the Text-Dependent Questions boxes for suggestions.

Leveled Differentiated Instruction

In this activity, students may need the support of an **Idea and Argument Evaluator** to help them analyze the text.

Em Have students work in pairs to answer the following questions using simple phrases: *What is the author's main idea? What ideas support the author's main idea?*

Ex Guide students to work in pairs to identify the author's main idea and list support from the text, offering support as needed.

Br Have students work in pairs to complete the graphic organizer, building on each other's responses in order to understand the author's ideas.

Support Have students work independently to complete the graphic organizer.

ACTIVITY 2.15 continued

ASSESS

The writing prompt asking students to incorporate quotes and paraphrases to support the author's claim should be a review of using quoting and paraphrasing as evidence or support in an essay of argumentation. Note students' use of ellipses.

ADAPT

After the modeling of this activity, students should be prepared to do research and find a source that they can use to support their claim about the topic of their choice.

Give time in class to do research or assign it as homework with the expectation that students will bring in a copy of the source they have found.

Explain that in the next two activities, students will read two reliable texts about cellphones to practice using research to strengthen an argument.

ACTIVITY 2.15
continued

Conducting Effective Research

My Notes

Outlines
Steps in
the process →

Provides a
frame

Check Your Understanding

WRITING to SOURCES / Argumentative Writing Prompt

Using the examples from question 12, write a paragraph for an argumentative essay in support of the claim. Paraphrase the first piece of information. For the second piece of information, smoothly combine quoting and paraphrasing. Then add your own commentary to explain the quote. Be sure to:

- Carefully paraphrase the quote to avoid changing its meaning.
- Choose a relevant quote that fully supports the claim and smoothly incorporate it into your paragraph, citing the author or the article.
- Write insightful commentary that adds your own interpretation and meaning to the evidence and how it supports the claim.

Examples:

1. Paraphrase: Trying to pay attention to and understand a conversation takes the driver's focus away from driving tasks, resulting in a lower level of driving performance.
2. Quote and paraphrase: According to Just and Keller, brain activity involved with driving tasks "decreased by 37 percent when participants concurrently listened to the sentences" and driving. This decrease is enough to impact driving ability, and it shows that trying to carry on a conversation while driving is a significant distraction.

(this activity could be taught during the EA #2)

Gathering and Citing Evidence

ACTIVITY
2.16

Learning Targets

- 1. Create annotated bibliography entries and show how to use this information to strengthen an argument.
- 2. Refine research questions to guide the research process.

Conducting Research

You have begun to conduct research on a topic and claim of your choice, creating research questions, using effective search terms, and finding appropriate sources from which you can take information to use as evidence.

Citing Sources and Creating a Bibliography

When using information from research in your writing, you should cite the source of the information. In addition to giving credit in your essay, you may also be asked to provide a **Works Cited** page or an **Annotated Bibliography** to document your research and strengthen your ethos. A Works Cited page includes a properly formatted citation for each source you use. An **Annotated Bibliography** includes both the full citation of the source and a summary of information in the source or commentary on the source.

Citation Formats

Works Cited Entry:

Burke, Kenneth. *Language as Symbolic Action: Essays on Life, Literature, and Method*. Berkeley: U of California P, 1966. Print.

In-text Citation:

Human beings have been described as "symbol-using animals" (Burke 3).

1. To practice note-taking and generating a bibliography entry, complete the *research card* below using information from "How the Brain Reacts."

Source Citation:

Just, Marcel and Tim Heller. "How the Brain Reacts." *Room for Debate Blogs*. *The New York Times*, 18 July 2009. Web. 1 Feb. 2012.

How can this source help you to support your argument?

What makes this source credible?

In this activity, you will read another article about cellphones and driving and connect it to previous texts you have read on the subject.

Setting a Purpose for Reading

- As you read, note conflicting information the writer brings up. Underline words that indicate these transitions.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

LEARNING STRATEGIES:

Predicting, Graphic Organizer, Summarizing, Paraphrasing, Note-taking, Marking the Text, Questioning the Text

My Notes

easybib.com
can help
with citations

Writer's workshop
for Unit 2,
activity 2.16,
helpful for
active vs. passive
voice.

