Persuasive Writing Unit with Embedded Self-Regulation Strategies

Peter Hagenson

Hamline University
# Table of Contents

- Project Summary...........................................................................................................................................3
- UbD Unit Overview: Stage 1 – Desired Results.............................................................................................5
- UbD Unit Overview: Stage 2 – Evidence.............................................................................................................6
- UbD Unit Overview: Stage 3 – Learning Plan.....................................................................................................7
- Lesson 1: Persuasive Writing Pre-Assessment.................................................................................................8
- Lesson 2: Learning About the Stages and Phases.........................................................................................18
- Lesson 3: Writing Good Arguments................................................................................................................24
- Lesson 4: Developing Thesis Statements........................................................................................................36
- Lesson 5: Developing the Reinforcement of Thesis or Position......................................................................47
- Persuasive Essay Summative Assessment........................................................................................................53
- References.......................................................................................................................................................54
- Appendices.......................................................................................................................................................56
Project Summary

The research question addressed by this project is: how can teachers plan to embed self-regulation strategies into their writing curriculum for students who struggle to write independently?

This project consists of an instructional unit that teaches students how to write in an academic genre, persuasion, by engaging them in the four stages of the Teaching and Learning Cycle and by providing explicit strategy instruction to help students complete a variety of tasks at each stage. The project can be used by teachers to teach persuasion, or as a model to help teachers understand how they can embed explicit strategy instruction into their writing instruction.

The project includes a unit overview, a persuasive writing rubric, a summative assessment, formative assessments, and detailed lesson plans with learning targets organized around teaching key structural characteristics of the persuasive genre. For each learning target, a relevant strategy or metastrategy has been selected for each of the three task phases (strategic forethought, strategic performance, strategic evaluation and reflection). Instructions for implementing each lesson are also provided.

The curriculum development framework adopted for this project is Wiggins and McTighe’s (2005) Understanding by Design (UbD). It involves a three-stage approach to planning curriculum. Stage 1 involves identifying desired results. At this stage, teachers consider their goals and relevant standards to determine what students should know and be able to do. Stage 2 involves determining acceptable evidence to be collected to determine the extent to which the learning goals have been achieved. Stage 3 is where
the planner designs the learning experiences and instruction that will move students from their current ability level to the desired ability level. In the following pages, the reader will find unit overview using the UbD Unit Template version 2.0 that lays out the unit by stage. This is followed by a series of 22 lesson plans that teacher can use to guide the class through the process of learning to write in the genre of persuasion, with embedded self-regulation strategy instruction.
**UbD Unit Overview: Stage 1 – Desired Results**

<table>
<thead>
<tr>
<th>Established Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects</strong></td>
</tr>
<tr>
<td>11.7.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</td>
</tr>
<tr>
<td>11.7.5.5 Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to independently use their learning to write essays in the persuasive genre that introduce the author’s position and provide evidence and analysis that support that position.</td>
</tr>
<tr>
<td>Students will be able to self-regulate the writing process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNDERSTANDINGS</strong></td>
</tr>
<tr>
<td>Students will understand that...</td>
</tr>
<tr>
<td>Persuasive texts follow a predictable pattern of stages and phases that serve their social purpose.</td>
</tr>
<tr>
<td>Text openers and paragraph openers are cohesive tools that we use to connect new arguments to the overall argument, and to make the text a coherent whole.</td>
</tr>
<tr>
<td>Through attribution, students can build arguments and add credibility to their text by borrowing words and ideas of respected sources.</td>
</tr>
<tr>
<td>Effective learners use a variety of strategies and metastrategies in the cognitive, affective, and sociocultural-interactive domains to successfully complete tasks.</td>
</tr>
<tr>
<td><strong>ESSENTIAL QUESTIONS</strong></td>
</tr>
<tr>
<td>Why do we argue? What is the social purpose of persuasion?</td>
</tr>
<tr>
<td>What are the discourse-level characteristics of a persuasive essay?</td>
</tr>
<tr>
<td>What is the paragraph-level structure of an argument paragraph?</td>
</tr>
<tr>
<td>How do writers connect their position to their arguments to create a cohesive text?</td>
</tr>
<tr>
<td>What strategies to good learners use to plan for, execute, and evaluate performance of a task.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acquisition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will know...</strong></td>
</tr>
<tr>
<td>The 3 stages and 5 phases of an analytical exposition essay and how they achieve the social purpose of persuasion.</td>
</tr>
<tr>
<td>The TIQA format for writing body paragraphs that cite evidence to make an argument.</td>
</tr>
<tr>
<td>Explicit connections between the author’s position and their arguments occur in the topic and concluding sentences.</td>
</tr>
<tr>
<td>The reinforcement of thesis communicates the same information as the statement of position, only it is worded differently.</td>
</tr>
<tr>
<td><strong>Students will be skilled at...</strong></td>
</tr>
<tr>
<td>Comprehending written persuasive texts and identifying key characteristics of persuasive writing and language.</td>
</tr>
<tr>
<td>Writing coherent and cohesive persuasive essays with strong claims, arguments, evidence, and analysis.</td>
</tr>
</tbody>
</table>
### UbD Unit Overview: Stage 2 - Evidence

<table>
<thead>
<tr>
<th>Evaluative Criteria</th>
<th>Assessment Evidence</th>
</tr>
</thead>
</table>
| **Statement of Position:**  
  - Statement of position introduces position on the topic.  
  - Statement of position foreshadows the arguments that the position is based on. | **PERFORMANCE TASK(S):** |
| **Arguments**  
  - Arguments have topic sentences that connect the evidence used to the author’s position.  
  - Evidence is introduced and explained.  
  - Arguments are explicitly connected to author’s position in the concluding sentence. | **Stages and Phases Analysis:** After learning about the stages and phases (discourse level organization) of a persuasive essay and analyzing a mentor text with the class, students will analyze a mentor text independently. |
| **Reinforcement of Thesis**  
  - Position and arguments are restated using different words from what is present in the statement of position. | **Writing Thesis Statements:** After analyzing the thesis statement of two mentor texts to determine their structure, and participating in a joint construction of a thesis statement, students will write their own thesis statements for one additional mentor texts. |
<p>| <strong>Analyzing the Connections Between Thesis and Arguments:</strong> After jointly analyzing a mentor text to identify the location and manner in which authors explicitly connect their arguments to their position, students will analyze a mentor text independently. | <strong>Writing Arguments:</strong> After analyzing a mentor text and jointly writing an argument paragraph, students will write an argument paragraph independently. |
| <strong>Writing Reinforcement of Thesis:</strong> After analyzing the reinforcement of thesis and statement of position of a mentor text to make distinctions between the two, students will write a reinforcement of thesis. | <strong>Persuasive Essay Summative Assessment:</strong> Students will read several texts to collect and analyze evidence for a persuasive essay. They will then write an essay that presents their position, supported by evidence and analysis, that utilizes the stages and phases of a persuasive essay. |</p>
<table>
<thead>
<tr>
<th>Lesson 1: Persuasive Writing Pre-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can give examples of my qualities and actions that show how I embody one of the IB Learner Profile traits.</td>
</tr>
<tr>
<td>• I can analyze a mentor text using a checklist.</td>
</tr>
<tr>
<td>• I can use a checklist, a mentor text, and a mind map to write a first draft of an essay.</td>
</tr>
<tr>
<td>• I can use a rubric to evaluate my performance against specific criteria and performance definitions.</td>
</tr>
<tr>
<td>• I can use teacher feedback to improve the quality of my essay.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 2: Learning about the stages and phases</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can read and understand a text to build knowledge about a topic that I will be using to practice writing.</td>
</tr>
<tr>
<td>• I can analyze a persuasive essay to identify key elements of structure and organization.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 3: Writing good arguments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can read and understand a text to build knowledge about a topic that will be used to practice writing arguments.</td>
</tr>
<tr>
<td>• I can analyze a model of an argument paragraph.</td>
</tr>
<tr>
<td>• I can jointly write an argument paragraph.</td>
</tr>
<tr>
<td>• I can independently write an argument paragraph.</td>
</tr>
<tr>
<td>• I can use a rubric to evaluate my performance against specific criteria and performance definitions.</td>
</tr>
<tr>
<td>• I can use teacher feedback to improve the quality of my argument.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 4: Developing thesis statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can analyze a mentor text to identify the characteristics of a strong thesis statement.</td>
</tr>
<tr>
<td>• I can analyze a mentor text to identify how the thesis statement, topic sentence, and concluding sentence relate to one another to create a cohesive text.</td>
</tr>
<tr>
<td>• I can read and understand a text to build knowledge about a topic that will be used to practice writing thesis statements.</td>
</tr>
<tr>
<td>• I can jointly write a thesis statement for a persuasive text.</td>
</tr>
<tr>
<td>• I can independently write a thesis statement for a persuasive text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 5: Developing the reinforcement of position or thesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can make distinctions between the statement of position and the reinforcement of thesis.</td>
</tr>
<tr>
<td>• I can jointly write a reinforcement of thesis for a persuasive text.</td>
</tr>
<tr>
<td>• I can independently write a reinforcement of thesis for a persuasive text.</td>
</tr>
</tbody>
</table>

Lesson Plans

Lesson 1: Persuasive Writing Pre-Assessment

Days in Lesson Sequence: 1-5

Content Standards: *(2010 Minnesota Academic Standards English Language Arts K-12)*

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

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

Formative Assessment:
- Pre-Assessment Draft #1
- Pre-Assessment Final Submission

Summative Assessment:
- Persuasive Essay Summative Assessment

<table>
<thead>
<tr>
<th>Day 1</th>
<th>(Lesson 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Target/s:</strong></td>
<td><strong>Strategies</strong></td>
</tr>
<tr>
<td>I can give examples of my qualities and actions that show how I embody one of the IB Learner Profile traits.</td>
<td>Task Phase 1</td>
</tr>
<tr>
<td></td>
<td>Task Phase 2</td>
</tr>
<tr>
<td></td>
<td>Task Phase 3</td>
</tr>
</tbody>
</table>

**Materials:**
- IB Learner Profile handout (Appendix A)
- IB Learner Profile Concept Map (Appendix B)
- Paper slip for exit ticket

**Learning Activities**

**Lesson Launch:** Task Phase 1

1. Present the learning target and distribute the IB Learner Profile handout.
2. Explain to students that they are going to choose an IB Learner Profile trait that they believe best fits them. Tell them that they are going to need to be able to identify examples of things that they do or have done to justify their choice.
3. Tell students that before they choose a Learner Profile trait they will practice a strategy that good learners often do before they start a task: **Activating knowledge** by **brainstorming**. Explain that to activate knowledge means to think about what you already know about something, and brainstorming just means coming up with ideas.
So, they are going to look at the IB Learner Profile handout, read the descriptions, and brainstorm ideas and behaviors that fit with each trait.

4. The teacher can model this by choosing a description from a Learner Profile trait and conducting a think-aloud in which s/he annotates the handout with some examples of things that people who embody that trait do.

5. Allow students time to read the descriptions on the IB Learner Profile document and brainstorm.

6. Conclude this phase by reminding students that they have **activated knowledge** that they already have about the IB Learner Profile traits by **brainstorming** behaviors that go with each trait.

### Instructional Task(s) Sequence: Task Phase 2

1. Explain to students that they next task is to choose a Learner Profile trait that they think they embody, and identify examples of things that they do that illustrate their connection to that trait. Tell them that to help them do this, they are going to use a strategy that good learners use: **Interacting to learn**.
2. Distribute the IB Learner Profile Concept Map and ask students to write in the middle which IB Learner Profile trait best fits them. Then regroup students so that they are sitting with others who have chosen the same trait.
3. Explain that one way that good learners do well is that they interact with their peers to help them learn. Tell them that they will practice **Interacting to learn** by working collaboratively to identify characteristics that belong with the learner profile trait that they chose, and then discussing which of their own behaviors and actions demonstrate that characteristic. Tell them that they will record the ideas that their group comes up with on their concept map.
4. Model a discussion with a student and demonstrate recording your ideas on the concept map. Remind students before they start that they will use the concept map as a tool for writing later.
5. End this phase by reminding students that they had practiced **interacting to learn**, which is a strategy that good learners use to get the best information and ideas.

