

Unpacking Embedded Assessment 2: Preparing for Argumentative Writing

ACTIVITY
2.10

Learning Targets

- Identify the knowledge and skills needed to complete Embedded Assessment 2 successfully and reflect on prior learning that supports the knowledge and skills needed. *LT1*
- Examine the essential components and organizational structure of a successful essay of argumentation. *LT2*

Making Connections

In the first part of this unit, you learned how to conduct research and to write an expository essay explaining a topic. In this part of the unit, you will expand on your writing skills by writing an argumentative essay to persuade an audience to agree with your position on an issue.

Essential Questions *LT1*

Now that you have analyzed how advertising affects young people, would you change your answer to the first Essential Question on the role that advertising plays in young people's lives? If so, how would you change it?

Developing Vocabulary

Look at your Reader/Writer Notebook and review the new vocabulary you learned as you studied the research process and expository writing. Which words do you know in depth, and which words do you need to learn more about?

Unpacking Embedded Assessment 2 *LT1*

Read the assignment for Embedded Assessment 2: Writing an Argumentative Essay.

Your assignment is to write an argumentative essay that states and supports a claim about an issue of importance to you.

In your own words, summarize what you will need to know to complete this assessment successfully. With your class, create a graphic organizer to represent the skills and knowledge you will need to complete the tasks identified in the Embedded Assessment.

• Unpack EA2 on page 158

LEARNING STRATEGIES:

QHT, Graphic Organizer, Summarizing, Quickwrite, Note-taking, Drafting



INDEPENDENT READING LINK

Read and Respond
In this part of the unit, you will be reading informational texts as well as some well-known speeches. Speeches are often made to persuade an audience on a topic. You might consider reading famous speeches or informational texts about issues on which you have a definite position. Use your Reader/Writer Notebook to create a reading plan and respond to any questions, comments, or reactions you might have to your reading. You can also jot notes in your Independent Reading Log. Refer to those notes as you participate in discussions with your classmates about how the speeches or information affect the choices people make.

My Notes

ACTIVITY 2.10

PLAN

Materials: highlighters, video of argumentative speech (from a film or online)

Estimated Pacing: 1 50-minute class period

TEACH

- Ask students to read the paragraph on Making Connections, and then review the answers they gave to the Essential Questions in Activity 2.1. If students change their answers, explore why.
- Have students review the vocabulary they have studied. You may want to use the Word Wall to have students review and assess their understanding of Academic Vocabulary and Literary Terms.
- Have students unpack Embedded Assessment 2 by reading the assignment and marking the text. Have students skim and scan the Scoring Guide, and then create a graphic organizer (e.g., web) of the skills and concepts necessary for success on this task. This graphic organizer may be created in students' Reader/Writer Notebooks or as a class display to refer to throughout the unit.

TEACHER TO TEACHER

To set the context or to introduce the Independent Reading link, you might consider accessing the online delivery of an argumentative speech. YouTube is a good resource for finding a video that is appropriate in topic and length; 4 minutes is an adequate length. Use the search terms *speech*, *student argumentative speech*, and *student persuasive speech*.

COMMON CORE STATE STANDARDS

Focus Standards:

W.7.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.7.1a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Additional Standards Addressed:

SL.7.1b

ACTIVITY 2.10 continued

4 In this part of the unit, students examine the components of an argumentative text while co-constructing a model argumentative text as guided practice for the Embedded Assessment. The co-construction follows the writing process introduced at the beginning of the unit.

5 Begin by having students read and respond to questions 1 and 2. Use **pair-share** after the second question to allow students to share a personal reflection about arguing.

6 Show students the speech you have chosen. After viewing, have students use **think-pair-share** to discuss what they noticed about “the art of argument.”

7 Have students brainstorm a topic that may be of interest to the entire class. After individual prewriting, allow students to work in small groups and then as a class to determine a class topic. The “side” of the topic (your class’s position on the issue) is not yet important; however, if there is consensus on a position, note it (e.g., FOR mandatory testing for drivers over a certain age). The goal is to have a topic selected at the end of the lesson.

TEACHER TO TEACHER

Compromise among your students is important. Not everyone will love the class topic, but stress to students that the topic should be one that they can all live with in some respect (perhaps selecting an issue relevant to your school or community) and use as a model. Each individual student will get to select a topic for the Embedded Assessment.

ACTIVITY 2.10 continued

Unpacking Embedded Assessment 2: Preparing for Argumentative Writing

My Notes

Builds Knowledge

Use this list to have students choose their topic for EA2. You narrow down to 3 options. Provide 2-3 sources for each topic.

Writing to Persuade

Writers and speakers use persuasive arguments to convince others to support their positions on a topic.

1. Brainstorm a list of times you tried to convince someone of something. What did you say to achieve the result you wanted?
2. **Quickwrite:** Choose an argument in which you were successful. On a separate sheet of paper, write about the situation and how you convinced your audience. Share your ideas in a small group.

Writing Process: Generating a Topic for an Argument

In this part of the unit, your class will write a model argumentative text to learn about the elements of an argument. Following are 20 issues you might consider. Feel free to add your own. As a class, choose a topic on which to write your class-constructed essay and write it below:

Class topic: _____

Possible argumentative essay topics:

1. People should go to jail when they abandon their pets.
2. Kids should get paid for good grades.
3. Kids should have less homework.
4. Magazine advertisements send unhealthy signals to young women.
5. Penmanship is important.
6. We should teach etiquette in schools.
7. I'm old enough to babysit.
8. Recycling should be mandatory for everyone.
9. Children should be required to read more.
10. We shouldn't have to pay for Internet access.
11. Cell phones should be allowed in school.
12. All schools should implement bullying awareness programs.
13. Bullies should be kicked out of school.
14. Parents of bullies should have to pay a fine.
15. The school year should be longer.
16. School days should start later.
17. All students should wear uniforms.
18. Teens should be able to choose their bedtimes.
19. Pets should be allowed in school.
20. Skateboard helmets should be mandatory.

ACTIVITY 2.11

▶ PLAN

Estimated Pacing: 2 50-minute class periods

▶ TEACH

1 Read the Preview and the Setting a Purpose for Reading sections with your students. Remind them how to use metacognitive markers as they read the text.

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: 1070L

Qualitative: Moderate Difficulty

Task: Moderate (Analyze)

ACTIVITY 2.11

Which Claims to Believe

LEARNING STRATEGIES:
Metacognitive Markers,
Quickwrite Predicting,
Rereading, Think-Pair-Share

My Notes

Close Reading Text

Learning Targets

- Identify elements of argument in a text. *LT1*
- Analyze the thesis (or claim), audience, purpose, and occasion in a text. *LT2*

combine Learning Targets

Preview

In this activity, you will read and analyze a humorous argumentative text about pollution and waste. Then you will begin crafting your own argumentative text on the issue your class has chosen.

Setting a Purpose for Reading

- As you read the text "America the Not-So-Beautiful," use metacognitive markers to question the text (?), to make a comment (*), and to signal an interesting idea (!).
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

ABOUT THE AUTHOR

From 1978 to 2011, Andrew (Andy) Rooney was a television commentator on the program *60 Minutes*. He wrote more than 800 essays, which he presented on television or in a national newspaper column. His essays, which are sometimes humorous and sometimes controversial, earned him three Emmy awards.

AMERICA the Not-So-Beautiful

by Andrew A. Rooney

1 Next to saving stuff I don't need, the thing I like to do best is throw it away. My idea of a good time is to load up the back of the car with junk on a Saturday morning and take it to the dump. There's something satisfying about discarding almost anything.



COMMON CORE STATE STANDARDS

Focus Standards:

RI.7.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

W.7.5: With some guidance and support from peers and adults, develop and strengthen

writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Additional Standards Addressed:
RI.7.1; RI.7.3; RI.7.4; RI.7.6; RI.7.10; SL.7.1a; L.7.4b; L.7.6

*LT1**
LT2

2 Throwing things out is the American way. We don't know how to fix anything, and anyone who does know how is too busy to come, so we throw it away and buy a new one. Our economy depends on us doing that. The trouble with throwing things away is, there is no "away" left.

3 Sometime around the year 500 B.C., the Greeks in Athens passed a law prohibiting people from throwing their garbage in the street. This Greek law was the first recognition by civilized people that throwing things away was a problem. Now, as the population explodes and people take up more room on Earth, there's less room for everything else.

4 The more civilized a country is, the worse the trash problem is. Poor countries don't have the same problem because they don't have much to discard. Prosperity in the United States is based on using things up as fast as we can, throwing away what's left, and buying new ones.

5 We've been doing that for so many years that (1) we've run out of places to throw things because houses have been built where the dump was and (2) some of the things we're throwing away are poisoning the Earth and will eventually poison all of us and all living things.