INDEPENDENT READING LINK

Read and Respond
Choose a text from your Independent Reading List that shows effective research and use of relevant text. List examples from the text to support your opinion in your Reader/Writer Notebook.

ACTIVITY 2.16

PLAN

Materials: a possible source to consult for proper citation formats is <http://owl.english.purdue.edu/owl/resource/747/2/>

Suggested Pacing: 2 50-minute class periods

TEACH

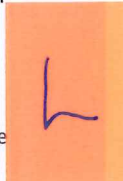
TEACHER TO TEACHER

Consider citing all of the sources in advance to guide your work with students.

1 Guide students as they complete an annotated bibliography entry for the article in the previous activity. The additional information beyond the proper citation of the article is important when students locate multiple sources and may need to choose among sources.

2 Encourage students to complete the Independent Reading Link activity, reminding them to record responses in the Reader/Writer Notebook.

3 Read the Setting a Purpose for Reading section with your students. Help them understand the terms they encounter.



COMMON CORE STATE STANDARDS

Focus Standards:

W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8: Gather relevant information from multiple print and digital sources, using search terms

effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Additional Standards Addressed:

RI.8.1; RI.8.2; RI.8.4; RI.8.8; RI.8.9; RI.8.10;
W.8.1a; W.8.1b; W.8.9; L.8.6

ACTIVITY 2.16 continued

Text Complexity

Overall: Very Complex

Lexile: 1410L

Qualitative: Moderate Difficulty

Task: Moderate (Analyze)

4 FIRST READ: Based on the complexity of the passage and your knowledge of your students, you may choose to conduct the first reading in a variety of ways:

- independent reading
- paired reading
- small group reading
- choral reading
- read aloud

5 This text has a high Lexile measure because it has very long sentences. The vocabulary is not unusually difficult, although there are some words that you may want to explain to students or have them diffuse (such as *ordinance*, *consensus*, *prohibition*).

6 As students are reading, monitor their progress. Be sure they are engaged with the text and annotating as directed. Evaluate whether the selected reading mode is effective.

7 Based on the observations you made during the first reading, you may want to adjust your reading mode. For example, you may decide for the second reading to read aloud certain complex passages, or you may group students differently.

ACTIVITY 2.16 continued

Gathering and Citing Evidence

My Notes

Use as needed
to review
recursive
standards.

GRAMMAR & USAGE

Passive Voice

Note how the passive voice is used in the second sentence of the first paragraph. Why is it used in this case?

ordinance: statute; law

conclusive: definitive; clear

consensus: general agreement



WORD CONNECTIONS

Roots and Affixes

The word *correlation* is made from the Latin prefix *cor-*, meaning “together; with” and the root word *relation*, meaning “connection.”

prohibition: the action of forbidding something, especially by law

ABOUT THE AUTHOR

Matthew Walberg is an investigative reporter for the *Chicago Tribune*, specializing in criminal justice and a wide range of governmental topics.

Article

Cellphones and driving: As dangerous as we think?

Despite calls for cellphone bans, there's no conclusive data on handheld devices and safe driving

March 26, 2012 | By Matthew Walberg, *Chicago Tribune* reporter
Source: http://articles.chicagotribune.com/2012-03-26/news/ct-met-cellphone-safety-studies-20120326_1_handheld-cellphones-cellphone-restrictionscellphone-subscribers

