



Literacy Design  
Collaborative

# Predicting Social Behaviors of the Future

★ TASK ★ LADDER

by Sarah Cox

After reading *Fahrenheit 451*, "The Effects of Technology on Relationship," "Entertaining Emotions: TV may be Teaching us to Overreact," and "Why the Young Kill," students will argue for or against the accuracy of Ray Bradbury's predictions in *Fahrenheit 451* of future social behaviors. Students will ground their argument in evidence from both the novel and informational texts, acknowledging competing views while providing examples of past or current events to illustrate and clarify their position.

GRADES

10

DISCIPLINE

 ELA

COURSE

 English II

PACING

 N/A

# *Section 1: What Task?*

## ***Teaching Task***

### ***Task Template 2 - Argumentation***

Have Ray Bradbury's predictions about social behavior come true in our society today? After reading Fahrenheit 451, "The Effects of Technology on Relationships," "Entertaining Emotions: TV May Be Teaching Us to Overreact," and "Why the Young Kill", write an essay in which you address the question and argue whether or not we live in the society that Bradbury created in his novel. Support your position with evidence from the text(s). Be sure to acknowledge competing views. Give three example/s from past or current events or issues to illustrate and clarify your position.

## ***Standards***

### ***Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects***

#### **L.9-10.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### **L.9-10.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### **RI.9-10.1**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### **RI.9-10.2**

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

#### **RI.9-10.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

#### **RI.9-10.10**

By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.

#### **W.9-10.1**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

### W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### W.9-10.10

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.

## ***Texts***

 Fahrenheit 451 by Ray Bradbury

This is the novel that students have read prior to this module.

 **The Effects of Technology on Relationships**

 **Entertaining Emotions: TV May Be Teaching Us to Overreact**

 **Why the Young Kill**

 **Writer's Notebook**

 **TEACHER Writer's Notebook\_teacher notes**

## Student Work Rubric - Argumentation Task - Grades 9-12

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
<b>Controlling Idea</b>	Makes a general claim with an unclear focus.	Establishes a <b>clear</b> claim that <b>addresses the prompt</b> , with an <b>uneven focus</b> .	Establishes <b>and maintains</b> a <b>clear, specific, and credible</b> claim that addresses <b>all aspects</b> of the prompt.	Establishes and maintains a <b>precise, substantive</b> claim that addresses all aspects of the prompt. <b>Acknowledges limitations and/or the complexity of the issue or topic</b> .
<b>Selection &amp; Citation of Evidence</b>	Includes minimal details from sources. Sources are used without citation.	Includes <b>details, examples, and/or quotations</b> from sources that are <b>relevant to the claim</b> . <b>Inconsistently</b> cites sources.	Includes details, examples, and/or quotations from sources that <b>support</b> the claim and <b>supporting ideas</b> . <b>Consistently</b> cites sources with <b>minor formatting errors</b> .	Includes <b>well-chosen</b> details, examples, and/or quotations from sources that <b>fully support</b> the claim and supporting ideas. <b>Consistently</b> cites sources using <b>appropriate format</b> .
<b>Development / Explanation of Sources</b>	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explains ideas and source material <b>to support the argument</b> , with <b>some incomplete reasoning or explanations</b> .	<b>Accurately</b> explains ideas and source material and <b>how they support</b> the argument.	<b>Thoroughly</b> and accurately explains ideas and source material, <b>using logical reasoning to support and develop</b> the argument.
<b>Organization</b>	Lacks an evident structure. Makes unclear connections among claims, reasons, and/or evidence.	<b>Groups ideas and uses transitions</b> to develop the argument, with <b>some lapses in coherence or organization</b> .	<b>Groups and sequences</b> ideas to <b>develop a cohesive argument</b> . Uses transitions to <b>clarify the relationships among claim(s), reasons, and evidence</b> .	Groups and sequences ideas <b>in a logical progression in which ideas build to create a unified whole</b> . Uses <b>varied</b> transitions to clarify the <b>precise</b> relationships among claim(s), reasons, and evidence.
<b>Conventions</b>	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions <b>sometimes interfere</b> with the clarity of the writing. Uses language and tone that are <b>sometimes inappropriate</b> for the audience and purpose.	<b>Consistently applies</b> standard English conventions; <b>minor errors</b> , while noticeable, <b>do not interfere</b> with the clarity of the writing. Uses language and tone <b>appropriate to the audience and purpose</b> .	Consistently applies standard English conventions, <b>with few errors</b> . Demonstrates <b>varied syntax</b> and <b>precise word choice</b> . <b>Consistently</b> uses language and tone appropriate to the audience and purpose.
<b>Content Understanding (Generic)</b>	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

## ***Background for Students***

You have already engaged in a close reading of Ray Bradbury's dystopian novel, *Fahrenheit 451*. While reading, you focused on the effect and the result of the character's social behaviors and now you will determine whether or not you believe Bradbury's predictions have proven true in today's society. Among the many issues you will examine will be the effects of watching mindless television shows, becoming addicted to technology, and the emotionless killing of today's youth.

## ***Extension***

Not provided

## *Section 2: What Skills?*

### ***Preparing for the Task***

**BRIDGING CONVERSATION > TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

**TASK AND RUBRIC ANALYSIS > TASK ANALYSIS:** Ability to understand and explain the task's prompt and rubric.

### ***Reading Process***

**PRE-READING > TEXT SELECTION:** Ability to identify appropriate texts.

**ACTIVE READING > NOTE-TAKING:** Ability to select important facts and passages for use in one's own writing.

**ACTIVE READING > NOTE-TAKING:** Ability to identify the central point and main supporting elements of a text.

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**ACTIVE READING > ESSENTIAL VOCABULARY:** Ability to identify and master terms essential to understanding a text.

**POST-READING > ACADEMIC INTEGRITY:** Ability to use and credit sources appropriately.

**ACTIVE READING > NOTE-TAKING:** Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

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### ***Transition to Writing***

**BRIDGING CONVERSATION > PREPARING FOR WRITING:** Ability to begin linking reading results to writing task.

**BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS:** Ability to analyze model student work.

### ***Writing Process***

**INITIATION OF TASK > ESTABLISHING THE CONTROLLING IDEA:** Ability to establish a claim and consolidate information relevant to task.

**PLANNING > PLANNING THE WRITING:** Ability to develop a line of thought and text structure appropriate to an argumentation task.