6 Ten years ago most people thought nothing of dumping an old bottle of weed or insect killer in a pile of dirt in the back yard or down the drain in the street, just to get rid of it. The big companies in America had the same feeling, on a bigger scale. For years the chemical companies dumped their poisonous wastes in the rivers behind the mills, or they put it in fifty-gallon drums in the vacant lots, with all the old, rusting machinery in it, up behind the plants. The drums rusted out in ten years and dumped their poison into the ground. It rained, the poisons seeped into the underground streams and poisoned everything for miles around. Some of the manufacturers who did this weren't even evil. They were dumb and irresponsible. Others were evil because they knew how dangerous it was but didn't want to spend the money to do it right.

- 7 The problem is **staggering**. I often think of it when I go in the hardware store or a Sears Roebuck and see shelves full of poison. You know that, one way or another, it's all going to end up in the Earth or in our rivers and lakes.
- 8 I have two pint bottles of insecticide with 3 percent DDT in them in my own garage that I don't know what to do with. I bought them years ago when I didn't realize how bad they were. Now I'm stuck with them.
- 9 The people of the city of New York throw away nine times their weight in garbage and junk every year. Assuming other cities come close to that, how long will it be before we trash the whole Earth?
- 10 Of all household waste, 30 percent of the weight and 50 percent of the volume is the packaging that stuff comes in.
- 11 Not only that, but Americans spend more for the packaging of food than all our farmers together make in income growing it. That's some statistic.

My Notes



WORD CONNECTIONS

Roots and Affixes

Prosperity comes from the Latin word meaning "to cause to succeed" or "fortunate." The root *sper-*, meaning "hope," is also found in *desperate*. The suffix *-ity* forms a noun.

staggering: stunning, shocking



GRAMMAR & USAGE
Parallel Structure

Notice that when Rooney uses a series in the final paragraph, he puts all of the elements in the same grammatical form:

... for all of us to *pack up*, *board* a spaceship, and *move out*.

The words *pack*, *board*, and *move* are all verbs that are parallel in structure. Remember to check your writing and make sure that nouns, verbs, and phrases are parallel.

3 As students are reading, monitor their progress. Be sure they are engaged with the text and annotating with metacognitive markers. 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.

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.

Why might a writer do this? Did Rooney's use of parallel structure impact you as a reader? How?

Answers could be used to reinforce the understanding of structure has on clarity or emphasis.

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

1. Craft and Structure (RI.7.6) **What details from the text help you understand the author's point of view about throwing things away?** Reread paragraphs 1–5 to find statements that Rooney makes that show his attitude to throwing things away.
2. Key Ideas and Details (RI.7.1) **What does the author mean by "Throwing things out is the American way" in paragraph 2? What details in the text make you think that? What are the**

- three things that make throwing things away so American? Since people do not get things fixed, what do they do instead?
3. Craft and Structure (RI.7.4) **In paragraph 4, Rooney says "The more civilized a country is, the worse the trash problem." What does he mean by *civilized* in this sentence?** Reread paragraph 3 and 4 to see how *civilized* is used in both cases. How does a more "advanced" culture have more trash?

4. Key Ideas and Details: What reasons does the author provide for why he sees trash as a problem?

Dangerous chemicals seep into underground water supplies and poison living things. Landfills are filling and taking up too much space.

5. Craft and Structure: How does Rooney use humor in the last paragraph of his essay? What is the effect?

Rooney uses humor to soften the delivery of a somewhat grim message and to keep readers engaged.

Introducing the Strategy: SOAPStone

The letters in SOAPStone stand for *subject, occasion, audience, purpose, speaker, and tone*. This acronym gives you a helpful tool for analyzing text by breaking it down into separate parts.

My Notes

Anchor
chart/
poster

Working from the Text *LTZ*

6. Use the SOAPStone strategy to analyze this argumentative text. It works particularly well when analyzing nonfiction texts.

SOAPStone: "America the Not-So-Beautiful"

SOAPStone	Analysis	Textual Support
Subject: What is the topic?	American people and companies are "trashing" the Earth.	"Throwing things out is the American way." "... we've run out of places to throw things ... the things we're throwing away are poisoning the Earth ..."
Occasion: What are the circumstances surrounding this text?	Rooney acknowledges that he is just as guilty as other Americans of heedlessly following the pattern of buying and throwing away.	"There's something satisfying about discarding almost anything." "Prosperity in the United States is based on using things up as fast as we can, throwing away what's left, and buying new ones."
Audience: Who is the target audience?	Americans (adults and companies) who are destroying our planet.	"We don't know how to fix anything, and anyone who does know how is too busy to come, so we throw it away and buy a new one."
Purpose: Why did the author write this text?	Rooney's purpose is to convince wasteful Americans that their trash is a serious problem and that they should cut back on their wastefulness before it is too late to save the planet.	"... some of the things we're throwing away are poisoning the Earth and will eventually poison all of us and all living things." "If 5 billion people had been living on Earth for the past thousand years as they have been in the past year, the planet would be nothing but one giant landfill ..."

8 Explain the SOAPStone acronym and model the strategy using a **think aloud** to guide students to see how Rooney constructs his argument. Work with students to analyze each element of SOAPStone and to provide support from the text. As students respond, ask them to take notes on the **graphic organizer**. Your analysis of each element does not have to follow a sequential order. Stress to students that SOAPStone is a tool for analysis and critical thinking; thus, you may end up discussing and thinking about two or more elements at a time and some more than another.

LT

Writing Process: Writing a Claim for an Argumentative Essay

9. **Quickwrite:** Write your ideas about both sides of the issue your class chose to write about. Share your position with your writing group. As a group, come to a consensus about your position and make a claim. Present your writing group's position and claim to the class.

10. As a class, select a position and claim.

Class position/claim about the issue:

11. Use the SOAPStone graphic organizer on the next page to generate your initial ideas about the class position/claim.

12. Draft your claim.

Check Your Understanding

Review the draft of your claim. Does it clearly state the issue and your position? If not, revise your draft to achieve a clear and concise claim.



WORD CONNECTIONS

Cognates

The English word *consensus* means "general agreement." It has the same meaning as the Spanish word *consenso*.



INDEPENDENT READING LINK

Read and Connect

In class you just read an argumentative text about trash and pollution. For outside reading, find an article, book, speech, or other text that addresses an environmental issue. Compare and contrast that text to the one in Activity 2.11. You may use the SOAPStone strategy to help focus your comparison. Use your Reader/Writer Notebook to record your comparison of the two texts. You can also jot notes in your Independent Reading Log.

My Notes

Blank lined area for taking notes.

Choose topic for whole class joint construction

Page 132

Students work collaboratively

Exit Ticket

ACTIVITY 2.11 continued

13 Allow writing groups to work together to use SOAPStone as a prewriting strategy. Last, groups should draft a claim and revise it.

▶ ASSESS

Check to see how comfortable students are at using the SOAPStone strategy by asking individual students to share their thinking about their graphic organizer responses. Look for students who are confidently providing examples beyond your think aloud to use as models.

In looking at student claims, ensure that they have both a subject or topic and an opinion or claim.

▶ ADAPT

Students should be able to use SOAPStone independently in the next activity. Consider providing another practice opportunity with the tool using a familiar, short text (one they have read before and/or one from their science text or history text).

If needed, revisit the definition of a *claim*: The author's position is the claim. It functions the same as a thesis statement, identifying the writer's opinion or point of view on a topic.

Which Claims to Believe

ACTIVITY 2.11
continued

Use this SOAPStone graphic organizer to help you prewrite by identifying major elements of your argument. Respond to the questions about your topic.

Subject: What is the issue?	
Occasion: What circumstances surrounding the issue make it important or relevant?	
Audience: Who would care about or be affected by this issue?	
Purpose: What do you want the audience to do?	
Speaker/writer: How do you show authority in presenting this issue?	
Tone: What attitude do you want to show about this issue (serious, humorous, passionate, indignant)?	

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Exploring and Evaluating Reasons and Evidence

ACTIVITY
2.12

ACTIVITY 2.12

PLAN

Materials: highlighters, source material pertaining to class topic
Estimated Pacing: 2 50-minute class periods

TEACH

1 Access students' prior knowledge by having them discuss what they know about reasons and evidence. Give students a chance to share their understanding, and then create class definitions that students can write in their texts.

2 Have students work in pairs to return to the previous text to find Rooney's reasons and evidence.

3 Read the Preview and the Setting a Purpose for Reading sections with your students. Help them understand what to annotate in the text.

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

Learning Targets

- Identify and evaluate an author's use of reasons and evidence to support a claim. *LT1*
- Conduct research to identify valid reasons and evidence to support a claim in an argumentative essay. *LT2*

Supporting a Claim *LT1*

1. In a successful argument, the claim must be backed up with support, such as **valid** facts and details. A writer can support his or her viewpoint with both **reasons** and **evidence**. Brainstorm what you already know about these concepts.

Reasons are: the points or opinions the writer gives to show why the claim should be accepted. In writing, reasons often act as the topic sentence of a paragraph.

Evidence is: a more specific type of support that usually draws from or quotes a primary or secondary source. Sometimes people believe that their reasons should be sufficient to win an argument, but arguments without evidence don't often succeed.

Types of evidence include: facts, statistics, examples, observations, quotations, and expert opinions.