- 1 A bill pending in Springfield would ban all drivers in Illinois from using handheld
- 2 It's a matter of safety, proponents of both measures say.
- 3 But two decades of research done in the U.S. and abroad have not yielded **conclusive** data about the impact cellphones have on driving safety, it appears. Nor is there a **consensus** that hands-free devices make for safer driving than handheld cellphones.
- 4 In theory, the effect of cellphones on driver performance should be relatively easy to determine: Compare crash data against phone records of drivers involved in accidents. But phone records are not easily obtained in the United States, forcing researchers in this country to find less direct ways to analyze the danger of cellphone distraction. The issue is further clouded because auto accidents overall have been decreasing, even as cellphones become more common.
- 5 “The expectation would be that as cellphone use has skyrocketed we would see a correlation in the number of accidents, but that hasn't happened,” said Jonathan Adkins, spokesman for the Governors Highway Safety Association.
- 6 Adkins said the association believes that states should simply enforce their current cellphone laws, if any, and wait for further research to better understand exactly how much of a role cellphone use plays in automobile accidents.
- 7 “We know it's distracting, we know it increases the likelihood of a crash,” Adkins said. “It just hasn't shown up in data in a lot of cases—in other words, it's hard to prove that a crash was caused because someone was on their cellphone.”
- 8 Proponents of cellphone restrictions—whether total bans or **prohibition** of handheld phones—can cite some studies to back up their positions.
- 9 A 2005 study published in the *British Medical Journal* looked at crash data for 456 cellphone subscribers in Perth, Australia, who had an auto accident that required medical attention. The study, which essentially confirmed a similar 1997 study

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

2. Craft and Structure (RI.8.4) **What clues in the text tell you the meaning of the word intoxicated?** Reread paragraph 10 to find the word “intoxicated.” How does its association with blood alcohol levels give you a clue about its meaning?
3. Knowledge and Ideas (RI.8.8) **What is the writer's purpose for citing studies? How do you know?** Find the writer's claim about cellphone use causing accidents. How will this claim

require that he produce conflicting results from studies about cellphone use and driving?

4. Craft and Structure (RI.8.4) **How does the writer transition between pieces of opposing information? Cite some examples.** Notice that the writer's argument begins with information that supports the idea that though cellphone use is distracting, we don't really know its effects. By paragraph 8 the writer begins with a series of opposing points of view.

conducted in Toronto, concluded that drivers talking on their phones were about four times more likely to be involved in an accident than those who were not on the phone.

10 Another highly publicized 2006 study from the University of Utah concluded that drivers who talked on cellphones were as impaired as drivers who were intoxicated at the legal blood-alcohol limit of 0.08. The study, however, found that using hands-free devices did little to improve drivers' performances.

11 There is some evidence suggesting state and local bans have caused some drivers to talk less while on the road.

12 This month, California's Office of Traffic Safety released the results of a study showing a sharp decrease in the number of accidents caused by cellphone use that resulted in death or injury.

13 Researchers tracked the number of accident reports that listed cellphone use as a factor during the two-year periods before and after the 2008 passage of a statewide ban on handheld devices. The study concluded that while overall traffic **fatalities** of all kinds dropped by 22 percent, fatalities caused by drivers who were talking on a handheld phone at the time of the crash dropped nearly 50 percent. Similar declines were found for drivers using hands-free devices.

14 The study followed the agency's 2011 survey of more than 1,800 drivers that found that only about 10 percent of drivers reported that they regularly talked on the phone while driving—down from 14 percent from the previous year's survey. In addition, the survey saw increases in the number of people who said they rarely or never use their cellphone behind the wheel.

15 Those surveyed, however, overwhelmingly believed that hands-free devices made cellphone use safer, a perception that runs counter to research showing such tools do little to reduce the distraction.

16 "If there is an advantage, it's only because a person may have two hands on the wheel, but most people drive with one hand all the time anyway," said Chris Cochran, spokesman for the Office of Traffic Safety. "In reality, it's the conversation, not the phone itself."

Second Read

- Reread the passage to answer these text-dependent comprehension questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

2. Craft and Structure: What clues in the text tell you the meaning of the word *intoxicated*?

*The association between "legal blood-alcohol" limits and the word **intoxicated** gives enough clues to infer that the word means "drunk." RI.8.4*

3. Knowledge and Ideas: What is the writer's purpose for citing studies? How do you know?

The author cites studies in an attempt to provide a more balanced view of cellphones and driving. He spends the first seven paragraphs making the point that there is no conclusive evidence linking cellphone use to driving safety. He then cites conflicting studies to prove his point. RI.8.8

My Notes

fatalities: deaths

ACTIVITY 2.16 continued

8 SECOND READ: During the second reading, students will be returning to the text to answer the text-dependent comprehension questions. You may choose to have students reread and work on the questions in a variety of ways:

- independently
- in pairs
- in small groups
- together as a class

9 Have students answer the text-dependent questions. If they have difficulty, scaffold the questions by rephrasing them or breaking them down into smaller parts. See the Scaffolding the Text-Dependent Questions boxes for suggestions.