**DEVELOPMENT > INTRODUCTORY PARAGRAPH:** Ability to construct an initial draft with an emerging line of thought and structure.

**DEVELOPMENT > BODY PARAGRAPHS:** Ability to construct an initial draft with an emerging line of thought and structure.



**DEVELOPMENT > CONCLUDING PARAGRAPH:** Ability to construct an initial draft with an emerging line of thought and structure.

**REVISION, EDITING, AND COMPLETION > REVISION:** Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

**REVISION, EDITING, AND COMPLETION > EDITING:** Ability to proofread and format a piece to make it more effective.



**REVISION, EDITING, AND COMPLETION > FINAL DRAFT:** Ability to submit final piece that meets expectations.

## Section 3: What Instruction?


PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<b>Preparing for the Task</b>				
15 mins	<b>BRIDGING CONVERSATION &gt; TASK ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	<b>FIRST REACTION QUICK-WRITE</b> <ul style="list-style-type: none"> <li>On pg. 1 of your Writer's Notebook: In a quick write, write your first reaction to the task prompt. Add some notes of things you know about this issue.</li> </ul>	<ul style="list-style-type: none"> <li>Work meets expectations if the response is thorough and thoughtful.</li> </ul>	<ul style="list-style-type: none"> <li>Getting ready: Link this task to earlier class content. After reading the task prompt aloud to students, direct them to record in their "Writer's Notebook," their initial reaction to the task prompt. Remind students that this task prompt demonstrates a direct link to the dystopian themes within <i>Fahrenheit 451</i>.</li> <li>Bridging the Conversation: Discuss student responses. Pair-Share. Once students record an initial reaction in their W'sN, they should pair with another student and discuss their response to the task prompt's essential question--Have Ray Bradbury's predictions about social behavior come true in our society today? Why or why not? Students will then share out their opinions to the whole group.</li> <li>Clarify timetable and support plans for the task. There is a timetable on pg. 4 of students' W'sN. This timetable indicates the mini-tasks/formative assessments students will complete along with their correlating Common Core State Standards.</li> </ul>
Standards:  <b>RL.9-10.1</b> : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				
Additional Attachments:   <b>Writer's Notebook</b>  <b>Writer's Notebook_TEACHER NOTES</b>				
15 mins	<b>BRIDGING CONVERSATION &gt; TASK ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	<b>ANTICIPATION GUIDE RESPONSES</b> <ul style="list-style-type: none"> <li>On pg. 1 of your W'sN: Using the Anticipation Guide, Agree or Disagree with the 3 statements that are listed. Provide reasoning.</li> </ul> Statements: 1.) People today spend too much time watching television, playing video games, or surfing the Internet. 2.) If there is a movie, we should not bother reading the book.	<b>(Work Meets Expectations If):</b> <ul style="list-style-type: none"> <li>Students have chosen to either Agree or Disagree and have provided reasoning for their answers.</li> </ul>	<ul style="list-style-type: none"> <li>Intentional Whole Group Instruction: Link this task to earlier class content. Each of the themes/statements above are present in <i>*Fahrenheit 451</i>. Explain to students while these themes are found within the novel, people argue they're also applicable to today's society. It is up to students to decide and argue their own position based on evidence from their texts.</li> <li>Independent Practice: Students should complete the Anticipation Guide on pg. 1 of their W'sN.</li> <li>Bridging the Conversation: Discuss student responses. Pair-Share. Students will discuss their responses with a partner, then volunteers can share their responses to the whole group.</li> </ul> <b>Notes:</b> <ul style="list-style-type: none"> <li><i>*Fahrenheit 451</i> will be referred to as F451 from this point forward.*</li> </ul>




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		3.) Technology today has made life better.		
	<p>Standards:</p> <p><b>RL.9-10.1</b> : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>			
30 mins	<p><b>BRIDGING CONVERSATION &gt; TASK ENGAGEMENT:</b></p> <p>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p><b>MODERN DAY CONNECTIONS SONG ANALYSIS</b></p> <p>•On pg. 2 of your W'sN: Record how the multiple mediums below connect to the task prompt.</p> <ul style="list-style-type: none"> <li>• What do you want your audience to know about the topic?</li> <li>• Why is it important for people to understand this topic?</li> </ul>	<p><b>(Work Meets Expectations If):</b></p> <p>•Chart is complete with connections.</p>	<ul style="list-style-type: none"> <li>• Intentional Whole Group Instruction: Link this task to earlier class content. Students will listen to a modern day rendition of Marvin Gaye's "What's Going On?" and examine a Photo Blog, Silent Language of Hands, while analyzing how people's behavior is a direct result of society's social conditioning. While listening to the lyrics of the song and sitting in small groups, students will underline lyrics that speak to the task prompt.</li> <li>• Bridging the Conversation: Discuss student responses and pose the following questions:               <ol style="list-style-type: none"> <li>1.) What is the main idea of the song? How do you know?</li> <li>2.) How can we connect the song to social behavior in F451 AND in today's society?</li> </ol> </li> <li>• Follow the above procedures for the Photo Blog.               <ol style="list-style-type: none"> <li>1.) By examining the photos, explain how these are learned behaviors and explain how these people are a product of the society in which they live.</li> <li>2.) How can we connect these actions/behaviors in the photos to F451 AND in today's society?</li> </ol> </li> </ul>
	<p>Standards:</p> <p><b>RL.9-10.1</b> : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>			
	<p>Additional Attachments:</p> <p> <b>Modern Rendition of "What's Going On?"_song lyrics</b></p> <p> <b>Silent Language of Hands Photo Blog</b></p>			
40 mins	<p><b>BRIDGING CONVERSATION &gt; TASK ENGAGEMENT:</b></p> <p>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p><b>MODERN SOCIAL BEHAVIORS GALLERY WALK</b></p> <p>•On pg. 3 of your W'sN: Posted around the room are 5 Word Clouds and their accompanying images. Analyze these social behaviors from Bradbury's perspective...what would he say about these vices,</p>	<p><b>(Work Meets Expectations If):</b></p> <p>•Charts are completed with effort and detail.</p>	<ul style="list-style-type: none"> <li>• Independent Practice: Link this task to student's knowledge of current events. Gallery Walk. I've created 5 Word Clouds (taken from articles) to accompany 5 photos of current events/social behaviors that have taken place within the past year--technology addiction; movie theater shooting in Aurora, CO; Boston marathon bombing; Sandy Hook school shooting; mindless television shows.</li> <li>• Bridging the Conversation: Discuss student responses. Ask the following questions:               <ol style="list-style-type: none"> <li>1.) How are these events/behavior alike or unlike</li> </ol> </li> </ul>