### Lesson Summary and Closure: Task Phase 3

1. Tell students that they are going to practice one more important strategy that good learners frequently use: **Evaluating strategy use for understanding**. Explain that this simply means reflecting on how well **interacting to learn** worked for them in relation to the learning target.
2. Remind students of the learning target. Then ask them to look at their concept map and reflect on the following question: **How did interacting with your classmates help you identify examples of things that you do to show that you embody an IB Learner Profile trait?**
3. Allow students time to think and record a response on an exit ticket. If time allows, ask students to share out their views on the effectiveness of the **interacting to learn** strategy.
<table>
<thead>
<tr>
<th>Learning Target/s:</th>
<th>Strategies</th>
</tr>
</thead>
</table>
| I can analyze a mentor text using a checklist. | Task Phase 1: Meta-C: Planning for Cognition – Planning ahead for cognition  
Task Phase 2: Meta-C: Monitoring Cognition – Monitoring cognitive performance during a task  
Task Phase 3: Meta-C: Evaluating Cognition – Evaluating cognitive progress and performance |

**Materials:**
- Persuasive Writing Pre-Assessment handout (Appendix C)  
- Persuasive Writing Pre-Assessment Model Text (Appendix D)  

**Learning Activities**

**Lesson Launch:** Task Phase 1

1. Present the learning target and distribute the Persuasive Writing Pre-Assessment handout and the Persuasive Writing Pre-Assessment Model Text.  
2. Explain to students that one thing that good learners do when they are getting ready for a new task is **plan ahead**. To plan ahead means to think about the task and consider whether it will be easy or difficult, whether you have done a similar task in the past, and whether you will need to break it into parts. You can also think about the types of learning behaviors you will need in order to successfully complete the task.  
3. The teacher can model what this looks like by explaining the upcoming task and doing a think aloud. Then give students time to think about these questions on their own.  
4. Conclude this phase by calling on some students to share out their answers to the questions, and reminding students that **planning ahead** is a very effective strategy because it helps students get ready for a task.

**Instructional Task(s) Sequence:** Task Phase 2

1. Explain to students that the purpose of analyzing a mentor text with a checklist is to make sure the expectations for their writing assignment are clearly understood. Because this is a complex task, it is going to be really important for students to be focused and to pay attention to their own understanding. Explain that, to support them in this, they are going to practice a valuable strategy, **monitoring their cognitive performance**, which simply means paying attention to their own understanding.  
2. Explain that they are going to be guided through an analysis of the model text, and will be identifying where in the text they see the criteria presented in the checklist on the Persuasive Writing Pre-Assessment handout. Explain that they will use different colored highlighters to highlight the criteria so that they can see where it is in a visual way.
As they do this, they will be given chances to stop and *monitor their cognitive performance*.

3. Direct students’ attention to the Persuasive Writing Pre-Assessment handout. Read the directions. Explain that you will use the checklist and the model text to analyze the demands of the writing task.

4. Direct students’ attention to the checklist on the Persuasive Writing Pre-Assessment Handout. Explain that the checklist is a resource that they will use to help them complete the task. Explain that the checklist breaks the writing task into three sections: Introduction, Body, Conclusion. Explain that each section has two criteria that must be met: a and b. Direct students’ attention to the Persuasive Writing Pre-Assessment model text. Explain that this model shows each of the three sections, and the two criteria within each section, in a real writing context.

5. Stop here and remind students that they are practicing *monitoring cognitive performance*. Ask them to think about whether or not they understand how we will use the checklist and model text. Ask a few students to share out their understanding. Remind them that as they are *monitoring their cognitive performance*, they can stop and ask questions if things don’t make sense.

6. Guide students through an analysis of the model by reading the first criteria in section 1 and having students find and highlight the part of the model that meets that criteria, then give them time to *monitor their cognitive performance*. Questions that the teacher could ask to help guide them as they monitor their understanding are: *Do I understand what the description of the criteria in the checklist mean? Do I understand why we highlighted this section of text? Do I understand what this section of text means? Can I see how this section of text matches the description in the checklist?*

7. Move on to criteria 1b, which is the second criteria in the first section of the essay, and highlight that with a different color. Give students an opportunity to *monitor their cognitive performance* using the above questions. Repeat this process for all three sections and all six criteria of the model text.

8. To close this phase of the lesson, remind students that their task was to analyze a model text using a checklist, so that they understand the demands of their upcoming writing assignment. Remind them that when doing a complex task like this, good learners use strategies such as *monitoring cognitive performance* to ensure that they fully understand what they will need to do.

**Lesson Summary and Closure:** Task Phase 3

1. Tell students that good learners *evaluate their cognitive progress and performance* after they complete a task. This means that they think about how well they performed or understood a task. Ask students to think about the text analysis that they just completed, and answer the following question: *How well do I understand the assessment criteria from the checklist on the Persuasive Writing Pre-Assessment handout?* The teacher could model this step using a think-aloud.

2. To finish, the teacher can do a formative assessment such as a thumbs up/down, fists to five, or the teacher can have them complete an exit slip with a written response or a Likert scale.
**Day 3**

**Lesson Target/s:**

<table>
<thead>
<tr>
<th>Task</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Phase 1</td>
<td>Meta-C: Organizing for Cognition – Organize the study environment and materials for cognition</td>
</tr>
<tr>
<td>Task Phase 2</td>
<td>Meta-C: Implementing Plans for Cognition –  a) Thinking about the plan b) Putting the plan into action</td>
</tr>
<tr>
<td>Task Phase 3</td>
<td>Meta-C: Evaluating Cognition – Evaluating cognitive strategy use</td>
</tr>
</tbody>
</table>

**Materials:**
- Persuasive Writing Pre-Assessment handout (Appendix C)
- Persuasive Writing Pre-Assessment Model Text (Appendix D)
- Paper slip for exit ticket

**Learning Activities**

**Lesson Launch:** Task Phase 1

1. Present the learning target.
2. Remind students that, in the previous lesson, they used a writing checklist to analyze a model essay that was similar to the essay that they are going to write. The purpose of that lesson was to make the expectations and assessment criteria clear to them. Explain to them that today they are going to use those tools to write their essay.
3. Tell students that one thing that good learners do before beginning a task that will require some deep thinking is to *organize their study environment and materials*. This means making sure that they have all of the resources that they will need to complete the task, and making sure that their work space is free of distractions. Emphasize that *organizing the study environment and materials* ahead of time allows students to focus their thinking on the tasks and not have to interrupt their concentration to locate resources or deal with distractions.
4. The teacher can model this step by describing the things that s/he does before working on a complex task, such as: taking out all of the resources that they will need; meeting personal needs; silencing and stowing phones and other electronic devices.
5. Give student some time to *organize the study environment and materials* in a way that will work for them. Make sure that they know that they will need their Persuasive Writing Pre-Assessment handout, Persuasive Writing Pre-Assessment Model Text, and their IB Learner Profile Concept Map.

**Instructional Task(s) Sequence:** Task Phase 2

1. Explain to students that the rest of the class period is work time for them to complete the first draft of their essay. Tell them that good learners use strategies to help them complete tasks. Two strategies that a good learner might use to help them...
complete a draft of an essay would be to **think about the plan** and **put the plan into action**.

2. Explain that in this case, the plan is to write an essay describing how you embody an IB Learner Profile trait. **Thinking about the plan** might mean remembering the steps we’ve taken leading up to this one, thinking about the resources you have to help you complete the task, thinking about how you will use those resources, and thinking about the amount of time you have.

3. Tell students that once good learners are clear on what they need to do, what resources they have, and how much time they have, they get to work on **putting the plan into action**. This means that they use the resources that they have to complete the task in the time that they have. Give students the rest of the time to work on their draft.

### Lesson Summary and Closure: Task Phase 3

1. Remind students that an important part of learning is **evaluating cognitive strategy use**. This means that you think about how well a strategy worked for you. Remind them of the learning target and that the strategies that they practiced in this lesson were **thinking about** the plan and **putting the plan into action**. Give them a slip of paper to write a response to the following question: *Did thinking about the plan before beginning work, and they trying to put that plan into action help you use your time and resources productively?* How?

2. If time allows, call on some students to share out their responses.
Day 4  (Lesson 1)

Learning Target/s:

<table>
<thead>
<tr>
<th>Task</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can use a rubric to evaluate</td>
<td>Task Phase 1 Meta-A: Planning for Affect – Planning</td>
</tr>
<tr>
<td>my performance against specific</td>
<td>ahead for affect</td>
</tr>
<tr>
<td>criteria and performance</td>
<td>Task Phase 2 Meta-A: Monitoring Affect –</td>
</tr>
<tr>
<td>definitions.</td>
<td>Monitoring affective state during task</td>
</tr>
<tr>
<td></td>
<td>Task Phase 3 Meta-A: Evaluating Affect –</td>
</tr>
<tr>
<td></td>
<td>Evaluating effectiveness of affective strategy</td>
</tr>
</tbody>
</table>

Materials:

- Persuasive Writing Rubric (Appendix E)
- Draft 1 of Pre-Assessment Essay
- Paper slip for exit ticket

Learning Activities

Lesson Launch: Task Phase 1

1. Present the learning target to students.
2. Explain to students that one thing that good learners do is that they plan ahead for affect. This means that they think about what their emotions might do while they are completing a task, and what they can do to make sure that they maintain a positive and productive attitude.
3. Tell students that the reason that we are going to practice planning ahead for affect is because today they will be evaluating the quality of the first draft of their essay. Explain that the purpose of this task is to help them see their current performance relative to the learning goals, and to help them identify next steps for the revision process. Because we all want to do well and be successful, we sometimes have a lot of emotions when we are evaluating ourselves or being evaluated by others.
4. Tell students that to plan ahead for affect, we are going to think about three things: a) what do I need to do b) how might it make me feel c) how can I make sure that I maintain positive emotions?
5. Distribute the Persuasive Writing Rubric and explain to students that for each of the performance criteria, they are going to read the performance definitions and circle the one that best captures their performance. Ask them to think about the following questions: How might you feel if you think you have performed well? How might you feel if you think you performed poorly? What behaviors might arise if you think you did well? What behaviors might arise if you think you did poorly? You may have them do this as a written reflection or as a turn-and-talk. Finally, ask them to think about the following question: What can I do to make sure that I maintain positive emotions? Discuss this question with the class and record productive suggestions in a place that is visible to all students to be referred to later.
6. Conclude this phase by reminding students of the importance of planning ahead for affect when the task may cause a strong emotional reaction.
**Instructional Task(s) Sequence:** Task Phase 2

1. Tell students that another thing that good learners do is to **monitor their affective state during a task**. This means that they pay attention to how they are feeling as they complete the task. This is important, because monitoring affect allows you to see if your emotions are getting in the way of successfully completing the task. Remind them that their task is to evaluate their performance on their first draft using the Persuasive Writing Rubric.

2. Tell them that to **monitor their affective state during this task**, they can think about the following questions: *How am I feeling? What actions are coming out of my feelings? Do these actions help or hurt my performance on this self-assessment task?*

3. The teacher can model using these questions to guide their **monitoring of their affective state during the task**. A sample think-aloud is provided here:

   “I know when I evaluate my performance, or am evaluated by other people, I usually have some emotional reaction. If I think I have done well, I get very confident. If I think I have done poorly, I get frustrated and sometimes lose motivation or don’t want to continue. Both of these emotions can be dangerous. The purpose of self-evaluation is to see how well we have done in relation to the success criteria. When I get too confident, sometimes I don’t read the performance definitions carefully enough, or I don’t pay close enough attention, and my evaluation shows that I have done better than I actually did. Then, when someone else evaluates me with lower scores I am surprised and disappointed. When I think that I have done poorly, it can be frustrating to self-assess, and I don’t really focus on seeing how well I did relative to the performance criteria. This is a problem because later, when I have a chance to revise my work, I don’t really have a clear idea of how well I have done and what I need to do to improve. I know that no matter how well I did, self-evaluation is an opportunity for me to clarify the progress that I have made towards the learning goals, and to see exactly what I need to do to get to the next level.”

4. Make sure that students have their first draft and the Persuasive Writing Rubric. Read success criteria 1a, and then read the performance definitions. Lead a discussion about the differences between achievement levels. Then ask students to look at their paper and identify criteria 1a. Remind them to **monitor their affective state** while they select a performance definition that best fits their performance. Repeat this process with all of the success criteria on the rubric.