Leveled Differentiated Instruction

In this activity, students may need more interaction with the text for full comprehension.

Em Guide students to work in pairs to answer literal *yes-no* questions about the text, such as *Is it dangerous to use a cellphone while driving?*

Ex Guide students to work in smaller groups or pairs to discuss literal questions about the text, such as *Why is it hard to measure the effect of cellphones on driver performance?*

Br Have students work in smaller groups or pairs to discuss literal and interpretive questions about the text, such as *Do you think there should be laws against using cellphones while driving?* Encourage students to respond to their partners by offering useful feedback.

10 The Working from the Text item again asks students to choose relevant and convincing evidence from the informational source and compose it for use in an essay of argumentation. Discuss when it is best to directly quote textual evidence and when it is best to paraphrase. Again, ask students to experiment with using ellipses.

5. Knowledge and Ideas (RI.8.9) In what way does the writer of this article disagree with the other writers in these activities, on matters of fact or interpretation? Cite textual evidence to support your answer. What factual data does the author present about the use of cellphones and accidents? Does he interpret the data or does he allow the reader to make judgments?

ACTIVITY 2.16 continued

Leveled Differentiated Instruction

In this activity, students may need support with organizing their argumentative writing. Before writing, students will look closely at the word choices writers can make in order to persuade.

Em Provide students with some persuasive words and phrases such as *we know*, *we found that*, and *by contrast*. Have students work in pairs to explain how well these words support ideas and arguments.

Ex Provide students with some persuasive words and phrases such as *we investigated*, *these findings show*, and *correlation*. Have students work in pairs to explain how well these words present ideas or support arguments.

Br Provide students with some persuasive words and phrases such as *it would be incorrect*, *common sense*, and *overwhelmingly*. Have students work in pairs to explain how well these words present ideas or support arguments.

11 The writing prompt is designed to give students practice including evidence from sources clearly and with convincing commentary. This is something you could co-construct with the class as a model of what they will have to do in their own essay of argumentation.

ASSESS

Ask students to complete bibliography entries for the text they just read and annotated or for each quotation that supports their argument.

If you determine students are ready, you might have them use the note cards to cite the sources they have found to use for their chosen topic of argumentation.

ADAPT

If you notice citation errors or incomplete responses, use examples of exemplary entries to

ACTIVITY 2.16 continued

Gathering and Citing Evidence

My Notes

Handwritten notes on lined paper, including a large scribble and some illegible text.

4. **Craft and Structure:** How does the writer transition between pieces of opposing information? Cite some examples.

"It's a matter of safety...but..." "In theory...but..." "The expectation would be... but..." RI.8.4

5. **Knowledge and Ideas:** In what way does the writer of this article disagree with the other writers in these activities on matters of fact or interpretation? Cite textual evidence to support your answer.

The writer believes that evidence supporting the impact of cellphone use on driving is inconclusive as noted in paragraph 3. He further explains in paragraph 4 that the effect of cellphones on driver performance is "clouded." RI.8.9

Working from the Text

6. Choose two pieces of relevant and convincing information from the article. Then prepare the information to be included in an argumentative essay. Paraphrase the first piece of information. Combine quoting and paraphrasing in the second piece of information, and add your own commentary to it.

Paraphrase: Jonathan Adkins, a spokesman for the governors' Highway Safety Association, says that even with the huge increase in cellphone use, there has been no significant increase in the number of accidents, suggesting a lack of relationship among cellphones, driving, and accidents.