2. In the space below, write the claim you wrote for Andrew Rooney's essay "America the Not-So-Beautiful." Scan the essay for examples of reasons and evidence to support the claim.

Claim: Americans must be less wasteful before it is too late to save the planet.

Reasons

1. There is no place to throw trash.
2. We are poisoning the earth and all living things.
3. The problem is staggering.

Evidence

- 1a: Exploding populations means no room for trash.
- 1b: Houses have been built on dumps, so no more room for dumps.
- 2a: Weed killer and insecticides dumped: Chemical companies dump poisonous waste into rivers and containers leak into the ground.
- 3a: People of NY City throw away nine times their weight in garbage.
- 3b: Household waste: 50% of volume and 30% of weight is packaging.
- 3c: Packaging of food costs more than farmers make in growing the food.

LEARNING STRATEGIES:

Brainstorming, Skimming/Scanning, Graphic Organizer, Marking the Text, Discussion Groups

ACADEMIC VOCABULARY

Facts and details in a text are valid when they support the claim a writer is making.

My Notes

Preview

In this activity, you will read a text about vending machines in schools and then analyze and discuss the author's claim, reasons, and evidence. *

Setting a Purpose for Reading

- As you read the text, underline the negative effects of vending machines in schools.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

Academic Discourse

COMMON CORE STATE STANDARDS

Focus Standards:

RI.7.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

W.7.7: Conduct short research projects to answer a question, drawing on several sources

and generating additional related, focused questions for further research and investigation.

Additional Standards Addressed:

RI.7.1; RI.7.6; RI.7.10; W.7.1a; W.7.1b; W.7.1c; W.7.8; SL.7.1a; L.7.1a

ACTIVITY 2.12 continued

Text Complexity

Overall: Complex

Lexile: 1250L

Qualitative: Moderate Difficulty

Task: Challenging (Evaluate)

5 As students are reading, monitor their progress. Be sure they are engaged with the text and annotating the text for the negative effects of vending machines and for unknown words. Evaluate whether the selected reading mode is effective.

6 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 2.12 continued

Exploring and Evaluating Reasons and Evidence

Close Read (Q#6)

Informational Text

GRAMMAR & USAGE
Easily Confused Words

Learn to use *affect* and *effect* correctly. *Affect* is generally used as a verb and means “to influence.”

Example: Marketers . . . are aware of new calls for federal action — including voluntary marketing guidelines that would affect food marketers. *Effect* is generally used as a noun and means “a result.”

Example: But the net effect on kids’ diets was not good.

net effect: overall result

My Notes

Blank lined area for student notes.

by Karen Kaplan/*Los Angeles Times*

- For many students, “back to school” means back to a vending machine diet. As you might guess, this isn’t necessarily a good thing for student health.
- Vending machines are found in 16% of U.S. elementary schools, 52% of middle schools and 88% of high schools. About 22% of students in grades 1 through 12 buy food in vending machines each day — and those purchases added an average of 253 calories to their diets, according to a new study in the September issue of the *Journal of School Health*.
- Just to be clear, those were not 253 calories’ worth of tofu, yogurt or carrot sticks. The most popular vending machine items included soft drinks, candy, chips, crackers, cookies, cakes and ice cream. On the plus side, kids also bought low-fat milk, fruit juice and even fruit, the study found.
- But the net effect on kids’ diets was not good. Those who bought from vending machines ate an average of 156 grams of sugar per day, compared with 146 grams for those who abstained. They also consumed less dietary fiber, iron and B vitamins like thiamine, riboflavin, niacin and folate.
- One silver lining: Vending machine customers ate 4% less sodium than other students — an average of 3,287 milligrams per day compared with 3,436 mg for those who didn’t buy from vending machines. That’s probably because the extra snacks made kids too full to eat as much at mealtime, when dishes are especially salty. In any event, kids should eat no more than 1,200 to 1,500 mg of sodium each day, according to the Mayo Clinic. (Even for adults, the government recommends a daily limit of 2,300 mg.)
- Overall, vending machines in school appear to be taking a toll on public health. The researchers — from the University of Michigan, Michigan State University and Food & Nutrition Database Research Inc. of Okemos, Mich. — calculated that all that snacking adds up to about 14 extra pounds per child per school year.
- “For some students this might be a serious contributor to weight issues,” they wrote. Other public health problems include Type 2 diabetes and cavities.
- The study was based on data collected from 2,309 children nationwide for the third School Nutrition Dietary Assessment Study, which was conducted by the U.S. Department of Agriculture’s Food and Nutrition Service.

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SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

- Craft and Structure (RI.7.6) Which sentences in the text introduce the writer’s claim? How is the title of this article related to the claim in the first paragraph?
- Craft and Structure (RI.7.4) In paragraph 4, what context clues help you understand the likely meaning of the word *abstained*? Read the second sentence in paragraph 4 and paraphrase

- the sentence to show the relationship between those who ate from vending machines and those who abstained from vending machines.
- Key Ideas and Details (RI.7.1) What evidence supports the notion that selling junk food in school vending machines is “insanity”? What does it mean that snacking from vending machines adds up to 14 extra pounds per child

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ACTIVITY 2.12 continued

11 At this point, it is time for your class to begin gathering evidence for the class claim. Guide students to think about the resources they will need to find, including the types of primary and secondary sources that would best provide information.

12 Introduce the Argumentative Essay Research Log students will use for **taking notes** as they research. They should replicate this same **graphic organizer** model for the research for Embedded Assessment 2.

TEACHER TO TEACHER

Before assigning research to students, consider modeling how to consult a source you bring in, using the graphic organizer for note taking. Remind students to evaluate the reliability of each source they consult.

ACTIVITY 2.12
continued

Exploring and Evaluating Reasons and Evidence

My Notes

Conducting Research for the Class-Constructed Argument LTZ

7. In this part of the activity, you will begin researching the topic of your class claim in preparation for writing a paragraph with reasons and evidence supporting the claim. Review the class claim and brainstorm a list of questions you have about your position.

8. Brainstorm possible reasons and evidence in support of the claim.

9. You will need to conduct research to gather reasons and evidence to support your claim. What sources should you consider? Make a list of the resources that might be most reliable for helping you learn about the topic and position:

10. You will need a plan for your research. With the guidance of your teacher, use the graphic organizer on the next page to create a research plan.

11. As you conduct research, record the following information for each source in a graphic organizer like the one below. Be prepared to share your top pieces of evidence and reasoning in your writing group. Be sure to select reasons that are logical and evidence that is relevant and accurate. Both should clearly support your position. If you prefer, you can create a note card for each resource and record information on that card.

Argumentative Essay Research Log

Topic/Issue: _____

Claim (position on the issue): _____

Source Plus Citation	Notes/Examples/Quotes	Comments

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ACTIVITY 2.12 continued

15 When some research and note taking is complete, guide students to evaluate their reasoning and evidence using the guiding questions provided. This will determine if more research is needed.

Leveled Differentiated Instruction

In this activity, students may need support to conduct further research.

Em Help students write short sentences to record facts from their research.

Ex Guide students to write more detailed sentences to record facts from their research.

Br Have students record facts from their research, and then write a paragraph to summarize their research.

Support Ask students to record their research, summarize their research, and then write a sentence explaining why each source is accurate and credible.

Stretch Ask students to record their research, and then challenge them to prepare a short presentation for the class about what they learned in their research.

16 Ask students to discuss the information on sentence structure and transitions. As students discuss how to organize sentences and use transitions, ask them to create additional examples on their own.

ACTIVITY 2.12 continued

Exploring and Evaluating Reasons and Evidence

My Notes

Use this for essay structure

Provide a resource and have anchor chart

12. Evaluate your reasoning and evidence: During the class discussion, are you hearing repeated reasons and evidence? Think about how this evidence may signal support that will resonate with your audience.

13. Do you need to conduct further research about your issue or change your research questions? Do you need more evidence from accurate and credible sources? What other sources could you use?

14. As a class, use outlining to begin drafting a body paragraph for the class argumentative essay. You might plan the essay as follows:

- I. Claim: The claim is part of the introductory paragraph.
- II. Supporting Paragraph
 - a. Main reason of support for the claim; this reason or evidence will become a topic sentence for a paragraph.
 - b. Evidence to support the reasoning
 - c. Commentary that includes an explanation of the significance of the evidence or the connection to the claim

Language and Writer's Craft: Sentence Structure and Transitions

When writing about evidence to support a claim, writers use introductory words and transitions that help the reader connect the evidence and its source.

A study by _____ gives evidence that . . .

Research from _____ shows that . . .

A recent article in _____ indicates that . . .

Example: According to the Environmental Protection Agency, Americans send over 250 million tons of trash to landfills each year.

"According to the Environmental Protection Agency" is an introductory phrase; it is followed by an independent clause. Together they create a transitional sentence. This sentence cites the facts and makes their source clear. Readers can then determine whether they agree that the source would have accurate and credible information.

Lang Opportunity: Student build their conceptual understanding of how transitions help to make facts and sources more clear.

"The why" we use transitional phrases.