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		and in some cases, these evil inhuman actions? Complete the chart on pg. 3 of your W'sN. Write a description of what you see; connect it to F451; record a societal implication.		those in F451? 2.) What can we attribute to the change in our society and social behaviors? 3.) Are we headed down the same path as those in F451?
	<p>Standards:</p> <p><b>RL.9-10.1</b> : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Additional Attachments:</p> <p> <b>Word Cloud Paired Images</b></p>			
15 mins	<p><b>TASK AND RUBRIC ANALYSIS &gt; TASK ANALYSIS</b>: Ability to understand and explain the task's prompt and rubric.</p>	<p><b>TASK BREAKDOWN</b></p> <ul style="list-style-type: none"> <li>On pg. 5 of your W'sN: In the left column of the table on pg. 5, the teaching task/prompt has been broken into parts. Write in your own words what you will need to do to complete each part of the task. In your own words, what are the important features of a good response to this prompt?</li> </ul>	<ul style="list-style-type: none"> <li>Work meets expectations if chart is complete and questions are answered.</li> </ul>	<ul style="list-style-type: none"> <li>Independent Practice: Students will write "I will" statements using details from the teaching task to state what they will do to complete that part of the prompt.</li> <li>Intentional Whole Group Instruction: In order to understand the important features of an argument, students should define the appropriate argumentation terms...               <ol style="list-style-type: none"> <li>position (claim)</li> <li>evidence</li> <li>commentary</li> <li>purpose</li> <li>audience</li> <li>competing views</li> </ol> </li> <li>Record those definitions on the white board; students should take notes on these in their W'sN.</li> <li>Note: Teaching Task Re-write taken from R-Group Space.</li> </ul>
	<p>Standards:</p> <p><b>RL.9-10.1</b> : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>			
30 mins	<p><b>TASK AND RUBRIC ANALYSIS &gt; TASK ANALYSIS</b>: Ability to understand and explain the task's prompt and rubric.</p>	<p><b>PAIRED RUBRIC ANALYSIS</b></p> <ul style="list-style-type: none"> <li>On pg. 6 of your W'sN: Your group will be assigned a set of rubric criteria. On your group copies of the Argumentation Rubric, highlight the most important words for each set of scoring criteria. Paraphrase each category in the chart below after</li> </ul>	<ul style="list-style-type: none"> <li>Work meets expectations if paraphrases are complete and accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Guided Practice/Whole Group Instruction: Displaying the Argumentation Rubric on the Smart Board, read through Meets Expectations for all scoring elements (Focus, Controlling Idea, Reading/Research, etc.) as a class. Ask students to tell you what the most important words are and highlight them on the Smart Board. Choose one scoring element, synthesize the impt. words that have been highlighted, and create a class paraphrase.</li> <li>Rubric Translation activity: Once students are in groups and have received their assigned scoring element(s), they should repeat the above steps. As groups finish, they should sent</li> </ul>

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		determining the most important words.		one representative to the Smart Board to highlight important words on the rubric. Paraphrases will be shared aloud.
Standards:				
<b>RL.9-10.1</b> : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				
Additional Attachments:				
 <b>Academic Vocab_Features of Good Response_LDC Arg Rubric</b>				

### Reading Process

20 mins	<b>PRE-READING &gt; TEXT SELECTION:</b> Ability to identify appropriate texts.	<b>CITATION GUIDE AND CREDIBILITY CHECKLIST</b> <ul style="list-style-type: none"> <li>On pg. 7 of your W'sN: For each text, list the needed bibliographic information. Add bullets on why you think the work is credible and/or worthy of study.</li> <li>Answer in your notebook: Do the texts pass the CARS (credibility, accuracy, reasonableness, support) test?</li> </ul>	<ul style="list-style-type: none"> <li>Works meets expectations if student identifies the author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology). Includes reasonable evidence that work is credible and/or worthy of study.</li> </ul>	<ul style="list-style-type: none"> <li>Bridging the Conversation: Provide a citation guide for students and discuss why each element of citation is needed. On pg. 7 of students' W'sN, they should copy down the source information--both works cited info and parenthetical reference. Display the Works Cited chart on the Smart Board (teacher resource).</li> <li>Intentional Whole Group Instruction: Visit the website documented in the Notes section below, and discuss the CARS checklist. Ask students to brainstorm what makes an author credible and/or worthy of study. In pairs, students should summarize each of the CARS components and write down those summaries on the chart at the bottom of pg. 7 of their W'sN.</li> <li>Exit Slip: Students answer the following question--Do our sources pass the CARS checklist? Yes or No? Why? What makes them credible?</li> <li>Accommodations and Interventions: Students needing extra support will be given a hard copy of the Works Cited information.</li> </ul>
Standards:				
<b>RI.9-10.1</b> : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				
Additional Attachments:				
 <b>CARS Checklist</b>				
40 mins	<b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing.	<b>CORNELL NOTES</b> <ul style="list-style-type: none"> <li>Take notes from an article using the Cornell Notes handout by (A) Defining unknown words, (B) Asking thoughtful questions, (C) Using Abbreviations or</li> </ul>	<b>ALWAYS:</b> <ul style="list-style-type: none"> <li>Defines unknown words from the text</li> <li>Asks thoughtful questions about the text</li> <li>Uses abbreviations/symbols in their notes when</li> </ul>	<b>WARM UP</b> <ol style="list-style-type: none"> <li>Ask students to answer individually - What is the purpose of taking notes? What are different note-taking strategies you use?</li> <li>Ask students to turn to the person sitting next to them and share out.</li> <li>Have the entire class share out their ideas.</li> </ol>

symbols, (D) Writing a summary paragraph of the most important information from the text.

- **More specific directions...**On pg. 8 Writer's Notebook: Read the following passage from pg. 20 of Fahrenheit 451 then complete the Cornell Notes that follow. Answer the questions under the passage--

1.) What is Bradbury trying to accomplish with his description of mindless television? (He demonstrates how mindlessness television shows prevalent in this futuristic society have negatively affected peoples' intelligence levels.)  
2.) Which parts of the text show you that? (Answers will vary, but students should cite evidence from the passage.)  
3.) What competing arguments have you encountered or can you think of? (What would someone say that disagrees with you? Is mindless tv acceptable as a means of escapism?)