Quote and paraphrase: After banning cellphone use while driving, a study concluded that deaths caused by "talking on a handheld phone...dropped nearly 50 percent," while traffic deaths of all kinds dropped by only "22 percent." This study shows a marked relationship between a ban on using cellphones while driving and traffic deaths.

Check Your Understanding

WRITING to SOURCES Argumentative Writing Prompt

Based on the research and the evidence you have gathered from reading the sources, write a paragraph that states a claim about cellphone use while driving. Incorporate paraphrased and/or quoted information that supports your claim. Be sure to:

- State your claim.
- Incorporate evidence by paraphrasing and/or quoting.
- Show your reasoning with commentary.

INDEPENDENT READING CHECKPOINT

You have read a variety of sources relating to your topic. Which information supports your claim? Which information counters your claim? How can you use this information to strengthen your argument? Prepare your answers in the form of a brief oral presentation.

reinforce expectations. Then, ask struggling students to revise their work to show their new understanding of this skill. Students who already demonstrate understanding could be paired with students who need to revise.

At this point expect students to conduct additional research to find another source for evidence to support the claim they have made about their topic.

INDEPENDENT READING CHECKPOINT

Ask students to complete the Independent Reading Checkpoint as homework. You will check their work at the end of the next activity.

Option for students as they organize their writing

Organizing and Revising Your Argument

ACTIVITY
2.17

Learning Targets

1. Use research to support a claim(s) and frame an argument.
2. Share and respond to preliminary drafts in a discussion group using questions and comments with relevant evidence, observation, and ideas.
3. Use new information to revise an argument to reflect Scoring Guide Criteria.

Monitor Progress by Creating and Following a Plan

You have gone through a model of the research process and conducted research on your own topic for the argumentative essay you will write for the Embedded Assessment.

Now you will focus on completing your research and finding evidence for your argument. You will also work on organizing and communicating your argument.

1. First, look at the chart below. Where are you in the process of researching for your essay? Check off the steps you have already completed, but remember that you can go back to revise your claim or find additional support for your argument, if necessary. In the third column, add planning notes for completing each step of the process.

Research Plan for My Argumentative Essay

Check Progress	Step of Research Process	Notes
	Identify the issue or problem; establish a claim.	
	Form a set of questions that can be answered through research.	
	Locate and evaluate sources. Gather evidence for claims and counterclaims.	
	Interpret evidence.	
	Communicate findings.	

2. Reflect on your research. Which questions have you answered? What do you still need to know? What new questions do you have? You should keep research notes on a computer, on note cards, or in a log such as the one that follows.

LEARNING STRATEGIES:

Writer's Checklist, Discussion Groups, Oral Reading, Sharing and Responding, Self-Editing/Peer-Editing

My Notes

ACTIVITY 2.17

PLAN

Suggested Pacing: 1 50-minute class period

TEACH

TEACHER TO TEACHER

By this time students have completed the modeling of the process of building an argumentative essay. This activity is designed to guide students as they prepare for the **Drafting and Revision** stages of writing the essay for the Embedded Assessment.

The **graphic organizers** are intended to be aids for planning and prewriting for the Embedded Assessment. Ideally, students will have chosen a topic, determined their claim, done some **prewriting** about their topic, and located at least one resource from which they can gather evidence to use in their essay.

1 Model filling out the graphic organizer for a research plan. Then ask students to complete the organizer to show their progress on their topic. In this way students can monitor their own progress toward writing an argumentative essay for the Embedded Assessment.

You will need to determine how many sources students will need to find before they can start drafting. Two is probably sufficient, although more may be needed to show the complete range of opinions about the topic.

COMMON CORE STATE STANDARDS

Focus Standards:

SL.8.1b: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SL.8.1d: Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.

Additional Standards Addressed:

RI.8.1; RI.8.2; W.8.1a; W.8.1b; W.8.1c; W.8.1d; W.8.1e; W.8.4; W.8.5; W.8.7; W.8.8; W.8.10; SL.8.1a; L.8.1b; L.8.1c; L.8.1d; L.8.3a; L.8.6

ACTIVITY 2.17 *continued*

2 The research log can be used to prepare students to create a Works Cited page. The assignment doesn't require this, but you may want to give an example.