15. Draft paragraph(s) with your writing group, following your teacher's directions. Be sure to:

- Introduce a clear claim.
- Cite details from your research and readings to support your claim with valid reasons and relevant evidence.
- Use transitional words or phrases that create coherence among the evidence presented.

16. If you need a reminder about transitional words and phrases, skim and scan the texts you have read so far in this part of the unit. Add what transitional words you find and others to a transitions word bank. You might also keep a transitions word bank in your Reader/Writer Notebook.

Transitions Word Bank

See pages 94, 114, and 115 for information on transitional elements.

My Notes

you may provide these to your students

17. Copy the draft of the class-created body paragraph to your Reader/Writer Notebook.

17 The last step is for writing groups to draft at least one body paragraph. Differentiate instruction regarding the length of the paragraph. A standard format might be:

- one topic sentence
- one or two sentences of evidence
- one or two sentences of commentary for each piece of evidence
- closing sentence

Because this is practice, one paragraph is sufficient; however, if you want writing groups to draft more, use your discretion on length.

18 Remind students that their paragraphs should use transitions effectively. As needed, brainstorm transition words and phrases.

Technology Tip: If you have a document camera, display paragraphs as writing groups finish drafting and allow the class to evaluate them.

ASSESS

Check to see if students are able to comprehend and analyze their text by looking at their marking of the text and SOAPStone analyses. In looking at writing group paragraphs, check to see that students are addressing each of the "Be sure to" statements.

ADAPT

You may want to use jigsaw more intentionally to allow students to read and analyze the same text using SOAPStone and to prepare talking points together before sharing in their discussion groups.

You may want to limit the texts to three and use one as guided practice before independent reading and analysis. You are encouraged to also supply a text of your choosing as an option. You can find a good source of student essays of opinion at www.teenink.com.

ACTIVITY 2.13

▶ PLAN

Materials: *Ain't I a Woman* video (www.history.com; 2:58)
Estimated pacing: 2 50-minute class periods

▶ TEACH

- 1 Conduct a guided reading of the definition of rhetoric and the appeal of logic. Explain that writers use rhetorical appeals to persuade audiences. Have students paraphrase the definition and take notes by recording examples from ads they remember or ones they can see posted in the classroom.
- 2 Read the Preview and the Setting a Purpose for Reading sections with your students. Help them understand how to annotate the speeches by modeling. Mark the text with an “L” next to one example of logos.
- 3 **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 2.13

Just the Right Rhetoric: Logical Appeals

LEARNING STRATEGIES:
 Close Reading, Marking the Text, Paraphrasing, Note-taking

Literary Terms
 Rhetoric is the language a writer or speaker uses to persuade an audience.

My Notes

Anchor Chart

Optional -
 This is a good place to use a Paideia Seminar

Learning Target

- Identify a writer's use of counterclaims and rhetorical appeals and analyze their effectiveness. **LTI**
- Compare and contrast a written speech to a film or audio version. **LT2**

Rhetorical Appeals

You have learned about claims, reasons, and evidence as important elements of effective arguments.

Rhetoric is the art of using words to persuade in writing or speaking. Writers find interesting ways to use just the right words that appeal to their audience in order to convince them.

Rhetorical appeals can strengthen an argument by appealing to logic (*logos*), emotions (*pathos*), or a sense of right and wrong (*ethos*).

Let's look more closely at the appeal of logos, or logic, as a way to build and strengthen an argument. Logos is one of the most important appeals in an effective argument because of its use of facts and logic to build relevant and valid reasoning.

Paraphrase the definition of logos:

Preview

In this activity, you will read two well-known speeches by women leaders. Then you will analyze the speeches for use of rhetorical appeals.

Setting a Purpose for Reading

- ▶ As you read the speeches, mark the text with “L” for *logos* when you notice a statistic, fact, or example.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

COMMON CORE STATE STANDARDS

Focus Standards:

RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words).

RI.7.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. **LTI**

Additional Standards Addressed:

RI.7.4; RI.7.6; RI.7.9; RI.7.10; W.7.5; SL.7.1a; L.7.1a; L.7.6

LT2

ABOUT THE AUTHOR

Born into slavery in New York State, Sojourner Truth (1797–1883) became a well-known antislavery speaker sometime after she gained her freedom in 1827. “Ain’t I a Woman” is the name given to an extemporaneous speech she delivered at the Women’s Convention in Akron, Ohio, on May 29, 1851. The speech received wide publicity in 1863 during the American Civil War when Frances Dana Barker Gage published a new version that became known as “Ain’t I a Woman?”

Speech

Ain’t I a Woman?

by Sojourner Truth

1 Well, children, where there is so much racket there must be something out of kilter. I think that ‘twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what’s all this here talking about?

2 That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain’t I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain’t I a woman? I could work as much and eat as much as a man — when I could get it — and bear the lash as well! And ain’t I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother’s grief, none but Jesus heard me! And ain’t I a woman?

3 Then they talk about this thing in the head; what’s this they call it? [member of audience whispers, “intellect”] That’s it, honey. What’s that got to do with women’s rights or negroes’ rights? If my cup won’t hold but a pint, and yours holds a quart, wouldn’t you be mean not to let me have my little half measure full?

4 Then that little man in black there, he says women can’t have as much rights as men, ‘cause Christ wasn’t a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him.

5 If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them.

6 Obligated to you for hearing me, and now old Sojourner ain’t got nothing more to say.

My Notes

Close Read

GRAMMAR & USAGE

Cultural Connections

Notice how Truth’s powerful speech includes the use of grammatical features typical of African American English:

- Use of *ain’t* for negation in place of *am not* or *isn’t*.

Example: And ain’t I a woman?

- Verb forms *is* and *was* replaced *are* and *were*.

Example: And now they is asking to do it, the men better let them.

- Use of multiple negations

Example: Obligated to you for hearing me, and now old Sojourner ain’t got nothing more to say.

Logos

Questions

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

1. Key Ideas and Details (RI.7.1) **What is Sojourner Truth’s response to the argument that women are weak and need to be taken care of? Find details in the text that help you answer the question.** Examine paragraph 2 of the speech and find details that show Truth’s strength.
2. Craft and Structure (RI.7.4) **What might *out of kilter* mean in the first sentence? Use context clues to infer the meaning of the word.** The sentence says there is a lot of noise or “racket,”

so how does that lead to a sense of the meaning of “out of kilter?”

3. Craft and Structure (RI.7.5) **Throughout the speech, Truth mentions the arguments against equal rights from others. How does she respond to each of these arguments? Cite examples from the text.** In paragraph 2, what is Truth’s response to the idea women are too weak to have rights? In paragraph 3, what is Truth’s response to the argument that intellect is the basis of rights?

- 4 As students are reading, monitor their progress. Be sure they are engaged with the text and annotating the text for examples of logos. Evaluate whether the selected reading mode is effective.

Truth begins with opposing arguments and refutes them:

- Women are too weak. (Paragraph 2)
- Women don’t have the intellect. (Paragraph 3)
- Women aren’t men as Christ was. (Paragraphs 4 and 5)

- 5 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.

Text Complexity

Overall: Complex

Lexile: 750L

Qualitative: Moderate Difficulty

Task: Challenging (Evaluate)

- 6 **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

- 7 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.

TEACHER TO TEACHER

The claim is implied in this speech. Sojourner Truth is arguing for the vote as a right of all men and women, black and white.

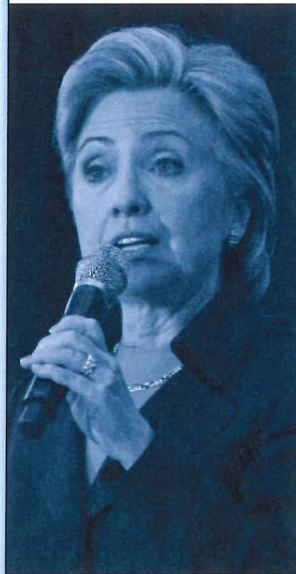
ACTIVITY 2.13 continued

8 After reading and discussing “Ain’t I a Woman?” students will next read another speech in support of women’s rights. Again, make sure students annotate the text for logos.

Text Complexity
Overall: Complex
Lexile: 1240
Qualitative: Moderate Difficulty
Task: Challenging (Evaluate)

ACTIVITY 2.13
continued

Just the Right Rhetoric: Logical Appeals



ABOUT THE AUTHOR

Hillary Rodham Clinton (1947 –) has served as first lady of the United States, as well as the secretary of state. In both roles, she has been an advocate for women’s rights. During her years as the first lady, she traveled to many countries and made speeches calling attention to women’s issues and urging improvement in their rights.

Speech

Remarks to the U.N. 4th World Conference on Women Plenary Session (excerpt)

by Hillary Rodham Clinton
delivered September 5, 1995, Beijing, China

1 I would like to thank the Secretary General for inviting me to be part of this important United Nations Fourth World Conference on Women. This is truly a celebration, a celebration of the contributions women make in every aspect of life: in the home, on the job, in the community, as mothers, wives, sisters, daughters, learners, workers, citizens, and leaders.