- L3 What historical or current examples can you note that relate to the task prompt? (Students should make connections to tv shows today--The Real Housewives of \_\_\_\_\_, The Jersey Shore, Real World, Bad Girls Club, etc.)
- Pg. 9 Writer's Notebook: As you read, use this Cornell Note-Taking System to help you analyze the text.

- possible
- Summarizes the most important information in a paragraph

#### SOMETIMES:

- Defines unknown words from the text
- Asks thoughtful questions about the text
- Uses abbreviations/symbols in their notes when possible
- Summarizes the most important information in a paragraph

#### NEVER:

- Defines unknown words from the text
- Asks thoughtful questions about the text
- Uses abbreviations/symbols in their notes when possible
- Summarizes the most important information in a paragraph

4. As students share out, record their ideas on the white/chalk board or in a Powerpoint. Some students might say:

- Pick out main ideas
- Summarize with short phrases and keywords
- Note important facts and vocabulary words
- Use symbols and abbreviations
- Put into your own words
- Ask questions

5. Explain to students that the note-taking strategy they will be learning about today called Cornell Notes involves many of these skills. It helps people remember and organize new information.







#### MODELING

1. Distribute the blank Cornell Notes handout and the Sample Article to students.
2. Using either an overhead projector or computer, display the blank handout.
3. Explain to students you will model how to fill in the handout while the class reads the article.
4. Have one student read aloud the article.
5. As the student reads, stop occasionally to complete the Cornell Notes handout (see the Sample Handout). Have students fill in the same information on their handout.
6. Ask students to turn to the person sitting next to them - How do I select what information I need to write down on a Cornell Notes form? What types of information do I need to write down on a Cornell Notes form?
7. Have the entire class share out their ideas.

#### PRACTICE

1. Assign partners and have students take turns reading the assigned passage from F451. As students read they should annotate the Practice Article by (A) Writing a "B" next to information that is a Benefit and (B) Writing a "D" next to information that is a Disadvantage
2. Have students work individually to complete their Cornell Notes Handout.
3. Have students share their notes with their partner.
4. Ask each pair to discuss - What information did you think was important to include on your handout? Why?
5. Have the entire class share out their ideas.

#### CLOSING

				<p>1. Ask students to respond individually - What was challenging/easy about the Cornell Notes activity? How might this strategy be helpful throughout the year?</p> <p>2. Have the entire class share out their ideas.</p> <p>Additional Instruction</p> <p>Cornell Notes can be used as the main method for students to develop their reading and writing skills through annotation of sources. This strategy can also be an effective means of formative assessment. While students are working, review their work; look for "trends" in misunderstandings (with either content or writing skills) and conduct a short mini-lesson with individuals, small groups, or the entire class.</p>
	<p>Standards:</p> <p><b>CCR.R.1</b> : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>CCR.W.5</b> : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>CCR.R.2</b> : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Additional Attachments:</p> <p> <b>Cornell_Note_Taking_System.doc</b></p> <p> <b>Cornell_Note_Taking_System.pdf</b></p> <p> <b>Cornell Notes-student work.pdf</b></p> <p> <b>Sample Article .pdf</b></p> <p> <b>Practice Article.pdf</b></p> <p> <b>Cornell_Note_Taking_System - Sample.pdf</b></p>			
40 mins	<p><b>ACTIVE READING &gt; NOTE-TAKING:</b></p> <p>Ability to identify the central point and main supporting elements of a text.</p>	<p><b>CORNELL NOTES</b></p> <ul style="list-style-type: none"> <li>Take notes from an article using the Cornell Notes handout by (A) Defining unknown words, (B) Asking thoughtful questions, (C) Using Abbreviations or symbols, (D) Writing a summary paragraph of the most important information from the text.</li> <li><b>More specific directions...</b>On pg. 10 Writer's Notebook: Read the following passage from pg. 42 of Fahrenheit 451 then complete the Cornell Notes that follow.</li> </ul>	<p><b>ALWAYS:</b></p> <ul style="list-style-type: none"> <li>Defines unknown words from the text</li> <li>Asks thoughtful questions about the text</li> <li>Uses abbreviations/symbols in their notes when possible</li> <li>Summarizes the most important information in a paragraph</li> </ul> <p><b>SOMETIMES:</b></p> <ul style="list-style-type: none"> <li>Defines unknown words from the text</li> <li>Asks thoughtful questions about the text</li> <li>Uses abbreviations/symbols</li> </ul>	<ul style="list-style-type: none"> <li>Intentional Whole Group Instruction: Invite students to brainstorm ways to figure out Bradbury's intent. We will conduct a close reading of the passage on pg. 10 of their W'sN and students will individually answer the questions at the bottom of the pg.</li> <li>Invite students to share and discuss their answers for each text.</li> <li>After the discussion, allow them to add to their entries.</li> <li>Independent Practice: Students should then complete the Cornell Notes following the above questions.</li> </ul>

Answer the questions under the passage--

1.) What is Bradbury trying to accomplish with his description of technology addiction? (He illustrates how technology has resulted in Midlred's emptiness, and has robbed her of ability to think about anything important. The technology that she's addicted to acts as a barrier between the "relationship"--if you can even call it that--that she and Montag have.)

2.) Which parts of the text show you that? (Answers will vary, but students should cite evidence from the passage.)

3.) What competing arguments have you encountered or can you think of? (What would someone say that disagrees with you? Can we use technology TOO much? Bradbury would say yes.)