3 Based on the prewriting, research, and drafting students have done so far, ask them to prepare an **outline** of the essay they will be writing for the Embedded Assessment.

ACTIVITY 2.17
continued

Organizing and Revising Your Argument

My Notes

Argumentative Essay Research Log

Topic/Issue: _____

My claim: _____

Research Questions:

Works Consulted

Source + Citation

Notes/Examples/Quotes

Sample citation for a website: Just, Marcel, and Tim Heller. "How the Brain Reacts." *Room for Debate Blogs. The New York Times*, 18 July 2009. Web. 1 Feb. 2012.

Outlining an Essay

3. A clear organizational structure is essential to a successful essay. Fill in the blank spaces in the following outline with your claim and the reasons and evidence you will use to support it.

I. Introduction

A. Attention-getting hook

B. Background information/definition of terms

C. Claim (Thesis):

II. Body paragraphs

A. Reason 1:

Evidence:

B. Reason 2:

Evidence:

C. Reason 3:

Evidence:

III. Conclusion follows from and supports the argument

A. Restate claim

B. Connect back to hook

C. State specific call to action

My Notes

Lined area for taking notes, with handwritten 'WT 2' in blue ink.

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Sharing and Responding in Writing Groups (Great to use during Peer Review)

- 4. Prepare for discussion by doing the following:
 - Revisit your outline and think about its organization.
 - Think about your research notes and decide where the information fits in your argument.
 - At the top of your draft, make a list of vocabulary and transitions you might use while discussing your ideas.
 - Determine whether you should revise your claim to reflect the new information.
 - Listen, comprehend, and evaluate as others read their claims.
- 5. Gather the materials you will need in the discussion group: the draft outline of your argument, your research cards, and a pen or pencil.
- 6. Set speaking and listening goals for the discussion:
 - Speaking: I will _____
 - Listening: I will _____

TEACHER TO TEACHER

Students should at least write an outline for their essay, but you could also require that they do a first draft of their essay to share in the discussion groups. It all depends on how much you want students to have done before they get to the Embedded Assessment.

5 Review expectations for speaking and listening, as well as expectations for participation. **Sharing and responding** works best in a writing group of three people who are all committed to participating in the discussion.

6 Ask students to gather materials and set goals in preparation for the discussion.

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ACTIVITY 2.17 continued

7 Before each writer presents his or her **outline** draft aloud, ask groups to assign one area of focus from the **Writer's Checklist** to each student in the writer's audience (ideas, organization, or use of language).

8 While each student **reads** his or her draft **aloud**, group members should listen to comprehend and evaluate, and they should take notes on their section of the Writer's Checklist.

9 After each student has read his or her draft, group members should take turns providing feedback for their area, telling the writer what is *exemplary* or *proficient* (and thus can be checked off), and what is *emerging* or *incomplete* (and thus should be highlighted). The highlighted items will guide the student's revisions.

ASSESS

As students work, listen to feedback to make sure it is specific and accurate. Ask students to reflect upon how they will revise their draft using a variety of resources to ensure quality revision.

ADAPT

If students struggle with revision or editing, provide additional guidance in the process. This is the final activity before Embedded Assessment 2. At this time, students should be ready to continue the writing and research process independently.

INDEPENDENT READING CHECKPOINT

Randomly choose students to summarize responses from their last Independent Reading Checkpoint activity for the class, using their Reader/Writer Notebooks as a reference. You may want to collect the notebooks of those students who did not have the opportunity to share a summary to ensure that independent reading and engagement are occurring.

ACTIVITY 2.17 continued

Organizing and Revising Your Argument

7. When you write your essay for Embedded Assessment 2, use the Writer's Checklist below to get feedback from others in your writing group and to self-edit before finalizing your essay draft. Also, use the Language and Writer's Craft suggestions as you consider revising your essay for effective use of language.

Writer's Checklist

Use this checklist to guide the sharing and responding in your writing group.