**Lesson Summary and Closure:** Task Phase 3

1. Explain to students that very good learners **evaluate the effectiveness of the strategies they use**. Remind them that their goal was to identify their current performance level and to see the difference between their current performance and the next level of performance. On a slip of paper, have them write down a response to the following question as an exit ticket: *Did monitoring my affective state help me see the difference between my current level of performance and the next level? How?*

2. If time allows, have call on some students to share out their responses.
Day 5  
(Lesson 1)

<table>
<thead>
<tr>
<th>Learning Target/s:</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can use teacher feedback to improve the quality of my essay.</td>
<td></td>
</tr>
<tr>
<td>Task Phase 1</td>
<td>Meta-A: Planning for Affect – Planning ahead for affect</td>
</tr>
<tr>
<td>Task Phase 2</td>
<td>C: Conceptualizing with Details – Analyzing and decoding</td>
</tr>
<tr>
<td>Task Phase 3</td>
<td>Meta C: Evaluating cognitive progress and performance</td>
</tr>
</tbody>
</table>

Materials:
Persuasive Writing Rubric (Appendix E)  
Draft 1 of Pre-Assessment Essay  
Written Teacher Feedback  
Slip of paper for exit ticket

Learning Activities

Lesson Launch: Task Phase 1

1. Present the learning target.
2. Explain to students that, like the previous lesson, today’s lesson is one that may trigger an emotional response, because they may interpret teacher feedback as criticism. For this reason, we are going to practice planning ahead for affect, which means that we think about what our emotions might do while we are completing a task, and what we can do to make sure that they maintain a positive and productive attitude.
3. Tell students that to plan ahead for affect, we are going to think about three things: a) what do I need to do b) how might it make me feel c) how can I make sure that I maintain positive emotions?
4. Explain that you will distribute the Persuasive Writing Rubric with the teacher scores, along with written feedback, and that for each of the performance criteria you have circled a performance definition that best captures their current performance. Ask them to think about the following questions: How might you feel if you think you have performed well? How might you feel if you think you performed poorly? What behaviors might arise if you think you did well? What behaviors might arise if you think you did poorly? You may have them do this as a written reflection or as a turn-and-talk. Finally, ask them to think about the following question: What can I do to make sure that I maintain positive emotions? Discuss this question with the class and record productive suggestions in a place that is visible to all students to be referred to later.
5. Conclude this phase by reminding students of the importance of planning ahead for affect when the task may cause a strong emotional reaction.

Instructional Task(s) Sequence: Task Phase 2

1. Distribute the teacher-assessed Persuasive Writing Rubric along with the written feedback that identifies next steps for students. Remind them of the previous lesson’s
strategy of **monitoring affective states during a task**, tell them that this lesson would be a good time to continue to practice that strategy.

2. Explain that for this lesson, the strategy that will be explicitly focused in is **analyzing**. Analyzing means to look carefully at the different parts of a whole. Specifically, you will be looking carefully at the different parts of your essay to understand your teacher’s feedback so that you can make revisions.

3. The teacher can model **analyzing** their feedback by showing an example of student work (with name removed), the accompanying rubric with circled performance definitions, and teacher feedback. A sample think-aloud is provided here:

   “When I look at my rubric I see that my teacher gave me a ______ score for criteria 1a. I’m going to read the performance definition that my teacher circled for criteria 1a, and then read the section of my essay that contains criteria 1a to see if this makes sense. Now I am going to read my teachers feedback to see if s/he said anything about how I can improve criteria 1a. Ok, I see in the feedback that my teacher asked me to ______. I see on the rubric that doing this would get me to the next level performance definition. How I know what I need to change.”

4. Give students time to **analyze** their essay using the teacher feedback and make revisions to their paper. Conference with students as needed.

**Lesson Summary and Closure: Task Phase 3**

1. Tell students that good learners **evaluate their cognitive progress and performance** after they complete a task. This means that they think about how well they performed or understood a task. Ask students to think about the revision task that they have just completed. Ask them to answer the following questions: **How well were you able to understand why the teacher scored your essay the way that s/he did?** **How well were you able to understand the teachers feedback?** **How did you use the teacher’s feedback to improve your essay?** Students could answer these questions on a slip of paper as an exit ticket.

2. If time allows, call on a number of students to share out their responses.
# Day 6 (Lesson 2)

## Learning Target/s:

| Task |
|------|---|
| I can read and understand a text to build knowledge about a topic that I will be using to practice writing. | |

<table>
<thead>
<tr>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Phase 1</td>
</tr>
<tr>
<td>Task Phase 2</td>
</tr>
<tr>
<td>Task Phase 3</td>
</tr>
</tbody>
</table>

## Materials:

**Pro/Con: Is it Time for Public Schools to Put Religion Back in Schools?** *(https://newsela.com/read/procon-religion-school/id/33753)*

## Learning Activities

**Lesson Launch**: Task Phase 1

1. Present learning target.
2. Explain to students that one strategy that good learners use before starting a task is **setting cognitive goals**. That means having a clear idea of what they want to do or understand by the end of a task. In today’s lesson, we will be reading a text to get information that we will use to practice writing. Tell students that knowing the purpose of the lesson should help them set an appropriate goal. A sample think-aloud is provided here:

   “When I think of an appropriate goal, I start by thinking about the reason I am doing a task. Today’s learning target tells me that I am going to need to use the information from the text that I am going to read to practice writing. I think a good goal might be to really understand the ideas that are talked about in this text.”

3. Give students time to think about a goal.

**Instructional Task(s) Sequence**: Task Phase 2

1. Explain to students that a strategy that good learners use when they know that they will need to understand something is **interacting to learn**. This means that they use the people around them as a resource to help them reach the understanding that they
need. Explain that they will practice *interacting to learn* by working with a partner to understand the text.

2. Write the following on the board:
   - Step 1: Read one sentence
   - Step 2: Partner reads one sentence
   - Step 3: Stop at the end of each paragraph to summarize what you have read and talk about words or sentences that confuse you.
   - Step 4: Move on to the next paragraph

   Explain to students that this is the protocol that they are to follow when reading the text. Emphasize that this protocol helps them *interact to learn*. That is, summarizing makes them think deeply about what they read, and their partner can help them clarify parts of the text that were confusing to them.

3. Give students time to read the text.

4. The teacher may choose to conclude this phase by providing students with comprehension questions to check their understanding when they have finished reading.

---

**Lesson Summary and Closure: Task Phase 1**

1. Explain to students that, as they have seen before, good learners take time to *evaluate their cognitive progress and performance*. This means reflecting on how well they understand what they wanted to understand. Ask them to think about their summaries and discussions with their partner. *How well were you able to understand the key ideas in the article? How confident are you that you understand the information that you will need when we start practicing writing?*
## Day 7 (Lesson 2)

### Learning Target/s:

<table>
<thead>
<tr>
<th>Task</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can analyze a persuasive essay to identify key elements of structure and organization.</td>
<td><strong>Task Phase 1</strong> Meta-C: Obtaining Resources for Cognition – Identifying and finding print resources for cognition</td>
</tr>
<tr>
<td></td>
<td><strong>Task Phase 2</strong> C: Conceptualizing with Details – Analyzing and decoding</td>
</tr>
<tr>
<td></td>
<td><strong>Task Phase 3</strong> Meta-C: Evaluating cognitive progress and performance</td>
</tr>
</tbody>
</table>

### Materials:

- Persuasive Writing Stages and Phases handout (Appendix F)
- Mentor Text #1 (Appendix G)
- Highlighters in various colors
- Slip of paper for exit ticket

### Learning Activities

**Lesson Launch: Task Phase 1**

1. Present learning target.
2. Explain to students that one thing that good learners do when they need to learn something is to **identify and find print resources for cognition**. This means finding the resources that are going to help you complete a task. Today’s task is to analyze an essay to understand how it is organized. Ask students to think about what kind of resources might help them. Have some students share out their ideas.
3. Distribute the Persuasive Writing Stages and Phases handout and Mentor Text #1. Explain to students that these are two print resources that they are going to use to help them understand the structure of an essay.
4. Give students time to look at the Persuasive Writing Stages and Phases handout. Tell them that they can think of this resource as a map that we will use to analyze a mentor text.

**Instructional Task(s) Sequence: Task Phase 2**

1. Explain to students that a powerful strategy that good learners use to understand how a specific text type is organized is **analyzing and decoding**. This involves looking carefully at an example and breaking it into parts to better understand how those parts fit together.
2. Explain that you are going to analyze Mentor Text #1 to identify and discuss the stages and phases from the Persuasive Writing Stages and Phases handout.
3. Direct students’ attention to the Persuasive Writing Stages and Phases handout. Tell them that the first thing that they are going to be looking for in Mentor Text #1 is Stage 1. Explain that, as shown on the handout, Stage 1 has two parts: a thesis or opinion and a preview of the arguments that the author will make. Discuss these terms as needed.
4. Ask students to look at Mentor Text #1 and try to find where Stage 1 is located. Once they have done this, ask them to identify the thesis and the preview of arguments. Ask students to highlight the authors thesis and arguments in two different colors.
5. Remind students that they are analyzing an example, and that in a later lesson they will be writing an essay that contains a thesis and a preview of arguments.
6. Repeat this process with the rest of the stages and phases.

**Lesson Summary and Closure: Task Phase 3**

1. Explain to students that, as they have seen before, good learners take time to evaluate their cognitive progress and performance. This means reflecting on how well they understand what they wanted to understand. Remind students that the purpose of this lesson was to understand key elements of structure and organization of a persuasive essay. Have them respond to the following questions on an exit ticket:
   - *How well do you understand the purpose of the Persuasive Writing Stages and Phases handout?*
   - *How well were you able to find the stages and phases in Mentor Text #1?*
   - *Do you think you can identify the stages and phases in a second example without help from the teacher?*
### Day 8

**Lesson 2**

<table>
<thead>
<tr>
<th>Learning Target/s:</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can analyze a persuasive essay to identify key elements of structure and organization.</td>
<td>Task Phase 1: Meta-C: Organizing for Cognition – Organize the study environment and materials for cognition &lt;br&gt;Task Phase 2: C: Conceptualizing with Details – Analyzing and decoding &lt;br&gt;Task Phase 3: Meta-C: Evaluating cognitive progress and performance</td>
</tr>
</tbody>
</table>

**Materials:**

- Persuasive Writing Stages and Phases handout (Appendix F)
- Mentor Text #2 (Appendix I)

**Learning Activities**

**Lesson Launch:** Task Phase 1

1. Present learning target.
2. Remind students that, in the previous lesson, they used a writing checklist to analyze a model essay that was similar to the essay that they are going to write. The purpose of that lesson was to make the expectations and assessment criteria clear to them. Explain to them that today they are going to use those tools to write their essay.
3. Tell students that one thing that good learners do before beginning a task that will require some deep thinking is to organize their study environment and materials. This means making sure that they have all of the resources that they will need to complete the task, and making sure that their work space is free of distractions. Emphasize that organizing the study environment and materials ahead of time allows students to focus their thinking on the tasks and not have to interrupt their concentration to locate resources or deal with distractions.
4. The teacher can model this step by describing the things that s/he does before working on a complex task, such as: taking out all of the resources that they will need; meeting personal needs; silencing and stowing phones and other electronic devices.
5. Give student some time to organize the study environment and materials in a way that will work for them. Make sure that they know that they will need their Persuasive Writing Stages and Phases handout from the previous lesson. Distribute Mentor Text #2.

**Instructional Task(s) Sequence:** Task Phase 2

1. Remind students that in the previous lesson they practiced a powerful strategy that good learners use to understand how a specific text type is organized: analyzing and decoding. This involves looking carefully at an example and breaking it into parts to better understand how those parts fit together.
2. Explain that you are going to analyze Mentor Text #2 to identify and discuss the stages and phases from the Persuasive Writing Stages and Phases handout. Tell them
that, like yesterday, they will be using different colored highlighters to identify the stages and phases. Explain that, unlike yesterday, they will be doing this independently.

3. Give students time to complete the task.

4. Conclude this phase by reminding students that **analyzing** and example is a powerful strategy that good learners use to learn how to write in new ways.