2 By gathering in Beijing, we are focusing world attention on issues that matter most in our lives — the lives of women and their families: access to education, health care, jobs and credit, the chance to enjoy basic legal and human rights and to participate fully in the political life of our countries.

3 What we are learning around the world is that if women are healthy and educated, their families will flourish. If women are free from violence, their families will flourish. If women have a chance to work and earn as full and equal partners in society, their families will flourish. And when families flourish, communities and nations do as well. That is why every woman, every man, every child, every family, and every nation on this planet does have a stake in the discussion that takes place here.

4 Over the past 25 years, I have worked persistently on issues relating to women, children, and families. Over the past two and a half years, I’ve had the opportunity to learn more about the challenges facing women in my own country and around the world.

5 I have met new mothers in Indonesia who come together regularly in their village to discuss nutrition, family planning, and baby care. I have met working parents in Denmark who talk about the comfort they feel in knowing that their children can be cared for in safe and nurturing after-school centers. I have met women in South Africa who helped lead the struggle to end apartheid and are now helping to build a new democracy. I have met with the leading women of my own hemisphere who are working every day to promote literacy and better health care for children in their countries. I have met women in India and Bangladesh who are taking out small loans to

parallel structure

My Notes

Repetition

persistently: continuously, steadily

Repetition

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

4. Key Ideas and Details (RI.7.1) **What is the main claim of this speech? Highlight text that helps you answer the question.** It is not until paragraph 6 that the speech specifically addresses its main claim. Up to that point Clinton is speaking more generally about the concerns and roles of women in the world.

5. Craft and Structure (RI.7.4) **In this selection, what does the word flourish mean?** Look at the

context of the word “flourish” in paragraph 6. It is used three times in parallel ways.

6. Knowledge and Ideas (RI.7.8) **Explain why this text would or would not be a credible source if you were researching women’s rights.** For a source to be credible the speaker, occasion, and intended audience must be considered. Who is the speaker, what is the context of the speech, where is the speech being given, and to whom?

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ACTIVITY 2.13 continued

10 Have students read and discuss the use of rhetorical devices. Students should be familiar with these terms, but they will now focus on using the terms purposefully for effect as part of an argument.

Examples from the two speeches are as follows:

- Rhetorical Questions: "And ain't I a woman?" "Where did your Christ come from?"
- Parallel Structure: Multiple examples exist in Clinton's speech. See paragraphs 1, 2, and 3.
- Repetition: Both speeches make excellent use of this rhetorical device.

11 For practice, have students return to both Sojourner Truth's and Hillary Clinton's speeches. Guide students in a **think aloud** to analyze both writers' use of rhetorical devices. Or, you might have students independently analyze and then share through a class discussion. Remind students to write their notes in the graphic organizer.

ACTIVITY 2.13 continued

Just the Right Rhetoric: Logical Appeals

INDEPENDENT READING LINK

Read and Research
You just read two well-known speeches in class. Extend your understanding of these speeches by doing some outside research about the speaker, the historical context of the speech, or the social issues discussed in the speech. Use your Reader/Writer Notebook to record what you learn from your outside research, as well as any questions, comments, or reactions you might have to your reading. You can also jot notes in your Independent Reading Log.

ACADEMIC VOCABULARY
A **counterclaim**, also called a counterargument, is a claim made by someone with an opposing opinion on a given issue. When creating an argument, you must be able to argue against counterclaims.

My Notes

Anchor Chart
EAI - Rhetorical Devices

5. Craft and Structure: In this selection, what does the word "flourish" mean?
It means "do well, be successful, thrive."

6. Knowledge and Ideas: Explain why this text would or would not be a credible source if you were researching women's rights.

It would be a credible source because of the stature of the speaker, the context of the speech, and the reasoning included.

Working from the Text *Day 2 - After Paideia*

7. Revisit the speeches to identify the elements of argumentation: claim, reasons, evidence, and opposing arguments or **counterclaims**.

8. The use of **logos** is critical in presenting an argument that contains relevant and valid evidence. Scan your annotations for both speeches to find examples of logos. Discuss the effectiveness of each example for the purpose and audience of the speech.

9. Search the Internet for a recording of Sojourner Truth's speech "Ain't I a Woman," and listen carefully for the speaker's delivery. How does the speaker emphasize certain words or phrases to strengthen the argument? How effective is the delivery of the speech?

Language and Writer's Craft: Using Rhetorical Devices

Authors of argumentative texts use rhetorical devices to create their appeals. Three commonly used rhetorical devices used in argumentation are the **rhetorical question**, **parallel structure**, and **repetition**.

- A **rhetorical question** is one for which the writer expects no reply, or the writer clearly directs the reader to one desired reply. Use rhetorical questions to emphasize an idea or to draw a conclusion from the facts. A rhetorical question may help remind your reader of a main point.

Example: *Is that truly what we want for the environment? How can these facts lie?*

- **Parallel structure** is using the same pattern of words to show that two or more ideas have the same level of importance. This can happen at the word, phrase, or clause level.

Example: *"He had cooked dinner and eaten, boiled water for the next day's canteen, pulled his packs up in a tree, set up the tent and arranged his sleeping bag and weapons."* (from Brian's Return by Gary Paulsen)

- **Repetition** is when key words or phrases are repeated for emphasis or deliberate effect.

Example: *"I have a dream that one day this nation will rise up and live out the true meaning of its creed . . . I have a dream that one day on the red hills of Georgia . . . I have a dream that one day even the state of Mississippi . . ."* (Martin Luther King, Jr.)

Answers "the why"
Answers "the why"
Answers "the why"

↳ opportunity to engage students in reflecting upon the impact each device has on the reader.



10. Reread the two speeches, noting their use of rhetorical devices. Record your findings in the graphic organizer below. What rhetorical device stands out to you the most? Why?

Argumentative Writing Prompt: Return to the body paragraph you drafted in Activity 2.12. Work collaboratively in your writing group to add counterclaims, rhetorical devices, and appeals to logic to strengthen your argument. Be sure to:

- Incorporate logical reasoning to strengthen your argument.
- Make use of at least one rhetorical device and at least one counterclaim.

After drafting, exchange your text with a peer or a different writing group. Mark the text you receive to identify the use of logos and rhetorical devices. Provide feedback by celebrating successes and by suggesting ideas for improvement.

My Notes

Annotate
Text for
Rhetorical
Devices

Title Hillary Clinton, "Remarks to the UN"

Rhetorical Devices	Effect
<p>Parallelism:</p> <p>Paragraph 1: in the home, on the job, in the community, as mothers, wives, sisters, daughters, learners, workers, citizens, and leaders</p>	<p>The effect of the parallel structures is to emphasize that women in these various roles all share the same interests in improving opportunities for and treatment of women around the globe.</p>
<p>Repetition:</p> <p>Paragraph 3: What we are learning around the world is that if women are healthy and educated, their families will flourish. If women are free from violence, their families will flourish. If women have a chance to work and earn as full and equal partners in society, their families will flourish. And when families flourish, communities and nations do as well.</p> <p>Paragraph 5: Repetition of "I have met..." in examples of women's challenges.</p>	<p>Repetition of "families will flourish" helps build the link between improved opportunity for women and increased prosperity for communities and nations.</p> <p>The repetition lends credibility to speaker's argument and ties together disparate examples.</p>

Title Sojourner Truth, "Ain't I a Woman?"

Rhetorical Devices	Effect
<p>Rhetorical Question and Repetition</p>	<p>The rhetorical question "Ain't I a woman?" is used throughout as a springboard for reasons and counterclaims. The repetition of this rhetorical question is an emphatic reply to the ridiculous idea that women do not have the strength or intellect to vote.</p>

ACTIVITY 2.13 continued

12 Have students complete the argumentative writing prompt, reminding them to incorporate rhetorical devices into their paragraphs.

ASSESS

In looking at revised body paragraphs, check to see that students understand and are able to use rhetorical appeals.

ADAPT

* Consider providing individual examples of the rhetorical appeals by writing sample sentences from your own life or by asking students to write a "request to a parent" using each appeal. You might also ask students to find examples of the appeals and devices in other texts.

Use pictures that demonstrate each appeal

ACTIVITY 2.14

▶ PLAN

Materials: highlighters
Estimated 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 what to annotate while reading.

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: 1180L

Qualitative: Low Difficulty

Task: Moderate (Analyze)

3 As students are reading, monitor their progress. Be sure they are engaged with the text and annotating the text for claims, reasons, and unknown words. 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.

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

ACTIVITY 2.14

Differing Opinions: Acknowledging Opposing Claims

LEARNING STRATEGIES: Quickwrite, Marking the Text, Skimming/Scanning, Metacognitive Markers, Graphic Organizer, Debate

Learning Targets

- Analyze the logic in the development of different points of view on the same subject.
- Create a claim and argue a position incorporating counterclaims in a debate.

Preview

In this activity, you will read and analyze two articles expressing different points of view about violent video games. Then you will present arguments about the issue in a debate with your classmates.