IDEAS

- The writer has a clear claim (thesis).
- The writer supports his or her claim with logical reasoning and relevant evidence from accurate, credible sources.
- The writer effectively uses appeals to *logos* and *pathos*.
- The writer addresses counterclaims effectively.

ORGANIZATION

- The writer clearly introduces the claim at the beginning of the argument.
- The writer organizes reasons and evidence logically.
- The writer effectively uses transitional words, phrases, and clauses to create cohesion and clarify the relationships among ideas.
- The writer provides a concluding statement or section that follows from and supports the argument presented.

USE OF LANGUAGE

- The writer effectively and correctly embeds quotations and paraphrases clearly to strengthen evidence and create convincing reasoning.
- The writer uses a formal style, including proper referencing to sources to express ideas and add interest.
- The writer uses precise and clear language in the argument rather than vague or imprecise vocabulary.

My Notes

*Writer's Workshop
on Mood
and how it
is impacted
by active
and passive
voice.*

Language and Writer's Craft: Shifts in Voice and Mood

As you write and revise, recognize and correct inappropriate shifts in voice and mood.

Use verbs in active or passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or a statement contrary to fact).

Check Your Understanding

Summarize the process for researching and presenting an argumentative essay. Include the steps in the research process and descriptions of the elements of an argument.

Writing an Argumentative Essay

EMBEDDED
ASSESSMENT 2

Assignment

Write an argumentative essay in which you convince an audience to support your claim about a debatable idea. Use your research and experience or observations to support your argument.

Planning and Prewriting: Take time to make a plan for generating ideas and research questions.

- What prewriting strategies (such as outlining or webbing) can you use to select and explore a controversial idea?
- How will you draft a claim that states your position?
- What questions will guide your research?

Researching: Gather information from a variety of credible sources.

- What types of sources are best for the information you seek?
- What criteria will you use to evaluate sources?
- How will you take notes to gather and interpret evidence?
- How will you create a bibliography or Works Cited page?

Drafting: Convince your audience to support your claim.

- How will you select the best reasons and evidence from your research to support your claim?
- How will you use persuasive appeals (*logos*, *ethos*, *pathos*) in your essay?
- How will you introduce and respond to counterclaims?
- How will you organize your essay logically with an introduction, transitions, and concluding statement?

Evaluating and Revising the Draft: Create opportunities to review and revise your work.

- During the process of writing, when can you pause to share and respond with others in order to elicit suggestions and ideas for revision?
- How can the Scoring Guide help you evaluate how well your draft meets the requirements of the assignment?

Checking and Editing for Publication: Confirm that your final draft is ready for publication.

- How will you proofread and edit your draft to demonstrate command of the conventions of standard English capitalization, punctuation, spelling, grammar, usage, and formal style?
- How did you use TLQC (transition/lead-in/quote/citation) to properly embed quotations?

Reflection

After completing this Embedded Assessment, think about how you went about accomplishing this task, and respond to the following:

- How can you use discussion and/or debate in the future to explore a topic?

My Notes

Technology TIP:

Consider publishing your essay on a website, blog, or online student literary magazine.

EMBEDDED ASSESSMENT 2

Suggested Pacing: 2 50-minute class periods

TEACHER TO TEACHER

The time needed to complete this assessment depends on how much students have done in preparation for this essay and whether you give students the option of choosing a new topic.

1 Planning and Prewriting: If students choose a new controversial topic, they should begin **prewriting** by identifying two sides to the issue, selecting a side, identifying and analyzing the audience, writing counterarguments, and outlining ideas (students should revisit Activity 2.13 for ideas and steps in the process).

2 Researching: Students have begun this process, and you will need to determine how many sources you expect students to locate and use in their argument.

COMMON CORE STATE STANDARDS

Focus Standards:

- W.8.1a: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- W.8.1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

- W.8.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- W.8.1d: Establish and maintain a formal style.
- W.8.1e: Provide a concluding statement or section that follows from and supports the arguments presented.

* Note: Students must have a counterclaim in order to pass SBAC Performance Task (for argumentative)

EMBEDDED ASSESSMENT 2 continued

3 Be sure students understand the importance of finding relevant and convincing evidence to support their claim and refute the counterclaims.