**Lesson Summary and Closure: Task Phase 3**

1. Explain to students that, as they have seen before, good learners take time to **evaluate their cognitive progress and performance**. This means reflecting on how well they understand what they wanted to understand. Remind students that the purpose of this lesson what to understand key elements of structure and organization of a persuasive essay. Have them respond to the following questions on an exit ticket: *How well do you understand the purpose of the Persuasive Writing Stages and Phases handout?* *How well were you able to find the stages and phases in Mentor Text #1?* *How well did you identify the stages and phases in a second example without help from the teacher?*
Lesson 3: Writing good arguments

Days in Lesson Sequence: 9-14

Content Standards: (2010 Minnesota Academic Standards English Language Arts K-12)

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

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

Formative Assessment:
Argument Paragraph

Summative Assessment:
Persuasive Essay Summative Assessment

Day 9 (Lesson 3)

Learning Target/s:

<table>
<thead>
<tr>
<th>Task</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can read and understand a text to build knowledge about a topic that will be used to practice writing arguments.</td>
<td>Task Phase 1</td>
</tr>
<tr>
<td></td>
<td>Task Phase 2</td>
</tr>
<tr>
<td></td>
<td>Task Phase 3</td>
</tr>
</tbody>
</table>

Materials:

Giving Schools a Later Start Would Create a Huge Financial Benefit
(https://newsela.com/read/teens-sleep/id/34732)
Start School Later Graphic Organizer (Appendix K)

Learning Activities

Lesson Launch: Task Phase 1

1. Present learning target.
2. Explain to students that one strategy that good learners use before starting a task is setting cognitive goals. That means having a clear idea of what they want to do or understand by the end of a task. In today’s lesson, we will be reading a text to get information that we will use to practice writing. Tell students that knowing the purpose of the lesson should help them set an appropriate goal. A sample think-aloud is provided here:

“When I think of an appropriate goal, I start by thinking about the reason I am doing a task. Today’s learning target tells me that I am going to need to use the information from the text that I am going to read to practice writing. I think a good goal might be to really understand the ideas that are talked about in this text.”

3. Give students time to think about a goal.
**Instructional Task(s) Sequence: Task Phase 2**

1. Explain to students that a strategy that good learners use when they know that they will need to understand something is *interacting to learn*. This means that they use the people around them as a resource to help them reach the understanding that they need. Explain that they will practice *interacting to learn* by working with a partner to understand the text.

2. Write the following on the board:
   - Step 1: Read one sentence
   - Step 2: Partner reads one sentence
   - Step 3: Stop at the end of each paragraph to summarize what you have read and talk about words or sentences that confuse you
   - Step 4: Move on to the next paragraph

   Explain to students that this is the protocol that they are to follow when reading the text. Emphasize that this protocol helps them *interact to learn*. That is, summarizing makes them think deeply about what they read, and their partner can help them clarify parts of the text that were confusing to them.

3. Give students time to read the text.

4. The teacher may choose to conclude this phase by providing students with comprehension questions to check their understanding when they have finished reading.

**Lesson Summary and Closure: Task Phase 3**

1. Explain to students that, as they have seen before, good learners take time to *evaluate their cognitive progress and performance*. This means reflecting on how well they understand what they wanted to understand. Ask them to think about their summaries and discussions with their partner. *How well were you able to understand the key ideas in the article? How confident are you that you understand the information that you will need when we start practicing writing?*

2. Students can write their responses on a slip of paper and turn them in as an exit ticket.
### Day 10 (Lesson 3)

**Learning Target/s:**

<table>
<thead>
<tr>
<th>Task</th>
<th>Strategies</th>
</tr>
</thead>
</table>
| I can analyze a model of an argument paragraph. | Task Phase 1: C: Planning for Cognition – Setting cognitive goals  
Task Phase 2: C: Conceptualizing with Details – Analyzing and decoding  
Task Phase 3: Meta-C: Evaluating cognitive progress and performance |

**Materials:**

- Writing Arguments Using TIQA handout (Appendix L)
- TIQA Poster (Appendix M)
- Start School Later Graphic Organizer (Appendix K)

**Learning Activities**

**Lesson Launch:** Task Phase 1

1. Present learning target.
2. Explain to students that one strategy that good learners use before starting a task is **setting cognitive goals**. That means having a clear idea of what they want to do or understand by the end of a task. In today’s lesson, we will be analyzing a model argument paragraph so students will know how to write their own. Tell students that knowing the purpose of the lesson should help them set an appropriate goal. A sample think-aloud is provided here:

   “When I think of an appropriate goal, I start by thinking about the reason I am doing a task. Today’s learning target tells me that I am going to need to use the format shown in the model. I think a good goal might be to really understand the different parts of an argument paragraph.”

3. Give students time to think about a goal.

**Instructional Task(s) Sequence:** Task Phase 2

1. Remind students that in the previous lessons they practiced a powerful strategy that good learners use to understand how a specific text type is organized: **analyzing and decoding**. This involves looking carefully at an example and breaking it into parts to better understand how those parts fit together.
2. Distribute the Writing Arguments Using TIQA handout and explain that you are going to analyze the argument paragraph in the handout to identify and discuss the parts of a good argument in a persuasive essay.
3. Direct students’ attention to the TIQA poster (you can print a large copy and hang it on the wall or print off individual handouts for students. Lead a discussion about what each of the components of TIQA mean.
4. Direct students’ attention to the Writing Arguments Using TIQA handout. Read the model together and lead a discussion about the role that each component of the argument has and how the four components fit together.

4. Conclude this phase by reminding students that *analyzing* and example is a powerful strategy that good learners use to learn how to write in new ways.

**Lesson Summary and Closure: Task Phase 3**

1. Explain to students that, as they have seen before, good learners take time to **evaluate their cognitive progress and performance**. This means reflecting on how well they understand what they wanted to understand. Ask them to think about their understanding of the TIQA format and answer the following questions: *How well do you understand TIQA? How well do you understand why each component of TIQA is necessary? How confident are you that you could write an argument using TIQA?*

2. Students can write their responses on a slip of paper and turn them in as an exit ticket.
## Day 11  
*(Lesson 3)*

### Learning Target/s:

<table>
<thead>
<tr>
<th>Task</th>
<th>Strategies</th>
</tr>
</thead>
</table>
| I can jointly write an argument paragraph. | **Task Phase 1**  
Meta-SI: Paying Attention to Contexts, Communication, and Culture — Paying attention to contexts, communication, and culture more sharply |
| **Task Phase 2** | SI: Interacting to Learn and Communicate — Interacting in person |
| **Task Phase 3** | Meta-SI: Evaluating for Contexts, Communication, and Culture — Evaluating effectiveness of strategy use for communication and understanding in specific contexts |

### Materials:

- Writing Arguments Using TIQA handout (Appendix L)
- TIQA Poster (Appendix M)
- Start School Later Graphic Organizer (Appendix K)
- Large chart paper or another tool that allows all students to see your writing
- Slip of paper for exit ticket

### Learning Activities

**Lesson Launch**: Task Phase 1

1. Present learning target.
2. Explain to students that we are going to apply our learning from the previous lesson to write an argument using the TIQA format. Explain that their active participation and focused attention is an important part of this lesson. Tell them that a useful strategy to use before starting a task like this is **paying attention to context, communication, and culture**. This means thinking about the situation that we’re in, thinking about why and how we are communicating, and being aware of the role of culture in this situation.
3. The teacher can model this strategy using this model think-aloud:

   “*When I think about this strategy, I think about context first. We are in a class. I’m learning how to write an argument paragraph for a persuasive essay and my teacher is asking me to participate in a joint construction. Now, how and why am I being asked to communicate? Well, I think that I’ll be asked to share my thinking and help write sentences. I will probably need to raise my hand. I think this might be a bad time to talk to my neighbor as students really need to be able to hear what the teacher and students are saying. For culture, I guess I can think about school culture. This is a time where the expectation is that students participate, but in the ways that the teacher asks them to. In that way, I think this is a more formal activity.*”
4. The teacher can conclude this phase by saying that **paying attention to context, communication, and culture** are the beginning of a task can help us be aware of how to participate in the most productive ways.

**Instructional Task(s) Sequence: Task Phase 2**

1. Explain to students that as we work together to jointly write an argument paragraph, we will be practicing **interacting to learn**. Remind students that good learners interact with their peers to learn and gain skills. I will be asking you to help me write an argument paragraph, and I’ll explain my thinking process as I take your suggestions and shape them into an argument that follows the TIQA paragraph.
2. Direct students’ attention to the Start School Later Graphic Organizer. Read together the thesis and the information for the argument on the left side. Note that the information in the argument column on the left is the information that was used in the model on the Writing Arguments Using TIQA handout.
3. Direct students’ attention to the TIQA poster. Ask them: What is the first thing my argument needs? When they respond that it needs a topic sentence, ask them where they will look for information to write a topic sentence. When they respond that the topic sentence is the point from the Start School Later Graphic Organizer, write the point from the middle column of the graphic organizer on the top of the chart paper.
4. Ask students: what comes next in a TIQA paragraph? When they reply that you need to introduce your evidence, lead a brief discussion about the reasons that you need to name your sources in an essay. Then ask students to come up with ways that you can introduce evidence. Validate the multitude of ways that an author can introduce the source of evidence they are using. Then ask: Where did the evidence come from that I am using in this paragraph? If necessary, direct their attention to the Start School Later Graphic Organizer. After students name the source, choose one of the ways of introducing evidence that they shared and write it on the chart paper.
5. Repeat this process for the evidence and analysis stages of TIQA. Be sure to make your thinking process explicit as you make choices about how to write your paragraph.
6. To conclude this stage, remind students that they just jointly constructed an essay, which is a form of **interacting to learn**.

**Lesson Summary and Closure: Task Phase 3**

1. Remind students that good learners reflect on and **evaluate the effectiveness of strategy use for communication and understanding in specific contexts**. In other words, they think about how the strategy that they just used helped them achieve their goal in the specific learning situation. Remind them that their goal was to understand how to write an argument paragraph by participating in a joint construction. Have them answer the following questions on a slip of paper to be turned in as an exit ticket: How easy or difficult was it for you to participate in the joint construction? Did this form of interacting to learn help you understand how to use TIQA to write argument paragraphs?
2. If time allows, call on several students to share out their reflections.
### Day 12  (Lesson 3)

<table>
<thead>
<tr>
<th>Learning Target/s:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can independently write an argument paragraph.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Phase 1</td>
<td>Meta-C: Organizing for Cognition – Organizing the study environment and materials for cognition</td>
</tr>
<tr>
<td>Task Phase 2</td>
<td>C: Reasoning – Using deductive reasoning</td>
</tr>
<tr>
<td>Task Phase 3</td>
<td>Meta-C: Evaluating Cognition – Evaluating cognitive strategy use</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Arguments Using TIQA handout (Appendix L)</td>
</tr>
<tr>
<td>TIQA Poster (Appendix M)</td>
</tr>
<tr>
<td>Start School Later Graphic Organizer (Appendix K)</td>
</tr>
<tr>
<td>Slip of paper for exit ticket</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Launch:</strong> Task Phase 1</td>
</tr>
<tr>
<td>1. Present learning target.</td>
</tr>
<tr>
<td>2. Remind students that, in the previous lesson, they participated in the joint construction of an argument paragraph using the TIQA format. Explain to them that today they will write an argument paragraph independently.</td>
</tr>
<tr>
<td>3. Tell students that one thing that good learners do before beginning a task that will require some deep thinking is to organize their study environment and materials. This means making sure that they have all of the resources that they will need to complete the task, and making sure that their work space is free of distractions. Emphasize that organizing the study environment and materials ahead of time allows students to focus their thinking on the tasks and not have to interrupt their concentration to locate resources or deal with distractions.</td>
</tr>
<tr>
<td>4. The teacher can model this step by describing the things that s/he does before working on a complex task, such as: taking out all of the resources that they will need; meeting personal needs; silencing and stowing phones and other electronic devices.</td>
</tr>
<tr>
<td>5. Give student some time to organize the study environment and materials in a way that will work for them. Make sure that they know that they will need their Start School Later Graphic Organizer, their Writing Arguments Using TIQA handout, and the TIQA poster.</td>
</tr>
</tbody>
</table>

**Instructional Task(s) Sequence:** Task Phase 2

| 1. Explain to students that they have learned a “rule” about argument paragraphs in a persuasive essay. That “rule” is that arguments have four components – a topic sentence, introduction of evidence, quote or evidence, and an analysis. Tell them that applying a rule to a new communicative task is called using deductive reasoning. Deductive reasoning is something that good learners to. Applying a rule to new situations helps you remember the rule so that you can use it later. |
2. Explain to students that their task is to write an argument paragraph that supports the thesis on the Start School Later Graphic Organizer using the information in the right column. Remind them of the resources that they have to help them (TIQA Poster, Writing Arguments Using TIQA handout).