Setting a Purpose for Reading

- As you read the first article, underline the claim and reasons the author presents about the topic.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.
- Use the My Notes space to add your questions, comments, or reactions to the text.

Online Article

Failure to Ban Violent Video Games Makes Job Harder for Parents

Close Read

by Tamika Mallory

1 As a mother of a teenage son, I can't begin to tell you how many times I've walked into a room and turned off a video game or TV program that I felt was inappropriate for a still developing child. But despite how often I pull the plug or refuse to let him buy certain products, the reality is that our Supreme Court just made my job and the job of other parents that much more difficult. Ruling on Monday that violent and dangerous video games could not be banned to minors, the Supreme Court in essence said to all of us: you're on your own.

2 Raising a child in today's culture of aggression, accessibility to negative influences and overall instability is a challenge for any mother out there. Once upon a time, there used to be a concept of the community. Regardless of how much our mothers and fathers were working, we knew that a neighbor or elder could and would keep an eye on us. We knew that we couldn't engage in certain behaviors because it would without fail get back to our parents. There was a real sense of looking out for each other, and a profound sense of looking out for future generations. But today, the 'unity' in community is lost and the ones to suffer the most are the kids.

My Notes

Focus →

Bellwork:
Do you think playing video games have a direct influence on school performance?



COMMON CORE STATE STANDARDS

Focus Standards:

- ★ RI.7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

SL.7.4: Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details,

and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.4a: Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented.

Additional Standards Addressed:

RI.7.1; RI.7.8; RI.7.10; W.7.5; W.7.9b; W.7.10; SL.7.6; L.7.1b; L.7.1c; L.7.6

Text Complexity
Overall: Complex
Lexile: 1270L
Qualitative: Moderate Difficulty
Task: Moderate (Analyze)

ACTIVITY 2.14
 continued

Differing Opinions: Acknowledging Opposing Claims

Close Read

My Notes

U1
 U2
 U3

Setting a Purpose for Reading

- As you read the second article, underline the claim and reasons the author makes about the topic.
 - Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.
- Use the My Notes space to add your questions, comments, or reactions to the text.

News Article

It's Perverse, but It's Also Pretend

by Cheryl K. Olson, Op-Ed Contributor

- On Monday the Supreme Court struck down, on First Amendment grounds, California's law barring the sale or rental of violent video games to people under 18. On a practical level, the law was vague. It was never clear which games might fall under the law, or whose job it would be to decide.
- But more important, the state's case was built on assumptions — that violent games cause children psychological or neurological harm and make them more aggressive and likely to harm other people — that are not supported by evidence. In the end, the case serves only to highlight how little we know about this medium and its effects on our children.
- In my research on middle schoolers, the most popular game series among boys was Grand Theft Auto, which allows players to commit cartoon violence with chain saws as well as do perfectly benign things like deliver pizza on a scooter.
- Teenage boys may be more interested in the chain saws, but there's no evidence that this leads to violent behavior in real life. F.B.I. data shows that youth violence continues to decline; it is now at its lowest rate in years, while bullying appears to be stable or decreasing.
- This certainly does not prove that video games are harmless. The violent games most often played by young teens, like most of the Grand Theft Auto series, are rated M, for players 17 and older, for a reason and do merit parental supervision.
- But despite parents' worst fears, violence in video games may be less harmful than violence in movies or on the evening news. It does seem reasonable that virtually acting out a murder is worse than watching one. But there is no research supporting this, and one could just as easily argue that interactivity makes games less harmful: the player controls the action, and can stop playing if he feels overwhelmed or upset. And there is much better evidence to support psychological harm from exposure to violence on TV news.
- In fact, such games (in moderation) may actually have some positive effects on developing minds.

benign: harmless

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

- Key Ideas and Details (RI.7.1) What is this author's claim?** Examine paragraph 2 to find the claim. What does the author think about the Supreme Court decision?
- Craft and Structure (RI.7.6) Why does the author compare violent video games to traditional fairy tales? What is the purpose and effect?** Examine paragraph 8 for a comparison between fairy tales and video games. What do they both do?
- Knowledge and Ideas (RI.7.8) How does the author of this article present her argument? Are her claims supported with sound reasoning and evidence? Use examples from the text.** Look at the organization of this argument. Does it have a claim, does it acknowledge the counterclaim, and does it include logical arguments to support the claim? Find these elements.

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8 As the court opinion notes, traditional fairy tales are chock-full of violence; a child experiences and learns to manage fears from the safety of Mom or Dad's lap. Similarly, a teen can try out different identities — how it feels to be a hero, a trickster or someone of a different age or sex — in the safe fantasy world of a video game.

9 In the end, the most harmful assumption in the California law is that we know enough about the effects of video games to recommend policy solutions. (I was one of dozens of advisers for a supporting brief filed by those who challenged the law.) Almost no studies of video games and youth have been designed with policy in mind. If we want to **mitigate** risks of harm to our children (or the risk that our children will harm others), we need research on the specific effects of the most commonly played violent games, and of playing violent games in social groups.

10 We know virtually nothing, for instance, about how youths who are already prone to violent behavior, such as those exposed to violence at home and in their neighborhoods, use these games. Do they play them differently from the way other children do? Do they react differently? And if so, how might we limit the risks involved?

11 We need to reframe our view of video games. Chief Justice John G. Roberts Jr. and Justice Samuel A. Alito Jr. **concurred** with the majority's opinion, but with some reservations: "We should take into account the possibility that developing technology may have important societal implications that will become apparent only with time," Justice Alito wrote. This is excellent advice, but only if we are willing to consider that video games may have potential benefits as well as potential risks.

Cheryl K. Olson, a public health researcher, is a co-author of "Grand Theft Childhood: The Surprising Truth About Violent Video Games and What Parents Can Do."

Second Read

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

5. **Key Ideas and Details:** What is this author's claim? Highlight text that helps you answer the question.

The author's claim is that the case that went to the Supreme Court was built on unfounded assumptions about the effect of video games on children. "The state's case was built on assumptions — that violent games cause children psychological or neurological harm and make them more aggressive and likely to harm other people — that are not supported by evidence."

6. **Craft and Structure:** Why does the author compare violent video games to traditional fairy tales? What is the purpose and effect?

The author compares video games to fairy tales to lessen parents' concerns about them by comparing them to something they are familiar with and believe harmless.

My Notes

mitigate: reduce

concurred: agreed

7 Ask students to reread and mark the text for the rhetorical appeals and devices used by each author. Discuss the appeals found and their purpose and effectiveness.

Leveled Differentiated Instruction

In this activity, consider using the SOAPStone strategy to support students' analysis of the news article.

Em Have students write short words and phrases to complete the SOAPStone graphic organizer.

Ex Have students write complete sentences to complete the SOAPStone graphic organizer.

Br Have students write a detailed paragraph about the article using the SOAPStone graphic organizer as a guide.

use if needed

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

8. **Craft and Structure (RI.7.6)** What is the author's purpose in writing this article? Look to the claim in paragraph 2. According to this author, why is there no evidence?

ACTIVITY 2.14 continued

8 After reading, have students complete the **graphic organizer** to take notes on the reasons and evidence each text provides. The graphic organizer also allows students to note whether the argument is effective. This is important to build commentary necessary for the debate in this activity.

9 Next, read aloud Acknowledging Counterclaims. Direct students to read the examples provided.

10 Arrange students in pairs. Individually, each student should **brainstorm** both sides of the Practice Scenario argument. Then, assign one partner to be the principal and the other partner to be the student. Allow students to discuss their positions on the rule in order to practice speaking while addressing the opposing claim. Direct students to use the sentence starters for support.

ACTIVITY 2.14
continued

Differing Opinions: Acknowledging Opposing Claims

My Notes

LT2

7. Knowledge and Ideas: How does the author of this article present her argument? Are her claims supported with sound reasoning and evidence? Use examples from the text.

She acknowledges the counterclaim ("This certainly does not prove that video games are harmless. The violent games most often played by young teens ... are rated M ... for a reason and do merit parental supervision."), and then presents arguments against it ("But despite parents' worst fears, violence in video games may be less harmful than violence in movies or on the evening news").

LT1

8. Craft and Structure: What is the author's purpose in writing this article?

The author intends to persuade readers that it's premature to ban video games before we know more about how they affect players.

LT2

Working from the Text

9. Reread and **mark the texts** for logical reasoning and devices. Annotate by analyzing or commenting on the effect of the reasoning and devices in the My Notes section.

10. Complete the graphic organizer to evaluate the arguments.

Reasons + Evidence FOR Banning Video Games to Minors	Is the argument effective?	Reasons + Evidence AGAINST Banning Video Games to Minors	Is the argument effective?

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LT2

Acknowledging Counterclaims

Part of arguing effectively is to acknowledge opposing claims, also known as counterclaims — the “other side” of the issue. Recognizing counterclaims adds to a writer’s credibility (ethos) because it shows that he or she is knowledgeable about the issue. To acknowledge a counterclaim, a writer or speaker recognizes an opposing viewpoint and then argues against it, perhaps by finding weaknesses within the opposing reasons and evidence. In other words, it is the “yes, but” part of the argument. “Yes” is recognizing the counterclaim; “but” is the writer’s response to it.