- L3 What historical or current examples can you note that relate to the task prompt? (Students should make connections to technology today--cell phone addiction and texting which stands in the way of learning in school, headphones as a way to alienate, hinders communications skills, children aren't as physically active as they should be, technology as a crutch, etc.)
- Pg. 11 Writer's Notebook: As you read, use this Cornell Note-Taking System to help you analyze the

in their notes when possible

- Summarizes the most important information in a paragraph


## NEVER:

- Defines unknown words from the text
- Asks thoughtful questions about the text
- Uses abbreviations/symbols in their notes when possible
- Summarizes the most important information in a paragraph





		text.		
	<p>Standards:</p> <p><b>CCR.R.1</b> : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>CCR.W.5</b> : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>CCR.R.2</b> : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>			
40 mins	<p><b>ACTIVE READING &gt; NOTE-TAKING:</b></p> <p>Ability to identify the central point and main supporting elements of a text.</p>	<p><b>CORNELL NOTES</b></p> <ul style="list-style-type: none"> <li>Take notes from an article using the Cornell Notes handout by (A) Defining unknown words, (B) Asking thoughtful questions, (C) Using Abbreviations or symbols, (D) Writing a summary paragraph of the most important information from the text.</li> <li><b>More specific directions...</b>On pg. 12 Writer's Notebook: Read the following passage from pgs. 29-31 of Fahrenheit 451 then complete the Cornell Notes that follow. Answer the questions under the passage--</li> </ul> <p>1.) What is Bradbury trying to accomplish with his description of violence ? (He explains how teenagers are violent and kill each other as a means of entertainment...there are Fun Parks where kids go to bully one another, Car Wrecker place and Window Smasher where they go to destroy things, kids shoot one another, they commit suicide, etc.)</p> <p>2.) Which parts of the text show you that? (Answers will vary, but students should cite evidence from the passage.)</p> <p>3.) What competing arguments have you</p>	<p><b>ALWAYS:</b></p> <ul style="list-style-type: none"> <li>Defines unknown words from the text</li> <li>Asks thoughtful questions about the text</li> <li>Uses abbreviations/symbols in their notes when possible</li> <li>Summarizes the most important information in a paragraph</li> </ul> <p><b>SOMETIMES:</b></p> <ul style="list-style-type: none"> <li>Defines unknown words from the text</li> <li>Asks thoughtful questions about the text</li> <li>Uses abbreviations/symbols in their notes when possible</li> <li>Summarizes the most important information in a paragraph</li> </ul> <p><b>NEVER:</b></p> <ul style="list-style-type: none"> <li>Defines unknown words from the text</li> <li>Asks thoughtful questions about the text</li> <li>Uses abbreviations/symbols in their notes when possible</li> <li>Summarizes the most important information in a paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Intentional Whole Group Instruction: Invite students to brainstorm ways to figure out Bradbury's intent. We will conduct a close reading of the passage on pg. 12 of their W'sN and students will individually answer the questions at the bottom of the pg.</li> <li>Invite students to share and discuss their answers for each text.</li> <li>After the discussion, allow them to add to their entries.</li> <li>Independent Practice: Students should then complete the Cornell Notes following the above questions.</li> </ul>





## Predicting Social Behaviors of the Future

		<p>encountered or can you think of? (Can these social behaviors be blamed on society?)</p> <ul style="list-style-type: none"> <li>● L3 What historical or current examples can you note that relate to the task prompt? (Students should make connections to violence today--the many school shootings, terrorism attacks, war, etc..)</li> <li>● Pg. 13 Writer's Notebook: As you read, use this Cornell Note-Taking System to help you analyze the text.</li> </ul>		
	<p>Standards:</p> <p><b>CCR.R.1</b> : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>CCR.W.5</b> : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>CCR.R.2</b> : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>			
20 mins	<p><b>ACTIVE READING &gt; ESSENTIAL VOCABULARY:</b></p> <p>Ability to identify and master terms essential to understanding a text.</p>	<p><b>SOCIAL BEHAVIOR ADJECTIVE CHART</b></p> <ul style="list-style-type: none"> <li>● On pg. 14 of your W'sN: After analyzing and synthesizing the novel passages, determine what adjectives appropriately define social behaviors described in the articles and/or novel. Add definitions (if appropriate) and notes on connotation in this context.</li> </ul>	<ul style="list-style-type: none"> <li>● Lists appropriate phrases.</li> <li>● Provides accurate definitions.</li> <li>● Chosen adjectives accurately describe F451's futuristic society.</li> </ul>	<ul style="list-style-type: none"> <li>● Model and discuss the example entry that is already on the chart.</li> <li>● After scoring, ask some students to share definitions of terms that others overlooked or misunderstood. A duplicate chart will be displayed on the Smart Board and the teacher will record several examples as students share them.</li> <li>● After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.</li> </ul>
	<p>Standards:</p> <p><b>L.9-10.4</b> : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies.</p> <p><b>L.9-10.5</b> : Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L.9-10.6</b> : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			
	<p>Additional Attachments:</p> <p> <b>Social Behavior Adjectives_Themes_Predictions in Novel</b></p>			



<p>20 mins</p>	<p><b>POST-READING &gt; ACADEMIC INTEGRITY:</b> Ability to use and credit sources appropriately.</p>	<p><b>DEFINITION AND STRATEGIES</b></p> <ul style="list-style-type: none"> <li>On pg. 24 of your W'sN: Define "plagiarism" and list ways to avoid it.</li> </ul>	<ul style="list-style-type: none"> <li>Provides accurate definition.</li> <li>Lists several appropriate strategies.</li> <li>Students must score a 100% on the plagiarism interactive quizzes on Brain Pop site.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss respect for others' work to assemble evidence and create texts.</li> <li>Discuss academic penalties for stealing others thoughts and words.</li> <li>Students will watch a Brain Pop video about "plagiarism" on the Chrome Books and complete the interactive quizzes on the website.</li> <li>Using the Smart Board, visit Purdue's OWL and read about plagiarism and when to give credit to your sources.</li> </ul>
<p>1 hr</p>	<p><b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to read purposefully and select relevant information; to summarize and/or paraphrase.</p>	<p><b>SENTENCE FRAMES</b></p> <ul style="list-style-type: none"> <li>On pg. 15 of your W'sN: From each text, make a list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism. Read the text/article and complete the following Sentence Frames.</li> <li>L2(a) What strategies will you use to discern "credible sources"?</li> <li>L2(b): What implications can your draw? (Tasks 11,12 )</li> <li>L3 Why is it important in the process of inquiry to "identify gaps" or "unanswered questions" about the topic?</li> </ul>	<ul style="list-style-type: none"> <li>Identifies relevant elements.</li> <li>Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly.</li> </ul>	<ul style="list-style-type: none"> <li>Before reading the article, students will record the title of it at the top of the page in order to avoid plagiarism.</li> <li>Intentional Whole Group Instruction: As a class, we will conduct a close reading of the first informational article--"The Effects of Technology on Relationships." Students will then complete the Sentence Frames that follow, identifying essential elements about the author's argument.</li> <li>We will discuss their responses as a whole group.</li> <li>Sentence Frames were found on R-Group Space.</li> <li>The skills included in this mini-task support skills that students need to construct their own arguments. So not only are they reading the informational texts for information, they're also analyzing the ways in which the author creates his argument.</li> </ul>
	<p>Additional Attachments:</p> <p> <b>Purdue Onling Writing Lab Link to "plagiarism"</b></p> <p> <b>BrainPOP</b></p> <p>Standards:</p> <p><b>RI.9-10.1</b> : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.9-10.2</b> : Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RI.9-10.8</b> : Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>Additional Attachments:</p> <p> <b>Article--"The Effects of Technology on Relationships"</b></p> <p> <b>Sentence Frame Example</b></p>			