3. Conclude this phase by reminding students that they've have just practiced using deductive reasoning by applying the TIQA format to a new communicative situation.

<table>
<thead>
<tr>
<th>Lesson Summary and Closure: Task Phase 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Remind students that an important part of learning is evaluating cognitive strategy use. This means that you think about how well a strategy worked for you. Remind them of the learning target and that the strategies that they practiced in this lesson using deductive reasoning to apply a rule to a new situation. Give them a slip of paper to write a response to the following questions to be turned in as an exit slip: Did independently applying the TIQA “rule” help you better understand how to write an argument paragraph? How?</td>
</tr>
<tr>
<td>2. If time allows, call on some students to share out their responses.</td>
</tr>
</tbody>
</table>
## Day 13 (Lesson 3)

### Learning Target/s:

**Task**

I can use a rubric to evaluate my performance against specific criteria and performance definitions.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Task Phase 1</th>
<th>Task Phase 2</th>
<th>Task Phase 3</th>
</tr>
</thead>
</table>

### Materials:

- Persuasive Writing Rubric (Appendix E)
- Student Written Argument

### Learning Activities

**Lesson Launch:** Task Phase 1

1. Present the learning target to students.
2. Explain to students that one thing that good learners do is that they **plan ahead for affect**. This means that they think about what their emotions might do while they are completing a task, and what they can do to make sure that they maintain a positive and productive attitude.
3. Tell students that the reason that we are going to practice planning ahead for affect is because today they will be evaluating the quality of the first draft of their argument. Explain that the purpose of this task is to help them see their current performance relative to the learning goals, and to help them identify next steps for the revision process. Because we all want to do well and be successful, we sometimes have a lot of emotions when we are evaluating ourselves or being evaluated by others.
4. Tell students that to **plan ahead for affect**, we are going to think about three things: a) what do I need to do b) how might it make me feel c) how can I make sure that I maintain positive emotions?
5. Distribute the Persuasive Writing Rubric and explain to students that for each of the performance criteria, they are going to read the performance definitions and circle the one that best captures their performance. Ask them to think about the following questions: **How might you feel if you think you have performed well? How might you feel if you think you performed poorly? What behaviors might arise if you think you did well? What behaviors might arise if you think you did poorly?** You may have them do this as a written reflection or as a turn-and-talk. Finally, ask them to think about the following question: **What can I do to make sure that I maintain positive emotions?** Discuss this question with the class and record productive suggestions in a place that is visible to all students to be referred to later.
6. Conclude this phase by reminding students of the importance of **planning ahead for affect** when the task may cause a strong emotional reaction.
Instructional Task(s) Sequence: Task Phase 2

1. Tell students that another thing that good learners do is to monitor their affective state during a task. This means that they pay attention to how they are feeling as they complete the task. This is important, because monitoring affect allows you to see if your emotions are getting in the way of successfully completing the task. Remind them that their task is to evaluate their performance on their first draft argument using the Persuasive Writing Rubric.

2. Tell them that to monitor their affective state during this task, they can think about the following questions: How am I feeling? What actions are coming out of my feelings? Do these actions help or hurt my performance on this self-assessment task?

3. The teacher can model using these questions to guide their monitoring of their affective state during the task. A sample think-aloud is provided here:

“I know when I evaluate my performance, or am evaluated by other people, I usually have some emotional reaction. If I think I have done well, I get very confident. If I think I have done poorly, I get frustrated and sometimes loose motivation or don’t want to continue. Both of these emotions can be dangerous. The purpose of self-evaluation is to see how well we have done in relation to the success criteria. When I get too confident, sometimes I don’t read the performance definitions carefully enough, or I don’t pay close enough attention, and my evaluation shows that I have done better than I actually did. Then, when someone else evaluates me with lower scores I am surprised and disappointed. When I think that I have done poorly, it can be frustrating to self-assess, and I don’t really focus on seeing how well I did relative to the performance criteria. This is a problem because later, when I have a chance to revise my work, I don’t really have a clear idea of how well I have done and what I need to do to improve. I know that no matter how well I did, self-evaluation is an opportunity for me to clarify the progress that I have made towards the learning goals, and to see exactly what I need to do to get to the next level.”

4. Make sure that students have their first draft of their argument and the Persuasive Writing Rubric. Read success criteria 2a, and then read the performance definitions. Lead a discussion about the differences between achievement levels. Then ask students to look at their paper and identify criteria 2a. Remind them to monitor their affective state while they select a performance definition that best fits their performance. Repeat this process with all of the success criteria on the rubric.

Lesson Summary and Closure: Task Phase 3

1. Explain to students that very good learners evaluate the effectiveness of the strategies they use. Remind them that their goal was to identify their current performance level and to see the difference between their current performance and the next level of performance. On a slip of paper, have them write down a response to the following question as an exit ticket: Did monitoring my affective state help me see the difference between my current level of performance and the next level? How?

2. If time allows, have call on some students to share out their responses.
<p>| Learning Target/s: |</p>
<table>
<thead>
<tr>
<th>Task</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can use teacher feedback to improve the quality of my argument.</td>
<td>Task Phase 1</td>
</tr>
<tr>
<td></td>
<td>Task Phase 2</td>
</tr>
<tr>
<td></td>
<td>Task Phase 3</td>
</tr>
</tbody>
</table>

**Materials:**
Persuasive Writing Rubric (Appendix E)  
Student Written Argument  
Teacher Written Feedback

**Learning Activities**

**Lesson Launch: Task Phase 1**

1. Present the learning target.
2. Explain to students that, like the previous lesson, today’s lesson is one that may trigger an emotional response, because they may interpret teacher feedback as criticism. For this reason, we are going to practice **planning ahead for affect**, which means that we think about what our emotions might do while we are completing a task, and what we can do to make sure that they maintain a positive and productive attitude.
3. Tell students that to **plan ahead for affect**, we are going to think about three things: a) what do I need to do b) how might it make me feel c) how can I make sure that I maintain positive emotions?
4. Explain that you will distribute the Persuasive Writing Rubric with the teacher scores, along with written feedback, and that for each of the performance criteria you have circled a performance definition that best captures their current performance. Ask them to think about the following questions: *How might you feel if you think you have performed well? How might you feel if you think you performed poorly? What behaviors might arise if you think you did well? What behaviors might arise if you think you did poorly?* You may have them do this as a written reflection or as a turn-and-talk. Finally, ask them to think about the following question: *What can I do to make sure that I maintain positive emotions?* Discuss this question with the class and record productive suggestions in a place that is visible to all students to be referred to later.
5. Conclude this phase by reminding students of the importance of **planning ahead for affect** when the task may cause a strong emotional reaction.

**Instructional Task(s) Sequence: Task Phase 2**

1. Distribute the teacher-assessed Persuasive Writing Rubric along with the written feedback that identifies next steps for students as they revise their arguments.
Remind them of the previous lesson’s strategy of monitoring affective states during a task, tell them that this lesson would be a good time to continue to practice that strategy.

2. Explain that for this lesson, the strategy that will be explicitly focused in is analyzing. Analyzing means to look carefully at the different parts of a whole. Specifically, you will be looking carefully at the different parts of your argument to understand your teacher’s feedback so that you can make revisions.

3. The teacher can model analyzing their feedback by showing an example of student work (with name removed), the accompanying rubric with circled performance definitions, and teacher feedback. A sample think-aloud is provided here:

“When I look at my rubric I see that my teacher gave me a _____ score for criteria 2a. I’m going to read the performance definition that my teacher circled for criteria 2a, and then read the section of my argument that contains criteria 2a to see if this makes sense. Now I am going to read my teachers feedback to see if s/he said anything about how I can improve criteria 2a. Ok, I see in the feedback that my teacher asked me to _____. I see on the rubric that doing this would get me to the next level performance definition. How I know what I need to change.”

4. Give students time to analyze their arguments using the teacher feedback and make revisions. Conference with students as needed.

**Lesson Summary and Closure: Task Phase 3**

1. Tell students that good learners evaluate their cognitive progress and performance after they complete a task. This means that they think about how well they performed or understood a task. Ask students to think about the revision task that they have just completed. Ask them to answer the following questions: How well were you able to understand why the teacher scored your argument the way that s/he did? How well were you able to understand the teacher’s feedback? How did you use the teacher’s feedback to improve your argument? Students could answer these questions on a slip of paper as an exit ticket.

2. If time allows, call on a number of students to share out their responses.
Lesson 4: Developing thesis statements

Days in Lesson Sequence: 15-19

Content Standards: *(2010 Minnesota Academic Standards English Language Arts K-12)*

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

Formative Assessment:

Independently Written Thesis Statement

Summative Assessment:

Persuasive Essay Summative Assessment

<table>
<thead>
<tr>
<th>Day 15</th>
<th><em>(Lesson 4)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Target/s:</strong></td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Strategies</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| I can analyze a mentor text to identify the characteristics of a strong thesis statement. | Task Phase 1  
Meta-C: Planning for Cognition – Planning ahead for cognition |
| Task Phase 2  
C: Reasoning – Using inductive reasoning | |
| Task Phase 3  
Meta-C: Evaluating Cognition – Evaluating cognitive progress and performance | |

**Materials:**

Mentor Texts #1 (Appendix G)  
Mentor Text #2 (Appendix I)

**Learning Activities**

**Lesson Launch:** Task Phase 1

1. Present the learning target.
2. Explain to students that one thing that good learners do when they are getting ready for a new task is to **plan ahead**. To plan ahead means to think about the task and consider whether it will be easy or difficult, whether you have done a similar task in the past, and whether you will need to break it into parts. You can also think about the types of learning behaviors you will need in order to successfully complete the task. Tell students that their task will be to look at two example texts and figure out the “rule” for a good thesis statement. That is, they will need to identify the components of a good thesis statement.
3. The teacher can model this strategy by doing a think-aloud that touches on the above questions:

“If I am planning ahead for this task, I am thinking about similar tasks that I have done. We have analyzed texts before to identify different parts. TIQA was one example of this. I remember that it was kind of hard at first, but when I looked at it carefully and understood the information in the text, I started to be able to see how it was organized.”
I think this will be similar. I’m going to have to pay close attention when I look at the models.”

4. Conclude this phase by reminding students that planning ahead is a very effective strategy because it helps students get ready or a task.

**Instructional Task(s) Sequence: Task Phase 2**

1. Tell students that they are going to practice a strategy that good learners use a lot to learn more about language. It is called inductive reasoning. Inductive reasoning is where you look at a model or example, and then try to figure out a rule that explains it. The rule can then be applied to other situations.

2. Direct students’ attention to Mentor Text #1. Have them re-read the text so that it is familiar (they read it in lesson 3). Then direct their attention to the thesis statement. Explain that there are two different kinds of information or ideas in the thesis statement (the author’s thesis or position and a preview of their arguments or reasons). Ask students to talk with a partner and try to identify the two types of information.

3. If students are not able to identify that a thesis statement has a position and a preview of the arguments, give them this information and ask them to identify which part of the thesis statement is the author’s position and which parts are the author’s arguments.

4. Lead a discussion around the preview of arguments. Student should understand that the thesis does not completely explain the arguments. That happens in the argument paragraphs. The thesis simply tells the reader what the arguments are going to be.

5. Direct students’ attention to Mentor Text #2. Ask them to identify the author’s position and arguments. Again, reinforce the idea that the preview of arguments does not fully explain the arguments, but simply give the reader the main idea of the arguments that will be developed in the body.