↓
Anchor
chart for
counterclaims

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ACTIVITY 2.14 continued

11 Last, ask students to prepare for a modified **debate** on the issue of banning video games that was presented in the texts they read. To do so, assign half of the students “for” and the other half “against.” Direct students to complete the graphic organizer for their assigned position and point of view.

12 Conduct the debate in the manner that is appropriate for your students (e.g., fishbowl or several small groups debating at once). Urge students to use the collaborative discussion skills they have learned.

ACTIVITY 2.14
continued

Differing Opinions: Acknowledging Opposing Claims

My Notes

LT2

Plan and Present an Argument: Class Debate

To plan and prepare for a debate on the topic of violent video games, consider the claim, reasons, and evidence you will use to present your assigned side of the argument. Also take into consideration the possible counterclaims and be prepared to respond to them logically. Use the graphic organizer to plan your argument.

★
Academy
Dis course

Violent video games should be banned to minors.

Assigned Position (circle one): FOR AGAINST

Claim:

Reasons:

Evidence (Logos):

Recognizing counterclaim:

Rhetorical appeals I can use for effect:

Pathos:

Ethos:

Rhetorical devices I can use for effect:

After the Debate

Reflect: How well did you deliver your argument? How clear was your claim? In what ways did you incorporate adequate evidence (logos) and address the counterclaim?



Language and Writer's Craft: Phrases and Clauses

A **clause** is a group of words that includes a subject and a verb. An **independent clause** has a subject and a verb and can stand alone as a sentence. A **dependent clause** has a subject and a verb, but it cannot stand alone as a sentence.

Examples:

Independent clause: *Screen addiction is a serious problem.*

Dependent clause: *because children spend too much time in front of screens*

A **phrase** is a group of words that does not include both a subject and a verb.

Examples:

being isolated from others, of a whole society, and difficulties with peers are all types of phrases.

When writing, take care to ensure that you use phrases and clauses correctly. For example, make sure that you place modifying phrases so that they modify (add information to) the proper word in the sentence. Phrases that are incorrectly placed are called **misplaced modifiers** because it is difficult to tell which word is being modified.

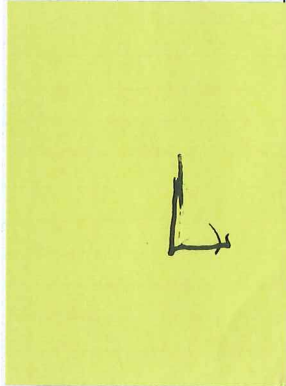
Example: *Two students strolled down the street with cell phones.* (Does the street have the cell phones or the students?)

Argumentative Writing Prompt: In your writing group, revise your text to incorporate an acknowledgment of a counterclaim. Draw on information from your classmates' claims and evidence from the debate. Use adding or replacing in your draft. Be sure to:

- Clearly describe and acknowledge the counterclaim.
- Use transitions and complex sentences with phrases and clauses to make your point.
- Use correct spelling, grammar, and punctuation.

My Notes

opportunity for students to see and understand the impact syntax has on clarity.



ACTIVITY 2.14 continued

13 After the debate, encourage self-assessment through reflection and checking of understanding.

14 Have students complete the writing prompt, making sure they address each of the "Be sure to" points.

ASSESS

Check to see that students are actively reading the text by marking as they read. Also, check to ensure comprehension of claim and reasons or evidence by looking to see that students are able to take adequate notes in the graphic organizer and are able to formulate personal opinions.

Also check to see that students are able to articulate their own claim, reasons, evidence, and appeals used for their assigned side of the debate. Look at students' graphic organizers, and during the debate, listen for a firm, well-supported position that employs appeals and uses concession and rebuttal.

ADAPT

You may want to conduct the debate on a different topic of interest to your students. Be sure to provide research for both sides that students can draw upon in developing their arguments. One option would be to debate an issue from a text they have already read this unit.

ACTIVITY 2.15

▶ PLAN

Estimated 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 how to annotate the text as they read.

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 the text for reasons, unknown words, and transitions. 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.

ACTIVITY 2.15

To Introduce and Conclude

LEARNING STRATEGIES: Note-taking, Chunking the Text, Close Reading, Marking the Text

Learning Targets

- Analyze and identify the components of an introductory and a concluding paragraph in an argumentative essay.

Preview

In this activity, you will read a student essay about using technology. You will closely examine how the student introduces and concludes the essay.

Setting a Purpose for Reading

- As you read the student essay, underline the reasons presented for why too much screen time is a problem.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.
- Put a star next to any words you notice that signal a transition in the text.

My Notes

Mentor/Model Text

GRAMMAR & USAGE

Dangling Modifiers
A phrase that modifies the wrong word is called a **dangling modifier**. Look at these examples:
Dangling: The two students talked quietly in the corner with cell phones. (sounds like the corner has the cell phones)
Correct: The two students with cell phones talked quietly in the corner. (the students have the cell phones)

Student Essay

Screen Time?

1 How does screen time really affect you and others you know? Does the new technology make life better? The answer is no, screen time affects youth in a negative way. Imagine a future world without teenagers, instead, as people in the United Kingdom like to call it, screenagers — kids that have a variety of mental and physical illnesses and are no longer capable of doing some of the jobs that are most important to our society. Because spending too many hours in front of any kind of screen, even a phone, can become addictive, spark psychological difficulties, and cause lower grades in school, screen time for youth should be limited to two hours a day or less.

2 Screen addiction is a serious problem in our society. A study conducted by the "Kaiser Family Foundation" states that nearly every kid in the U.S. uses an electronic device almost every second outside of school. Kids ages eight to eighteen spend an average time of seven and one half hours a day. That's over 53 hours a week which is way too much considering that the recommended time per day is two hours. An experiment on kids who got all their screens withdrawn had positive outcomes. The kids seemed calmer, fought less often, and slept better. A lot of kids feel like the overuse of screens has no effect on them, but it actually does, they just don't notice it at all. In addition, in a survey of youth ages eight to eighteen, nearly one in four kids felt addicted to screens. Preventing the over-use of screens could prevent addiction and the failure of a whole society.



COMMON CORE STATE STANDARDS

Focus Standards:

RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

W.7.1a: Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically.

W.7.1e: Provide a concluding statement or section that follows from and supports the argument presented.

Additional Standards Addressed:

L.7.1c

3 Something else the overuse of screens causes is psychological difficulties such as hyperactivity, emotional and conduct problems, as well as difficulties with peers. A survey by the Chiba University says that 25,000 people that spend most of their time in front of a screen feel depressed. The cause of this is not necessarily looking at the screen, but much rather the addiction, not knowing when to stop, and being isolated from others. Depression is a severe illness which causes lots of deaths. In addition, the hyperactivity caused by the screen addiction causes an unhealthy diet and might lead to other dangerous diseases. All these psychological and physical problems caused by one screen, it's really not worth it.

4 Finally, using screens too much may cause a decrease in grades at school. It is proven that adolescents who watch three or more hours of television a day are at especially high risk for poor homework completion, negative attitudes toward school, poor grades, and long-term academic failure. This might result in a bad future with a bad job or no job at all. This mainly happens because of the lack of enthusiasm towards school and the time spent using a screen instead of studying. In addition, the content of some TV shows out there don't necessarily make you smarter, in fact, some of them make you dumber. Considering this, you should think about how every hour you watch TV instead of studying makes it harder to have a promising future.

5 In conclusion, decreasing screen time below two hours a day could prevent youth from having a bad life. Reduced screen time helps you in school, helps you have a healthier diet, be more physical, and tends to get you more engaged in activities. The end of our world will most likely not be caused by a bunch of earthquakes and tsunamis as shown in the movie "2012"; it is going to be our young generation wasting away in front of screens. So, go home, unplug your screen, and save our future society. The results will be much better than some TV Show.

Second Read

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

1. **Key Ideas and Details:** Which sentence in the introduction presents the student's central claim?

"Because spending too many hours in front of any kind of screen, even a phone, can become addicting, spark psychological difficulties, and cause lower grades in school, screen time for youth should be limited to two hours a day or less."

2. **Key Ideas and Details:** What are some examples the writer provides of evidence for her claim?

The writer quotes studies to support her claim, including one by the Kaiser Family Foundation and a survey by Chiba University.

My Notes

Lined area for taking notes.

Academic Dishonesty

ACTIVITY 2.15 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 Put students in collaborative groups and ask them to share their annotations and observations using the guiding questions.

8 Last, direct writing groups to outline an introduction and conclusion that could serve as the opening and closing of the co-constructed paragraph they have been working on.

9 Have groups present their ideas to other groups or to the whole class as a way to receive feedback (celebrate success and suggest or pose questions for improvement).