1 hr	<p><b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to read purposefully and select relevant information; to summarize and/or paraphrase.</p>	<p><b>SENTENCE FRAMES</b></p> <ul style="list-style-type: none"> <li>On pg. 16 of your W'sN: From each text, make a list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism. Read the text/article and complete the following Sentence Frames.</li> <li>L2(a) What strategies will you use to discern "credible sources"?</li> <li>L2(b): What implications can your draw? (Tasks 11,12 )</li> <li>L3 Why is it important in the process of inquiry to "identify gaps" or "unanswered questions" about the topic?</li> </ul>	<ul style="list-style-type: none"> <li>Identifies relevant elements.</li> <li>Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly.</li> </ul>	<ul style="list-style-type: none"> <li>Before reading the article, students will record the title of it at the top of the page in order to avoid plagiarism.</li> <li>Intentional Whole Group Instruction: As a class, we will conduct a close reading of the first informational article--"Entertaining Emotions: tv may be teaching us to overreact." Students will then complete the Sentence Frames that follow, identifying essential elements about the author's argument.</li> <li>We will discuss their responses as a whole group.</li> <li>Sentence Frames were found on R-Group Space.</li> <li>The skills included in this mini-task support skills that students need to construct their own arguments. So not only are they reading the informational texts for information, they're also analyzing the ways in which the author creates his argument.</li> </ul>
<p>Standards:</p> <p><b>RI.9-10.1</b> : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.9-10.2</b> : Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RI.9-10.8</b> : Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>				
<p>Additional Attachments:</p> <p> <b>Article--"Entertaining Emotions"</b></p>				
1 hr	<p><b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to read purposefully and select relevant information; to summarize and/or paraphrase.</p>	<p><b>SENTENCE FRAMES</b></p> <ul style="list-style-type: none"> <li>On pg. 17 of your W'sN: From each text, make a list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism. Read "Why the Young Kill" and complete the following Sentence Frames.</li> <li>L2(a) What strategies will you use to discern "credible sources"?</li> <li>L2(b): What implications can your draw? (Tasks 11,12 )</li> </ul>	<ul style="list-style-type: none"> <li>Identifies relevant elements.</li> <li>Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly.</li> </ul>	<ul style="list-style-type: none"> <li>Before reading the article, students will record the title of it at the top of the page in order to avoid plagiarism.</li> <li>Intentional Whole Group Instruction: As a class, we will conduct a close reading of the first informational article--"Why the Young Kill." Students will then complete the Sentence Frames that follow, identifying essential elements about the author's argument.</li> <li>We will discuss their responses as a whole group.</li> <li>Sentence Frames were found on R-Group Space.</li> <li>The skills included in this mini-task support skills that students need to construct their own arguments. So not only are they reading the informational texts for information, they're also analyzing the ways in which the author creates his argument.</li> </ul>


		<ul style="list-style-type: none"> <li>L3 Why is it important in the process of inquiry to “identify gaps” or “unanswered questions” about the topic?</li> </ul>		
<p>Standards:</p> <p><b>RI.9-10.1</b> : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.9-10.2</b> : Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RI.9-10.8</b> : Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>Additional Attachments:</p> <p> <b>Article--"Why the Young Kill"</b></p>				
<b>Transition to Writing</b>				
15 mins	<p><b>BRIDGING CONVERSATION &gt; PREPARING FOR WRITING</b>: Ability to begin linking reading results to writing task.</p>	<p><b>ESSENTIAL QUESTION QUICK-WRITE</b></p> <ul style="list-style-type: none"> <li>On pg. 18 of your W'sN: In a quick write, answer the following essential question that marks the beginning of your essay: Have Ray Bradbury's predictions about social behavior come true in our society today? Explain!</li> </ul>	<ul style="list-style-type: none"> <li>Response is thorough and complete</li> </ul>	<ul style="list-style-type: none"> <li>Discussion-based strategies, such as seminar.</li> <li>Small group discussion using question.</li> </ul>
	<p>Standards:</p> <p><b>L.9-10.1</b> : Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.9-10.2</b> : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>			
40 mins	<p><b>BRIDGING CONVERSATION &gt; IDENTIFYING SIGNIFICANT ELEMENTS</b>: Ability to analyze model student work.</p>	<p><b>DOUBLE ENTRY JOURNAL</b></p> <ul style="list-style-type: none"> <li>On pg. 18 of your W'sN: Evaluate the example of student work using individual copies of the Argumentation Rubric (to be distributed separately).</li> </ul>	<ul style="list-style-type: none"> <li>Students closely read the student model, discuss it using the language of the Argumentation Rubric, and score it using the rubric.</li> </ul>	<ul style="list-style-type: none"> <li>In groups, students will read the student model aloud. They will have copies of the Argumentation Rubric and will discuss what's effective and ineffective about the essay. They will record attributes and areas for improvement on a two column chart on notebook paper.</li> <li>Students will also determine a score for the essay.</li> <li>Groups will share out their findings and opinions.</li> <li>Notes: This student model is an essay I found online, on the website TeachersPayTeachers. Robert Pierce is the teacher who uploaded it. The student model was written by one of his students.</li> </ul>
	Standards:			


**RI.9-10.8** : Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.





Additional Attachments:



 **Example Student Essay**

### Writing Process




1 hr	<b>INITIATION OF TASK &gt; ESTABLISHING THE CONTROLLING IDEA:</b> Ability to establish a claim and consolidate information relevant to task.	<b>THESIS STATEMENT</b> <ul style="list-style-type: none"> <li>Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition</li> </ul>	<ul style="list-style-type: none"> <li>Writes a concise summary statement or draft opening.</li> <li>Provides direct answer to main prompt requirements.</li> <li>Establishes a controlling idea.</li> <li>Identifies key points that support development of argument.</li> <li>Includes a hook and background information that leads into their claim/thesis statement.</li> </ul>	<ul style="list-style-type: none"> <li>Offer several examples of opening paragraphs by taking students through Thesis Statement/Claim and Introduction Power Point segments (slides 1-8). Discuss structure and sample intros that are included in the power point. On pg. 18 of their W'sN, students will complete the Controlling Idea and Thesis Statement portions of the pg.(this is a fill-in-the-blank template that students have the <i>option</i> to use).</li> <li>Ask class to discuss what makes the same introductions strong or weak.</li> <li>Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).</li> <li>Students will then write a draft of their Introduction. Teacher should APPROVE complete introductory paragraph with thesis statement/claim to ensure quality, and students will be able to copy to outline following day.</li> </ul>
	<p>Standards:</p> <p><b>W.9-10.1.A</b> : Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>Additional Attachments:</p> <p> <b>Writing an Argument PowerPoint</b></p>			
1 hr and 30 mins	<b>PLANNING &gt; PLANNING THE WRITING:</b> Ability to develop a line of thought and text structure appropriate to an argumentation task.	<b>OUTLINE</b> <ul style="list-style-type: none"> <li>Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Creates an outline or organizer.</li> <li>Supports controlling idea.</li> <li>Uses evidence from texts read earlier.</li> </ul>	<ul style="list-style-type: none"> <li>Provide and teach one or more examples of outlines or organizers. Here, an adapted version of a Laying the Foundation outline is used (not included in Writer's Notebook). The outline should be distributed separately.</li> <li>Invite students to generate questions in pairs about how the format works, and then take and answer questions.</li> <li>Using the Writing an Argument Power Point, discuss Body paragraph and conclusion power point segments and samples (slides 9-18). What makes them strong or weak? Do students understand the structure?</li> <li>Students complete Argument Outline. Mini-conferencing with students while they work.</li> <li>Approve completed outlines and take home to read if needed.</li> </ul> <p><b>NOTES</b></p>

				<ul style="list-style-type: none"> <li>● The Argument Outline is a Laying The Foundation adapted—template for writing the persuasive essay—attachment.</li> <li>● A lengthy discussion of counter-arguments is included in the segment of the Power Point, and earlier in the year we have read several articles in which we dissected ALL elements of an argument and counter-argument. In addition, students analyzed all components of an argument by reading exemplar models written by published authors (the informational texts included in this module).</li> </ul> <p><b>ACCOMMODATIONS AND INTERVENTIONS</b></p> <ul style="list-style-type: none"> <li>● Students needing extra support will benefit from the format of the Outline.</li> <li>● More advanced students have the option to be more creative with their writing and don't necessarily have to follow the outline perfectly.</li> </ul>
	<p>Standards:</p> <p><b>W.9-10.1</b> : Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Additional Attachments:</p> <p> <b>Argumentation Outline</b></p>			
1 hr and 30 mins	<p><b>DEVELOPMENT &gt; INTRODUCTORY PARAGRAPH:</b> Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p><b>DRAFTING THE INTRODUCTION</b></p> <ul style="list-style-type: none"> <li>● Write an initial introductory paragraph, complete with lead, background information, and thesis statement.</li> </ul>	<ul style="list-style-type: none"> <li>● Provides complete draft with all parts.</li> <li>● Supports the opening in the later sections with evidence and citations.</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage students to re-read prompt partway through writing, to check that they are on track.</li> <li>● Refresh: Writing an Argument Power Point</li> <li>● Drafting Workshop using Argument Outline for guidance. Using their outlines, students should begin working on rough drafts. Collect all student rough drafts and read for approval and writing suggestions--to be used following day in class.</li> </ul> <p><b>ACCOMMODATIONS AND INTERVENTIONS</b></p> <ul style="list-style-type: none"> <li>● Students needing extra support will be provided with paragraph stems/starts to assist them in forming topic sentences.</li> </ul>
	<p>Standards:</p> <p><b>W.9-10.1.A</b> : Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><b>W.9-10.1.B</b> : Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p><b>W.9-10.1.C</b> : Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>W.9-10.1.D</b> : Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>W.9-10.1.E</b> : Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>L.9-10.2</b> : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.9-10.6</b> : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,</p>			

		<p>speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>RI.9-10.1</b> : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>		
		<p>Additional Attachments:</p> <p> <b>Outline</b></p> <p> <b>PowerPoint</b></p>		
1 hr and 30 mins	<p><b>DEVELOPMENT &gt; BODY</b></p> <p><b>PARAGRAPHS:</b></p> <p>Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p><b>DRAFTING THE BODY PARAGRAPHS</b></p> <ul style="list-style-type: none"> <li>Write an initial draft of your body paragraphs; insert and cite textual evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Provides complete draft with all parts.</li> <li>Supports the opening in the later sections with evidence and citations.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to re-read prompt partway through writing, to check that they are on track.</li> <li>Refresh: Writing an Argument Power Point</li> <li>Drafting Workshop using Argument Outline for guidance. Using their outlines, students should begin working on rough drafts. Collect all student rough drafts and read for approval and writing suggestions--to be used following day in class.</li> </ul> <p><b>ACCOMMODATIONS AND INTERVENTIONS</b></p> <ul style="list-style-type: none"> <li>Students needing extra support will be provided with paragraph stems/starts to assist them in forming topic sentences.</li> </ul>
<p>Standards:</p> <p><b>W.9-10.1.A</b> : Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><b>W.9-10.1.B</b> : Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p><b>W.9-10.1.C</b> : Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>W.9-10.1.D</b> : Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>W.9-10.1.E</b> : Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>L.9-10.2</b> : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.9-10.6</b> : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>RI.9-10.1</b> : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>				
		<p>Additional Attachments:</p> <p> <b>PowerPoint</b></p> <p> <b>Outline</b></p>		
1 hr and 30 mins	<p><b>DEVELOPMENT &gt; CONCLUDING PARAGRAPH:</b></p> <p>Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p><b>DRAFTING THE CONCLUSION</b></p> <ul style="list-style-type: none"> <li>Write an initial conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Provides complete draft with all parts.</li> <li>Supports the opening in the later sections with evidence and citations.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to re-read prompt partway through writing, to check that they are on track.</li> <li>Refresh: Writing an Argument Power Point</li> <li>Drafting Workshop using Argument Outline for guidance. Using their outlines, students should begin working on rough drafts. Collect all student rough drafts and read for approval and writing suggestions--to be used following day in class.</li> </ul>