6. Conclude this phase by reinforcing the idea that they have come up with a rule for thesis statements: a thesis statement has the author’s position on the topic and a preview of the author’s arguments. Remind them that figuring out the rule by looking at an example is a strategy called inductive reasoning, and that this strategy can be applied to many different learning situations.

**Lesson Summary and Closure: Task Phase 3**

1. Tell students that good learners evaluate their cognitive progress and performance after they complete a task. This means that they think about how well they performed or understood a task. Ask students to think about the inductive reasoning task that they just completed. Ask them to answer the following questions: What two kinds of information does a thesis statement need to have? How confident are you that you can write a thesis statement? Students can answer these questions on a slip of paper as an exit ticket.

2. If time allows, call on a number of students to share out their responses.
Day 16
(Lesson 4)

Learning Target/s:

I can analyze a mentor text to identify how the thesis statement, topic sentence, and concluding sentence relate to one another to create a cohesive text.

<table>
<thead>
<tr>
<th>Task</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Task Phase 1</td>
<td>C: Planning for Cognition – Setting cognitive goals</td>
</tr>
<tr>
<td>Task Phase 2</td>
<td>C: Reasoning – Using inductive reasoning</td>
</tr>
<tr>
<td>Task Phase 3</td>
<td>Meta-C: Evaluating Cognition – Evaluating cognitive strategy use</td>
</tr>
</tbody>
</table>

Materials:

Mentor Text #1 (Appendix G)
Mentor Text #1: Highlighted (for teacher reference) (Appendix H)
Mentor Text #2 (Appendix I)
Mentor Text #2: Highlighted (for teacher reference) (Appendix J)
Highlighters in various colors

Learning Activities

Lesson Launch: Task Phase 1

1. Present learning target.
2. Explain to students that one strategy that good learners use before starting a task is setting cognitive goals. That means having a clear idea of what they want to do or understand by the end of a task. In today’s lesson, we will be analyzing Mentor Texts #1 and #2 so students will know how the thesis, and the topic and concluding sentences of the arguments connect to each other. Tell students that knowing the purpose of the lesson should help them set an appropriate goal. A sample think-aloud is provided here:

“I know that I am going to have to write an essay with a thesis statement and several arguments. This lesson is going to help me understand how to make all of my ideas connect to each other in my essay. A goal for me today is to really focus on understanding how these different parts of an essay fit together in the models texts. If I understand the model, I will be able to look at it when I am writing my own essay.”

3. Give students time to think about a goal.

Instructional Task(s) Sequence: Task Phase 2

1. Tell students that they are going to have another opportunity to practice inductive reasoning. Inductive reasoning is a strategy where you look a model or an example, and then try to figure out a rule that explains it. The rule can then be applied to other situations.
2. Remind students that in the previous lesson, they used inductive reasoning to identify a rule for what a good thesis statement needs. Tell them that in this lesson, they will use inductive reasoning to figure out the rule for where and how the thesis statement connects to the argument paragraphs.
3. Make sure students have Mentor Texts #1 and #2 and three different colored highlighters. Direct their attention to the thesis statement in Mentor Text #1. Ask them to highlight the authors position. Using a different color, ask them to highlight the author’s first argument. Finally, in a third color, ask them to highlight the author’s second argument.

4. Explain that there are several places in the arguments where each of these three things (the author’s position, and the main points of their two arguments) appear. Tell them that you will read the first argument together a look for places where the ideas expressed in the thesis statement occur again, with the goal of making a rule.

5. Read the topic sentence of the first argument of Mentor Text #1. Ask students: Does this information sound familiar? Elicit from them that the topic sentence of the first argument is the same information as the preview of the first argument in the thesis statement. Explain that this makes sense, because a topic sentence should tell the reader the main point of the argument paragraph, and the preview of arguments gives you the main point of the arguments. Have students highlight the topic sentence using the same color that they used to highlight the corresponding information in the thesis statement.

6. Read the rest of the paragraph. Talk about the evidence and the analysis. After you have read the concluding sentence, ask: Does this information sound familiar? Elicit from students that the concluding sentence of the argument connects the author’s position from the thesis statement to the main point of the argument using a conjunction. Have them highlight the author’s position with the same color that they used in the thesis, and highlight the main point of the argument with the same color that they used in the thesis and in the topic sentence of the argument.

7. Repeat this process with the second argument.

8. Students now have a color-coded model that shows how the thesis statement and the argument paragraphs fit together. Ask students if they are able to make a rule to explain the relationship between these two sections of a persuasive essay.

9. Elicit from students the rule:
   - The information provided to preview the arguments is the same information that appears in the topic sentences of the arguments.
   - The author’s position appears in the concluding sentence of the argument with an explicit connection to the information given in the topic sentence/preview of argument.

10. Explain to students that now that they have a rule they can check it using Mentor Text #2. Give them time to read and highlight Mentor Text #2 in the same way that they did Mentor Text #1.

11. Display the Mentor Text #2: Highlighted document to allow students to compare it with their work.

12. Conclude this phase by reminding students that they had practiced inductive reasoning by looking at a model of language use and determining the rule.
Lesson Summary and Closure: Task Phase 3

1. Explain to students that very good learners evaluate the effectiveness of the strategies they use. Remind students that the learning target was to understand how the thesis statement, topic sentence, and concluding sentence relate to one another to create a cohesive text. On a slip of paper, have them write down a response to the following question as an exit ticket: How well was I able to see the connections between the thesis statement, topic sentence, and concluding sentence? How successful was this attempt to use inductive reasoning? How confident are you that you can apply what you learned in today’s lesson to your own persuasive writing?

2. If time allows, have call on some students to share out their responses.
Day 17  (Lesson 4)

**Learning Target/s:**

<table>
<thead>
<tr>
<th>Task</th>
<th>Strategies</th>
</tr>
</thead>
</table>
| I can read and understand a text to build knowledge about a topic that will be used to practice writing thesis statements. | Task Phase 1 - Meta-C: Planning for Cognition – Setting cognitive goals  
Task Phase 2 - SC: Interacting to Learn and Communicate – Interacting in person  
Task Phase 3 - Meta-C: Evaluating cognitive progress and performance |

**Materials:**

*Pro/Con: Is it Time to Pass Tough Gun Control Laws*  
(https://newsela.com/read/procon-gun-control-laws/id/36442)

**Learning Activities**

**Lesson Launch:** Task Phase 1

1. Present learning target.
2. Explain to students that one strategy that good learners use before starting a task is **setting cognitive goals**. That means having a clear idea of what they want to do or understand by the end of a task. In today’s lesson, we will be reading a text to get information that we will use to practice writing. Tell students that knowing the purpose of the lesson should help them set an appropriate goal. A sample think-aloud is provided here:

“When I think of an appropriate goal, I start by thinking about the reason I am doing a task. Today’s learning target tells me that I am going to need to use the information from the text that I am going to read to practice writing. I think a good goal might be to really understand the ideas that are talked about in this text.”

3. Give students time to think about a goal.

**Instructional Task(s) Sequence:** Task Phase 2

1. Explain to students that a strategy that good learners use when they know that they will need to understand something is **interacting to learn**. This means that they use the people around them as a resource to help them reach the understanding that they need. Explain that they will practice **interacting to learn** by working with a partner to understand the text.
2. Write the following on the board:
   - Step 1: Read one sentence
   - Step 2: Partner reads one sentence
   - Step 3: Stop at the end of each paragraph to summarize what you have read and talk about words or sentences that confuse you
   - Step 4: Move on to the next paragraph

Explain to students that this is the protocol that they are to follow when reading the text. Emphasize that this protocol helps them **interact to learn**. That is, summarizing...
makes them think deeply about what they read, and their partner can help them clarify parts of the text that were confusing to them.
3. Give students time to read the text.
4. The teacher may choose to conclude this phase by providing students with comprehension questions to check their understanding when they have finished reading.

Lesson Summary and Closure: Task Phase 3

1. Explain to students that, as they have seen before, good learners take time to evaluate their cognitive progress and performance. This means reflecting on how well they understand what they wanted to understand. Ask them to think about their summaries and discussions with their partner. How well were you able to understand the key ideas in the article? How confident are you that you understand the information that you will need when we start practicing writing?
2. Students can write their responses on a slip of paper and turn them in as an exit ticket.
# Day 18 (Lesson 4)

## Learning Target/s:

- I can jointly write a thesis statement for a persuasive text.

## Strategies

<table>
<thead>
<tr>
<th>Task</th>
<th>Task Phase 1</th>
<th>Task Phase 2</th>
<th>Task Phase 3</th>
</tr>
</thead>
</table>

## Materials:

- Mentor Text #3 (Appendix M)

## Learning Activities

### Lesson Launch: Task Phase 1

1. Present learning target.
2. Explain to students that we are going to apply our learning from the previous lesson to write a thesis statement. Explain that their active participation and focused attention is an important part of this lesson. Tell them that a useful strategy to use before starting a task like this is paying attention to context, communication, and culture. This means thinking about the situation we’re in, thinking about why and how we are communicating, and being aware of the role of culture in this situation.
3. The teacher can model this strategy using this model think-aloud:

   “When I think about this strategy, I think about context first. We are in a class. I’m learning how to write a good thesis statement for a persuasive essay and my teacher is asking me to participate in a joint construction. Now, how and why am I being asked to communicate? Well, I think that I’ll be asked to share my thinking and help write the sentences. I will probably need to raise my hand. I think this might be a bad time to talk to my neighbor as students really need to be able to hear what the teacher and students are saying. For culture, I guess I can think about school culture. This is a time where the expectation is that students participate, but in the ways that the teacher asks them to. In that way, I think this is a more formal activity.”

4. The teacher can conclude this phase by saying that paying attention to context, communication, and culture are the beginning of a task can help us be aware of how to participate in the most productive ways.
Instructional Task(s) Sequence: Task Phase 2

1. Explain to students that as we work together to jointly write a thesis statement, we will be practicing interacting to learn. Remind students that good learners interact with their peers to learn and gain skills. I will be asking you to help me write a thesis statement for a persuasive essay.

2. Remind students that in previous lessons we identified the two major components of a good thesis statement: a) the author’s view or position on the topic b) a preview of the two arguments. Remind them that we also saw that there are several clear relationships between the thesis statement and the argument paragraphs:
   - The information provided to preview the arguments is the same information that appears in the topic sentences of the arguments.
   - The author’s position appears in the concluding sentence of the argument with an explicit connection to the information given in the topic sentence/preview of argument.

3. Direct students’ attention to Mentor Text #3. Tells students that you will read the first argument and attempt to identify the author’s position. Read the first argument as a group. Elicit from students the author’s view on the topic of gun control. If necessary, remind them that they should be able to find the authors opinion in the concluding sentence of the argument. Then elicit from students what the main idea of the argument was about. Remind them if necessary that it should be fairly easy to identify the author’s main points by reading the topic sentences. Repeat this process for the second argument.

4. Explain to students that, now that you have identified the author’s view on the topic and the main points of the two arguments, you are going to use this information to write a thesis statement.

5. Elicit from students a thesis statement that includes the author’s position on the topic and a preview of the author’s arguments. There is more than one way that the thesis statement could be written, but it should look similar to the following example:

   “The United States should have tougher gun laws because current laws are outdated and gun violence is violating the constitutional rights of individuals.”

Lesson Summary and Closure: Task Phase 3

1. Remind students that good learners reflect on and evaluate the effectiveness of strategy use for communication and understanding in specific contexts. In other words, they think about how the strategy that they just used helped them achieve their goal in the specific learning situation. Remind them that their goal was to understand how to write a thesis statement by participating in a joint construction. Have them answer the following questions on a slip of paper to be turned in as an exit ticket: How easy or difficult was it for you to participate in the joint construction? Did this form of interacting to learn help you understand how to write a thesis statement?