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

1. **Key Ideas and Details (RI.7.2) Which sentence in the introduction presents the student's central claim?** Where is the claim or thesis of an argumentative essay commonly placed?
2. **Key Ideas and Details (RI.7.1) What are some examples the writer provides of evidence for her claim?** Examine each of the support paragraphs. What is the source of the evidence cited?
3. **Craft and Structure (RI.7.5) Look again at the main claim and the main ideas in each**

- paragraph. **How does the student structure her ideas?** What is an effective structure to follow when supporting a claim? How does this essay follow a clear structure?
4. **Craft and Structure (RI.7.4) Analyze the author's word choices. Is the style consistently formal? Highlight text that helps you answer the question.** Discuss the difference between formal language and informal language, and then locate some of each in the essay.

ACTIVITY 2.15 continued

10 Direct students to complete the writing prompt as an individual task to serve as formative data for you.

Leveled Differentiated Instruction

In this activity, students may need support with organizing their argumentative writing. Have students complete a **Persuasive Writing** graphic organizer in order to organize their ideas.

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

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

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

ASSESS

Check to see that students are able to identify the components of an introduction and conclusion both while reading the model text and in their own writing. See the indicators in the “Be sure to” statements and the outline format.

ADAPT

Consider revisiting a text from the unit to analyze for hooks and calls to action.

You might have students write a hook and a call to action for a topic they are interested in (e.g., banning video games) or for a hypothetical argument they might present to a teacher or parent.

INDEPENDENT READING CHECKPOINT

Present the following questions to students. “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?” Ask them to prepare their answers in the form of a brief oral presentation.

ACTIVITY 2.15
continued

To Introduce and Conclude

My Notes

3. Craft and Structure: Look again at the main claim and the main ideas in each paragraph. How does the student structure her ideas?

She presents the three main reasons for her argument in the introductory claim (screens can be addictive, spark psychological difficulties, and interfere with school work) and then devotes one paragraph to each reason.

4. Craft and Structure: Analyze the author’s word choices. Is the style consistently formal? Highlight text that helps you answer the question.

The text varies between formal and informal. Evidence: “Kids ages eight to eighteen spend an average time of seven and one half hours a day. That’s over 53 hours a week which is way too much considering that the recommended time per day is two hours.”

Working from the Text

5. Look again at the introduction and conclusion of the essay.

- What does the speaker do to introduce the argument?
- What does the speaker do to conclude the argument?
- How effective are the introduction and conclusion to this essay? Explain your answer.

Check Your Understanding

Argumentative Writing Prompt: Create an outline and then generate ideas for a potential introduction and conclusion to your class-constructed body paragraph. Use the sample essay as a model for beginning and ending your essay. Be sure to:

- Introduce your claim in an introduction.
- Include a hook, a connection between the hook and the claim, and the claim.
- Provide a conclusion that supports your argument. (Why does the claim that you made matter? What should the audience do based on your claim?)

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? Record your ideas in your Independent Reading Log.

you can model an intro and conclusion for the students

Writing an Argumentative Essay

EMBEDDED
ASSESSMENT 2

EMBEDDED
ASSESSMENT 2

Assignment

Your assignment is to write an argumentative essay that states and supports a claim about an issue of importance to you.

Guide students to use this page to write their own essays.

My Notes

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

- What prewriting strategies (such as freewriting or webbing) can you use to select and explore a timely and relevant issue that interests you?
- 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 strategies can you use (such as KWHL or SOAPSTone) to guide your research and evaluate sources?
- How will you take notes by summarizing, paraphrasing, quoting, responding, and recording bibliographic information?
- Will you use a research log (see Activity 2.14) to record your research and sources?

Drafting: Write an argumentative essay that is appropriate for your task, purpose, and audience.

- How will you select the best reasons and evidence from your research?
- What strategies can you use (such as outlining) to organize your draft?
- Who is the audience, and what would be an appropriate tone and style for this audience?

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?
- What is your plan to include suggestions and revision ideas into your draft?
- How can the Scoring Guide help you evaluate how well your draft meets the requirements of the assignment?

Checking and Editing for Publication: Confirm 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, and usage?

Reflection

You have used and been introduced to a number of strategies for constructing a well-reasoned and researched argumentative essay. Which strategies were most effective in helping you to write an effective argument, and how did you use them?

PLAN

Estimated Pacing: 4 50-minute class periods

1 The final activity of the unit before this Embedded Assessment wrapped up the class-constructed essay-writing experience. Be sure to remind students of the steps they have gone through in preparation for accomplishing this Embedded Assessment independently.

2 Planning and Prewriting: Encourage students to plan for their research and for drafting and publishing their essay.

3 Researching: Remind students to use a research log to help them keep an accurate record of their research and what they will use from their sources.

4 Drafting: Use the writing groups to facilitate drafting and revision, allowing students to **share and respond** to each other's drafts. Each student will take a role — reader, listener, or writer — in sharing drafts and responding with comments and suggestions to improve the writing.

TEACHER TO TEACHER

As part of the writing process, consider having students present their argumentative essays out loud to their writing groups, other peers, or another teacher. The listeners can help improve the draft by identifying opportunities to strengthen the claim, make evidence more organized, acknowledge counterarguments more effectively, and incorporate transitions for cohesion.

Up Academic Discovered

COMMON CORE STATE STANDARDS

Focus Standards:

W.7.1a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W.7.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.7.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.7.1d. Establish and maintain a formal style.

W.7.1e. Provide a concluding statement or section that follows from and supports the argument presented.

EMBEDDED ASSESSMENT 2 continued

5 Evaluating and Revising the Draft: Students can use the descriptors of the Scoring Guide to help them revise to include all the elements of an argumentative essay and to check for precision and accuracy in their final products.

6 Checking and Editing for Publication: After they have constructed their essays, students should check that their work is technically sound and that their spelling is correct.

7 Be sure students assemble all the work they did in preparation for writing the essay and turn it in with the final product as a record of their process. They should also include the answer to the Reflection question posed at the end of the unit.

It will be important to monitor students' work on topic selection and research. You may want to let several students select the same topic, do research together, and construct claims. You could require that students in these groups create opposing claims and do research to support opposing claims. This could provide the whole group with support for their claim and information about opposing claims.

Portfolio The end of the unit is an opportunity to have students go through the work they have done in this unit, organize it, and reflect on their learning as they prepare to begin a new unit. This would also be a good time to review students' notes on vocabulary in their Reader/Writer Notebooks.

SCORING GUIDE

When you score this Embedded Assessment, you may wish to make copies or download and print a copy 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	<p>The argument</p> <ul style="list-style-type: none"> skillfully presents a claim and provides appropriate background and a clear explanation of the issue effectively supports claims with logical, convincing reasoning and evidence, as well as skillful use of rhetorical devices summarizes and refutes counterclaims with relevant reasoning and clear evidence. 	<p>The argument</p> <ul style="list-style-type: none"> supports a claim that is clearly presented with appropriate background details develops claims and counterclaims fairly and uses valid reasoning, relevant and sufficient evidence, and a variety of rhetorical devices concludes by revisiting the main points and reinforcing the claim. 	<p>The argument</p> <ul style="list-style-type: none"> presents a claim that is vague or unclear and does not adequately explain the issue or provide background details presents reasons and evidence that may not logically support the claim or come from credible sources concludes by listing the main points of the thesis. 	<p>The argument</p> <ul style="list-style-type: none"> states an unclear claim and does not explain the issue or provide background details presents few if any relevant reasons and evidence to support the claim includes reasons that are not relevant or sufficient for the evidence concludes without restating the claim.
Structure	<p>The argument</p> <ul style="list-style-type: none"> follows a clear structure with a logical progression of ideas that establish relationships between the essential elements of an argument links main points with effective transitions that establish coherence. 	<p>The argument</p> <ul style="list-style-type: none"> establishes clear relationships between the essential elements of an argument uses transitions to link the major sections of the essay and create coherence. 	<p>The argument</p> <ul style="list-style-type: none"> demonstrates an awkward progression of ideas, but the reader can understand them uses some elements of hook, claim, evidence, and conclusion spends too much time on some irrelevant details and uses few transitions. 	<p>The argument</p> <ul style="list-style-type: none"> does not follow a logical organization includes some details and elements of an argument, but the writing lacks clear direction and uses no transitions to help readers follow the line of thought.
Use of Language	<p>The essay</p> <ul style="list-style-type: none"> uses precise diction deliberately chosen to inform or to explain the topic uses a variety of sentence structures to enhance the explanation demonstrates technical command of conventions of standard English. 	<p>The essay</p> <ul style="list-style-type: none"> uses appropriate diction for the information or explanation uses a variety of sentence structures demonstrates general command of conventions; minor errors do not interfere with meaning. 	<p>The essay</p> <ul style="list-style-type: none"> uses informal diction that is inappropriate at times for the information or explanation shows little or no variety in sentence structure demonstrates limited command of conventions; errors interfere with meaning. 	<p>The essay</p> <ul style="list-style-type: none"> uses informal diction that is inappropriate for the purpose shows no variety in sentence structure demonstrates limited command of conventions; errors interfere with meaning.

COMMON CORE STATE STANDARDS

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

L.7.2b. Spell correctly.

Additional Standards Addressed:

W.7.7; W.7.8; W.7.9b; SL.7.1a; SL.7.4a