4 **Drafting:** You may want to require an outline to be sure students are in control of the organization of an argumentative essay.

5 **Evaluating and Revising the Draft:** Form discussion groups for sharing and responding. Students should be able to explain the logic behind their organizational structure and then read one body paragraph aloud. Group members should provide feedback based on Scoring Guide criteria.

6 Set expectations for sharing work in discussion groups, and circulate to check for understanding while students work. As a class, create a **Writer's Checklist** based on feedback that was provided in the groups.

7 **Checking and Editing for Publication:** Provide time to self- and peer-edit. Encourage students to work with a partner to edit their draft.

8 Provide time to draft the bibliography or Works Cited page if you are requiring one.

9 Specify your expectations for formatting, and monitor progress as students prepare their final draft.

Reflection Have students respond to the reflection question after completing the assignment.

Portfolio Ask students to organize and turn in work from all steps of the writing process.

Before moving on to the next unit, ask students to revisit all the work in their Working Folder and their Reader/Writer Notebook. You may want to ask students to select a few activities they feel have been especially helpful in doing the work of the unit.

SCORING GUIDE

When you score this Embedded Assessment, you may wish to download and print copies of the Scoring Guide from SpringBoard Digital. In this way you can have a copy to mark for each student's work.

EMBEDDED ASSESSMENT 2

Writing an Argumentative Essay

SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging	Incomplete
Ideas	The essay <ul style="list-style-type: none"> • supports a claim with compelling, relevant reasoning and evidence • provides extensive evidence of the research process • addresses counterclaim(s) effectively • uses a variety of persuasive appeals. 	The essay <ul style="list-style-type: none"> • supports a claim with sufficient reasoning and evidence • provides evidence of the research process • addresses counterclaim(s) • uses some persuasive appeals (<i>logos</i>, <i>ethos</i>, <i>pathos</i>). 	The essay <ul style="list-style-type: none"> • has an unclear or unfocused claim and/or inadequate support • provides insufficient evidence of the research process • addresses counterclaims ineffectively • uses inadequate persuasive appeals. 	The essay <ul style="list-style-type: none"> • has no claim or claim lacks support • provides little or no evidence of research • does not reference a counterclaim • fails to use persuasive appeals.
Structure	The essay <ul style="list-style-type: none"> • has an introduction that engages the reader and defines the claim's context • follows a logical organizational structure • uses a variety of effective transitional strategies • contains an insightful conclusion. 	The essay <ul style="list-style-type: none"> • has an introduction that includes a hook and background • follows an adequate organizational structure • uses transitional strategies to link ideas • has a conclusion that supports and follows from the argument. 	The essay <ul style="list-style-type: none"> • has a weak introduction • uses an ineffective or inconsistent organizational strategy • uses basic or insufficient transitional strategies • has an illogical or unrelated conclusion. 	The essay <ul style="list-style-type: none"> • lacks an introduction • has little or no obvious organizational structure • uses few or no transitional strategies • lacks a conclusion.
Use of Language	The essay <ul style="list-style-type: none"> • uses precise diction and language effectively to convey tone and persuade an audience • demonstrates command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage • includes an accurate, detailed annotated bibliography. 	The essay <ul style="list-style-type: none"> • uses diction and language to convey tone and persuade an audience • demonstrates adequate command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage • includes a generally correct and complete annotated bibliography. 	The essay <ul style="list-style-type: none"> • uses basic or weak diction and language • demonstrates partial command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage; for the most part, errors do not impede meaning • includes an incorrect or insufficient annotated bibliography. 	The essay <ul style="list-style-type: none"> • uses confusing or vague diction and language • lacks command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage • does not include an annotated bibliography.

COMMON CORE STATE STANDARDS

Additional Standards Addressed:
 W.8.4; W.8.5; W.8.6; W.8.7; W.8.8; W.8.9;
 W.8.10; L.8.2c

Student Exemplars can be found on Springboard Online -> "Teacher Resources." Select your course and "Student Exemplars" under "Category"