2. If time allows, call on several students to share out their reflections.
Day 19  
*(Lesson 4)*

**Learning Target/s:**

<table>
<thead>
<tr>
<th>Task</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can independently write a thesis statement for a persuasive text.</td>
<td>Task Phase 1</td>
</tr>
<tr>
<td></td>
<td>Task Phase 2</td>
</tr>
<tr>
<td></td>
<td>Task Phase 3</td>
</tr>
</tbody>
</table>

**Materials:**

Mentor Text #4 (Appendix N)

**Learning Activities**

**Lesson Launch:** Task Phase 1

1. Present the learning target.
2. Explain to students that one thing that good learners do when they are getting ready for a new task is to **plan ahead**. To plan ahead means to think about the task and consider whether it will be easy or difficult, whether you have done a similar task in the past, and whether you will need to break it into parts. You can also think about the types of learning behaviors you will need in order to successfully complete the task. Tell students that their task will be to write a thesis statement for a persuasive essay.
3. The teacher can model planning ahead for cognition using the following think-aloud:

   “If I am planning ahead to write a thesis statement, I am going to think about the goal and the things that I’ve done in the past that can help me. Yesterday we wrote a thesis statement together. We did that by first reading the arguments to identify the author’s position and main points, and then putting those together in a thesis statement. We paid special attention the topic sentences and concluding sentences of the arguments. I think I will be able to apply this same technique to independently writing a thesis statement.”
4. Allow students some time to think about how they can plan ahead.

**Instructional Task(s) Sequence:** Task Phase 2

1. Explain to students that they have learned a “rule” about thesis statements in a persuasive essay. That “rule” is that arguments have two components: a) the author’s position b) a preview of the arguments. Tell them that applying a rule to a new communicative task is called **using deductive reasoning**. Deductive reasoning is something that good learners do. Applying a rule to new situations helps you remember the rule so that you can use it later.
2. Make sure that students have Mentor Text #4. Give them time to read the two arguments in Mentor Text #4, and **use deductive reasoning** to write a thesis statement.
for the essay. Thesis statements can be slightly different, but should be similar to this example:

“The United States does not need tougher gun laws because gun laws don’t work and because having an armed public is important to the stability of our country.”

3. The teacher may want to circulate the room and provide feedback on students’ thesis statements as they finish. The teacher may also choose to ask students to share out their thesis statements after everyone has finished.

<table>
<thead>
<tr>
<th>Lesson Summary and Closure: Task Phase 3</th>
</tr>
</thead>
</table>
| 1. Explain to students that, as they have seen before, good learners take time to **evaluate their cognitive progress and performance**. This means reflecting on how well they understand what they wanted to understand. Ask them to think about their thesis statements and discussions with their partner. **How well were you able to identify the author’s position and main points?** **How confident are you that you can write a thesis statement for your own persuasive essay?**
2. Students can write their responses on a slip of paper and turn them in as an exit ticket. |
Lesson 5: Developing the reinforcement of thesis

Days in Lesson Sequence: 20-22

Content Standards: *(2010 Minnesota Academic Standards English Language Arts K-12)*

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

Formative Assessment:

Independently Written Reinforcement of Thesis

Summative Assessment:

Persuasive Essay Summative Assessment

<table>
<thead>
<tr>
<th>Day 20</th>
<th><em>(Lesson 5)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Task</td>
<td>Strategies</td>
</tr>
<tr>
<td>I can make distinctions between the statement of position and the reinforcement of thesis.</td>
<td>Task Phase 1: C: Planning for Cognition – Setting cognitive goals</td>
</tr>
<tr>
<td></td>
<td>Task Phase 2: C: Conceptualizing with Details – Making distinctions</td>
</tr>
<tr>
<td></td>
<td>Task Phase 3: C: Evaluating Cognition – Evaluating cognitive progress and performance</td>
</tr>
</tbody>
</table>

Materials:

Mentor Text #1 (Appendix G)
Mentor Text #2 (Appendix I)

Learning Activities

**Lesson Launch:** Task Phase 1

1. Present learning target.
2. Explain to students that one strategy that good learners use before starting a task is *setting cognitive goals*. That means having a clear idea of what they want to do or understand by the end of a task. In today’s lesson, they are going to look at the statement of position and reinforcement of thesis in mentor texts 1 & 2 and make distinctions between them. Explain to them that these two stages of a persuasive essay can look very similar. The teacher can model setting cognitive goals related to this task using the following think-aloud:

“When I try to set a goal, I start by thinking about what it is that I need to do. I know that I will need to write an essay with a thesis statement and a reinforcement of the thesis at the end. Today we are going to look closely at both stages of an essay to see what is the same and what is different about them. A good cognitive goal for me might be to really focus so that I understand the relationship between these two parts of an essay.”

3. Give students time to think about a goal.
4. Make sure students have copies of Mentor Texts 1 & 2.
**Instructional Task(s) Sequence:** Task Phase 2

1. Tell students that the way that they are going to understand how to write a good reinforcement of thesis is by comparing it to the statement of position and making distinctions between to two. This means that they are going to look at both the information and the language and see how the two stages differ.
2. Read with students the statement of position in Mentor Text #1. Review with students how the statement of position has two ingredients: the author’s position on the topic and a preview of the author’s arguments. Then read the reinforcement of thesis with students. Ask them what distinctions can be made between the two. Lead a conversation about how the reinforcement of thesis contains the same information as the statement of position, but it communicates this information in a different way (different sentence structures, different word choices).
3. Reinforce this idea by repeating the process on Mentor Text #2.
4. Conclude this phase by reiterating that they have just practiced making distinctions between two sections of a text to help us understand how they are connected.

**Lesson Summary and Closure:** Task Phase 3

1. Explain to students that, as they have seen before, good learners take time to evaluate their cognitive progress and performance. This means reflecting on how well they understand what they wanted to understand. Explain that their job was to make distinctions between the statement of position and the reinforcement of the thesis so that they could understand what they need to do to write a strong reinforcement of thesis. Ask them to consider the following questions: How well do you understand the differences and similarities between the statement of position and the reinforcement of thesis? How well did the strategy of making decisions help you understand these differences and similarities?
2. Students can write their responses on a slip of paper and turn them in as an exit slip.
Day 21

<table>
<thead>
<tr>
<th>Learning Target/s:</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can jointly write a reinforcement of thesis for a persuasive text.</td>
<td>Task Phase 1: Meta-SI: Paying Attention to Contexts, Communication, and Culture – Paying attention to contexts, communication, and culture more sharply</td>
</tr>
<tr>
<td></td>
<td>Task Phase 2: SI: Interacting to Learn and Communicate – Interacting in person</td>
</tr>
<tr>
<td></td>
<td>Task Phase 3: Meta –SI: Evaluating for Contexts, Communication, and Culture – Evaluating effectiveness of strategy use for communication and understanding in specific contexts</td>
</tr>
</tbody>
</table>

Materials:
Mentor Texts #3 (Appendix M)

Learning Activities

Lesson Launch: Task Phase 1

1. Present learning target.
2. Explain to students that we are going to apply our learning from the previous lesson to write a thesis statement. Explain that their active participation and focused attention is an important part of this lesson. Tell them that a useful strategy to use before starting a task like this is **paying attention to context, communication, and culture**. This means thinking about the situation that we’re in, thinking about why and how we are communicating, and being aware of the role of culture in this situation.
3. The teacher can model this strategy using this model think-aloud:

   “When I think about this strategy, I think about context first. We are in a class. I’m learning how to write a good reinforcement of thesis for a persuasive essay and my teacher is asking me to participate in a joint construction. Now, how and why am I being asked to communicate? Well, I think that I’ll be asked to share my thinking and help write the sentences. I will probably need to raise my hand. I think this might be a bad time to talk to my neighbor as students really need to be able to hear what the teacher and students are saying. For culture, I guess I can think about school culture. This is a time where the expectation is that students participate, but in the ways that the teacher asks them to. In that way, I think this is a more formal activity.”

4. The teacher can conclude this phase by saying that **paying attention to context, communication, and culture** are the beginning of a task can help us be aware of how to participate in the most productive ways.
**Instructional Task(s) Sequence: Task Phase 2**

1. Explain to students that as we work together to jointly write a reinforcement of thesis, we will be practicing *interacting to learn*. Remind students that good learners interact with their peers to learn and gain skills. I will be asking you to help me write a reinforcement of thesis.

2. Remind students that in previous lessons we made distinctions between a thesis statement and a reinforcement of thesis. We noticed that the reinforcement of thesis provides the same information as the thesis statement, only it is worded differently.

3. Direct students’ attention to Mentor Text #3. Students have already jointly written a thesis statement to fit with the two arguments. Read the thesis statement that the class produced during the joint construction:

   “The United States should have tougher gun laws because current laws are outdated and gun violence is violating the constitutional rights of individuals.”

4. Elicit from students how they could restate that information at the end of the essay in a different way. There is more than one way that the reinforcement of thesis could be written, but it should look similar to the following example:

   “Because tougher gun laws will get overly destructive modern guns off the streets and protect individual Americans’ right to be free of gun violence, the U.S. should adopt stronger gun laws.”

5. Remind students that when we work together to share our ideas and create a piece of written work, we are practicing *interacting to learn*. Interacting with others to learn is an extremely useful strategy that they can use in many different learning situations.

**Lesson Summary and Closure: Task Phase 3**

1. Remind students that good learners reflect on and *evaluate the effectiveness of strategy use for communication and understanding in specific contexts*. In other words, they think about how the strategy that they just used helped them achieve their goal in the specific learning situation. Remind them that their goal was to understand how to write a reinforcement of thesis by participating in a joint construction. Have them answer the following questions on a slip of paper to be turned in as an exit ticket: *How easy or difficult was it for you to participate in the joint construction? Did this form of interacting to learn help you understand how to write a reinforcement of thesis?*

2. If time allows, call on several students to share out their reflections.
## Learning Target/s:

I can independently write a reinforcement of thesis for a persuasive text.

<table>
<thead>
<tr>
<th>Task</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Phase 1</td>
<td>C: Planning for Cognition – Planning ahead for cognition</td>
</tr>
<tr>
<td>Task Phase 2</td>
<td>C: Reasoning – Using deductive reasoning</td>
</tr>
<tr>
<td>Task Phase 3</td>
<td>Meta C: Evaluating cognitive progress and performance</td>
</tr>
</tbody>
</table>

## Materials:

Mentor Text #4 (Appendix N)

## Learning Activities

### Lesson Launch: Task Phase 1

1. Present the learning target.
2. Explain to students that one thing that good learners do when they are getting ready for a new task is to **plan ahead**. To plan ahead means to think about the task and consider whether it will be easy or difficult, whether you have done a similar task in the past, and whether you will need to break it into parts. You can also think about the types of learning behaviors you will need in order to successfully complete the task. Tell students that their task will be to **independently** write a **reinforcement of thesis** for a persuasive essay.
3. The teacher can model planning ahead for cognition using the following think-aloud:

   “If I am planning ahead to write a reinforcement of thesis, I am going to think about the goal and the things that I’ve done in the past that can help me. Yesterday we wrote a reinforcement of thesis together. We did that by first reading the thesis statement then putting that thesis statement into different words at the end of the text. I think I will be able to apply this same technique to independently writing a reinforcement of thesis today.”

4. Allow students some time to think about how they can plan ahead.

### Instructional Task(s) Sequence: Task Phase 2

1. Explain to students that they have learned a “rule” about the reinforcement of thesis in a persuasive essay. That “rule” is that the reinforcement is simply restating the thesis statement in a different way at the end of the essay. Tell them that applying a rule to a new communicative task is called **using deductive reasoning**. Deductive reasoning is something that good learners do. Applying a rule to new situations helps you remember the rule so that you can use it later.
2. Make sure that students have Mentor Text #4. Give them time to read the thesis statement in Mentor Text #4, and **use deductive reasoning** to write a reinforcement of
thesis for the essay. The reinforcement of thesis that students write can be slightly different, but should be similar to this example:

“Additional gun laws that do nothing to prevent criminals from getting guns and that undermine the stability of our democracy have no place in our country.”

3. The teacher may want to circulate the room and provide feedback on students’ reinforcements as they finish. The teacher may also choose to ask students to share out their reinforcements after everyone has finished.