				<p><b>ACCOMMODATIONS AND INTERVENTIONS</b></p> <ul style="list-style-type: none"> <li>Students needing extra support will be provided with paragraph stems/starts to assist them in forming topic sentences.</li> </ul>
	<p>Standards:</p> <p><b>W.9-10.1.A</b> : Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><b>W.9-10.1.B</b> : Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p><b>W.9-10.1.C</b> : Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>W.9-10.1.D</b> : Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>W.9-10.1.E</b> : Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>L.9-10.2</b> : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.9-10.6</b> : Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>RI.9-10.1</b> : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Additional Attachments:</p> <p> <b>Outline</b></p> <p> <b>PowerPoint</b></p>			
<p>1 hr and 30 mins</p>	<p><b>REVISION, EDITING, AND COMPLETION &gt; REVISION:</b> Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p><b>PEER REVISION</b></p> <ul style="list-style-type: none"> <li>Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.</li> </ul>	<ul style="list-style-type: none"> <li>Provides complete draft with all parts.</li> <li>Supports the opening in the later sections with evidence and citations.</li> <li>Improves earlier edition.</li> </ul>	<ul style="list-style-type: none"> <li>Sample useful feedback that balances support for strengths and clarity about weaknesses.</li> <li>Assign students to provide each other with feedback on those issues.</li> <li>Use the Argument Essay Peer Review handout so students may revise. The following questions should be answered:               <ol style="list-style-type: none"> <li>Does the writing stay on topic?</li> <li>Are there sufficient relevant supporting details with textual evidence?</li> <li>Are there unnecessary words and details?</li> <li>Is there a logical order? Is the essay organized appropriately?</li> <li>Is the writing appropriate to the audience?</li> <li>Does the essay fit the conventions of Argumentation?</li> </ol> </li> </ul> <p>Standards:</p> <p><b>W.9-10.4</b> : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.9-10.5</b> : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Additional Attachments:</p>



		 <b>Peer Review</b>		
1 hr and 30 mins	<b>REVISION, EDITING, AND COMPLETION &gt; EDITING:</b> Ability to proofread and format a piece to make it more effective.	<b>PEER EDITING</b> <ul style="list-style-type: none"> <li>Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.</li> </ul>	<ul style="list-style-type: none"> <li>Provides draft free from distracting surface errors.</li> <li>Uses format that supports purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Briefly review selected skills that many students need to improve.</li> <li>Teach a short list of proofreading marks.</li> <li>Assign students to proofread each other's texts a second time.</li> <li>Use the Argument Essay Peer Review handout so students may edit their arguments.</li> <li>Students should also follow the Revision and Editing directions on pg. 20 of their W'sN, which requires them to highlight specific components of their drafts.</li> </ul>
	<p>Standards:</p> <p><b>W.9-10.4</b> : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.9-10.5</b> : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Additional Attachments:</p> <p> <b>Peer Review</b></p>			
1 hr and 30 mins	<b>REVISION, EDITING, AND COMPLETION &gt; FINAL DRAFT:</b> Ability to submit final piece that meets expectations.	<b>FINAL PIECE</b> <ul style="list-style-type: none"> <li>Turn in your complete set of drafts, plus the final version of your piece. Students should follow the directions on pg. 20 of their Writer's Notebook.</li> </ul>	<ul style="list-style-type: none"> <li>Fits the "Meets Expectations" category in the rubric for the teaching task.</li> </ul>	<ul style="list-style-type: none"> <li>Typing Final Draft: Revise your original essay based on the comments your teacher has added. Also pay attention to the highlighted portions. If you have very little explanation highlighted, you need more, etc.</li> <li>Print a Final Copy, staple a rubric on the front, and give to your teacher. (Order from top to bottom: LDC Argumentation Rubric, Final Draft, Rough Drafts plus peer revisions/edits, Outline).</li> </ul>
	<p>Standards:</p> <p><b>CCR.W.10</b> : 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 tasks, purposes, and audiences.</p> <p><b>L.9-10.2</b> : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.9-10.1</b> : Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.9-10.3.A</b> : Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.</p> <p>Additional Attachments:</p> <p> <b>Final Checklist</b></p>			

## Instructional Resources

No resources specified



## Section 4: What Results?

### Student Work Samples

#### Advanced

 F451 2014

#### Meets Expectations

 F451 2014

 F451 2014

#### Approaches Expectations

 F451 2014

 F451 2014

#### Not Yet

 F451 2014

 F451 2014

### Teacher Reflection

Not provided

## ***All Attachments***

🔗 The Effects of Technology on Relationships : <https://s ldc.org/u/aff950q5zjtnp9n5fvzkjt2ov>

🔗 Entertaining Emotions: TV May Be Teaching Us to Overreact :  
<https://s ldc.org/u/dh73e65cwfljfalphdo1mzg0t>

📄 Why the Young Kill : <https://s ldc.org/u/63ozherfz3bgt6pdmkws10ss5>

📄 Writer's Notebook : <https://s ldc.org/u/cbj87mf502qk9eau68ugu8yr8>

📄 TEACHER Writer's Notebook\_teacher notes : <https://s ldc.org/u/ayiry67yum353yieo9slbqdw>

📄 F451 2014 : <https://s ldc.org/u/1inm5xoct4a3357gtru45qa45>

📄 F451 2014 : <https://s ldc.org/u/5y6yws0jn37cufces0zkb91z1>

📄 F451 2014 : <https://s ldc.org/u/brrfbaa1fznmfu9erzie45c7w>

📄 F451 2014 : <https://s ldc.org/u/8cj3y3qmbblazc8dn32g4qp0ab>

📄 F451 2014 : <https://s ldc.org/u/b8xwmk974w1ymw8o4y88g9bd6>

📄 F451 2014 : <https://s ldc.org/u/8xv90fzhs2k9u94ni1mxd3f5x>

📄 F451 2014 : <https://s ldc.org/u/a2bthq53cuguf3g1m2o6f5j7n>