**Lesson Summary and Closure: Task Phase 3**

1. Explain to students that, as they have seen before, good learners take time to **evaluate their cognitive progress and performance**. This means reflecting on how well they understand what they wanted to understand. Ask them to think about their reinforcements and discuss with their partner. *How well were you able to reword the statement of position to write the reinforcement? How confident are you that you can write a reinforcement of thesis for your own persuasive essay?*

2. Students can write their responses on a slip of paper and turn them in as an exit ticket.
Persuasive Essay Summative Assessment

Content Standards: (2010 Minnesota Academic Standards English Language Arts K-12)

11.7.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
11.7.5.5 Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Materials:
- Persuasive Essay: Should the U.S. Welcome More Immigrants and Refugees? handout (Appendix O)
- Persuasive Writing Rubric (Appendix E)
- Persuasive Essay Evidence Collection and Analysis handout (Appendix P)
- Argument Graphic Organizer (Appendix Q)

Texts:
- Refugees Can be an Economic Engine for Small Communities (https://newsela.com/read/refugees-small-towns/id/20717)
- Syrian Refugee Children Continue Their Education at Public Schools in U.S. (https://newsela.com/read/syrian-students-enrollment/id/23206)
- Pro/Con: Stopping Syrian Refugees from Coming to the U.S. (https://newsela.com/read/rejectrefugees-procon/id/13569)

Description:
The summative assessment for this unit requires students to utilize all of the stages and phases that they learned about in this unit to write a persuasive essay. It also requires that students collect their own evidence. Students can complete this assessment at the end of the unit, or, the teacher may choose to do the assessment in parallel with the unit, allowing time for students to work on each stage after they have completed the relevant lessons. Either way, the overall procedure for students completing the assessment will be the same.

Suggested Procedure:
2. Build student knowledge of the topic by having students read the texts listed above and complete the Persuasive Essay Evidence Collection and Analysis handout.
3. Have students identify their position and complete the Argument Graphic Organizer. At this point, it may be appropriate to provide feedback on the graphic organizer to ensure that students have sufficient evidence to use in their essay.
4. Have students submit a draft for feedback.
5. Provide an opportunity for students to self-assess their performance using the Persuasive Writing Rubric.
6. Provide an opportunity for students to revise their draft using teacher feedback.
7. Collect and assess final submission using the Persuasive Essay Rubric.
References


Apendicies

Appendix A

**Persuasive Writing Pre-Assessment**

**Directions:** In the last lesson, you studied the list IB Learner Profile traits chose one that you believe fits you. You practiced interacting to learn and communicate by working with your classmates to identify characteristics of a student who embodies that trait. You also identified actions that you do or have done that can be used as evidence to show how you have each of the characteristics that you identified. You recorded your ideas on the IB Learner Profile Mind Map. We will be using that information to write a persuasive essay. Now we will analyze a model text similar to the one that you will be writing to help us understand the required criteria.

<table>
<thead>
<tr>
<th></th>
<th>Student</th>
<th>Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td></td>
<td>a. My introduction describes the Learner Profile trait that I chose and the characteristics of a person who embodies this trait.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. My claim tells the reader what things I do or have done to embody the Learner Profile trait that I chose.</td>
</tr>
<tr>
<td>2. Body</td>
<td></td>
<td>a. My body paragraphs have topic sentences that identify specific characteristics of a student who embodies the Learner Profile trait that I have chosen.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. My body paragraphs provide evidence of actions that I take or have taken that show how I have the characteristics of a student who embodies the Learner Profile trait that I have chosen.</td>
</tr>
<tr>
<td>3. Conclusion</td>
<td></td>
<td>a. My conclusion summarizes why I chose the IB Learner Profile trait that I chose.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. My conclusion states how I think having this IB Learner Profile trait will help me in the future.</td>
</tr>
</tbody>
</table>
Appendix D

**Persuasive Writing Pre-Assessment Model Text**

Being an inquirer means being a lifelong learner. It means being open to learning new things and to practice learning and discovery in all areas of your life. The Learner Profile of “Inquirer” fits me because of the way that I am always trying to learn how to do my job better and to learn more about my hobbies.

I believe that to be an effective teacher you need to be an inquirer. Teaching is a complicated job. Teachers need to master the content that they teach. They also have to understand how young people learn, and how to use teaching strategies that make learning possible. On top of this, teachers often have to understand different cultures, because our students come from all over the world. I am always trying to learn how to do my job better by studying the English language in more detail. I spend time reading and attending professional development focused on methods of teaching English. I also spend a lot of time reading about the countries and cultures that my students come from. Because of this, I think the learner profile of “Inquirer” fits me well.

A person also needs to be an inquirer to master their hobbies. My hobby is music, specifically playing guitar. I am always trying to learn new things on the guitar. I’ve taken lessons in blues and jazz guitar. I read about how other guitar players use certain techniques or equipment to get their sound. I also practice songwriting, and study the lyrics of famous songwriters to help me write better songs. Being an “Inquirer” has helped me develop my hobbies and has made them more enjoyable.

Because I am always trying to learn how to be a better teacher and musician, I believe that the Learner Profile of “Inquirer” fits me well. Being an inquirer will help me in my career because, over time, I will become a true expert. It will also help me continue to improve my guitar playing and musicianship.
# Appendix E

## Persuasive Writing Rubric

<table>
<thead>
<tr>
<th>Stage</th>
<th>Criteria</th>
<th>Exceeds Expectations 7-8</th>
<th>Meets Expectations 5-6</th>
<th>Partially Meets Expectations 3-4</th>
<th>Does Not Meet Expectations 1-2</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Statement of Position</td>
<td>b. My statement of position introduces my thesis (this is also called your position) on the topic I am writing about. The reader understands the author's position, and the arguments made in the paper clearly support the author's position.</td>
<td>The reader understands the author's position, and the arguments made in the paper clearly support the author's position.</td>
<td>The reader understands the author's position, but the arguments made in the paper do not support the position.</td>
<td>The reader does not know what arguments will be made in the paper.</td>
<td>Not attempted</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. My introduction foreshadows the arguments that my position is based on.</td>
<td>The reader understands the argument that will be made in the paper and the points made in the body match the points named in the statement of position.</td>
<td>The reader can understand the arguments that will be made in the paper. The arguments named in the statement of position mostly match the points made in the body.</td>
<td>The reader identifies arguments that will be made in the paper, but does not actually make those arguments in the body.</td>
<td>Not attempted</td>
<td></td>
</tr>
<tr>
<td>2. Arguments</td>
<td>a. Each body paragraph has a topic sentence (also called the point) that connects the evidence in the paragraph to my position. The topic sentence clearly tells the reader what kind of argument (economic, moral, cultural, security) is made in the paragraph and accurately says if your argument is positive or negative.</td>
<td>Evidence is introduced and explained in each body paragraph. Evidence is introduced that clearly supports the thesis statement. All punctuation is correct (capital letters, commas, quotation marks, periods, spacing). The evidence is clearly explained to show the reader how it supports the statement of position.</td>
<td>Evidence is introduced that clearly supports the thesis statement. All punctuation is mostly correct (capital letters, commas, quotation marks, periods, spacing). Evidence is clearly explained.</td>
<td>Evidence is introduced but it does not clearly support the thesis statement. There are significant punctuation errors (capital letters, commas, quotation marks, periods, spacing). Evidence is explained but it is unclear how the evidence supports the statement of position.</td>
<td>Not attempted</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Evidence is introduced and explained in each body paragraph.</td>
<td>Evidence is introduced and explained in each body paragraph. Evidence is introduced that clearly supports the thesis statement. All punctuation is correct (capital letters, commas, quotation marks, periods, spacing). The evidence is clearly explained to show the reader how it supports the statement of position.</td>
<td>Evidence is introduced that clearly supports the thesis statement. All punctuation is mostly correct (capital letters, commas, quotation marks, periods, spacing). Evidence is clearly explained.</td>
<td>Evidence is introduced but it does not clearly support the thesis statement. There are significant punctuation errors (capital letters, commas, quotation marks, periods, spacing). Evidence is explained but it is unclear how the evidence supports the statement of position.</td>
<td>Not attempted</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Each body paragraph connects your argument to your position.</td>
<td>The author clearly connects the main point of the argument to the statement of position.</td>
<td>The author connects the point of the argument to the statement of position.</td>
<td>The author tries to connect the point of the argument to the statement of position but it is unclear.</td>
<td>Reader cannot understand the connection between the argument and the statement of position.</td>
<td>Not attempted</td>
</tr>
<tr>
<td>3. Reinforcement of Thesis/Position</td>
<td>a. My conclusion restates the position that I identified in the introduction using different words. The reader understands the author's position, and it is the same as the position stated in the statement of position but worded differently.</td>
<td>The reader understands the author's position and it is the same as the position stated in the statement of position.</td>
<td>The reader understands the author’s position, but it is different than the position stated in the statement of position.</td>
<td>The reader does not understand the author’s position.</td>
<td>Not attempted</td>
<td></td>
</tr>
</tbody>
</table>
Appendix F

**Purpose**: Persuasion and Argumentation

**Genre**: Analytical Exposition

**Stage 1**: Statement of Position (*What the author believes*)

*Phase A*: thesis or position
*Phase B*: preview of arguments (optional)

**Stage 2**: Arguments (*Why the author believes it*)

*Phase C*: point
*Phase D*: elaboration (details)
   - Evidence
   - Analysis

**Stage 3**: Reinforcement of Thesis (*Strengthening the thesis by connecting the what and the why*)

Appendix G

**essential**: very important
**ideal**: perfect; very good
**motivated**: made them interested in doing something; what made them want to do something
**critical**: very important
**identify**: to choose to belong to or be part of a group
**origins**: where something comes from
**commonalities**: similarities; things that are the same
**hostilities**: unfriendliness; meanness; unkind behavior
**disseminate**: to spread or to give out

**Mentor Text #1**

Schools should teach about religion because it is **essential** for understanding American history and because it is necessary for understanding the diverse society that we live in today.

The American social studies classroom is the **ideal** place to talk about the role religion and faith have played in American history. As the American Civil Liberties Union says, “It would be difficult to teach art, music, literature, and most social studies without considering religions influences.” At the Ashbrook Center at Ashland University, academic programs are all based on the idea that the best way to learn about American history and government is to learn it from those who lived and shaped it. To know what they thought, how they felt and what **motivated** them personally and intellectually — in many cases their faith — students read their letters, speeches, pamphlets and books. If students are to truly understand American history, religion cannot be left out of the curriculum.

Teaching about religion is also **critical** for understanding the diversity that students find in their own communities. While it is true that Christianity remains the most common religion across the U.S., some areas are receiving increased numbers of newcomers who **identify** with other faiths, and not all Americans are welcoming to these new arrivals. A report last year by the California chapter of the Council of American-Islamic Relations found 50 percent of Muslim students surveyed were subjected to mean comments or rumors because of their religion. Teaching students about the **origins**, the **commonalities**, and the differences between Christianity and Islam, or any other religion, may ease fears and **hostilities** that come from misunderstandings about other religions. As our schools are often the melting pot where groups within a larger community come together, they are an ideal place to **disseminate** knowledge about the religious beliefs of those groups.

Understanding religion allows us to understand our history and the ideas of the figures that have made our country the place that it is today. It can also provide students with a better understanding of one of the major forces that has shaped American culture, as well as religion’s influence on other cultures. Such understandings are critical in today’s interconnected world. Religion is too powerful of force to be left out of the curriculum.
Appendix H

**essential**: very important
**ideal**: perfect; very good
**motivated**: made them interested in doing something; what made them want to do something
**critical**: very important
**identify**: to choose to belong to or be part of a group
**origins**: where something comes from
**commonalities**: similarities; things that are the same
**hostilities**: unfriendliness; meanness; unkind behavior
**disseminate**: to spread or to give out

**Mentor Text #1: Highlighted**

_Schools should teach about religion_ because it is _essential_ for understanding American history and because it is necessary for understanding the diverse society that we live in today.

The American social studies classroom is the _ideal_ place to talk about the role religion and faith have played in American history. As the American Civil Liberties Union says, “It would be difficult to teach art, music, literature, and most social studies without considering religions influences.” At the Ashbrook Center at Ashland University, academic programs are all based on the idea that the best way to learn about American history and government is to learn it from those who lived and shaped it. To know what they thought, how they felt and what _motivated_ them personally and intellectually — in many cases their faith — students read their letters, speeches, pamphlets and books. If students are to _truly understand American history_, religion cannot be left out of the curriculum.

Teaching about religion is also _critical_ for understanding the diversity that students find in their own communities. While it is true that Christianity remains the most common religion across the U.S., some areas are receiving increased numbers of newcomers who _identify_ with other faiths, and not all Americans are welcoming to these new arrivals. A report last year by the California chapter of the Council of American-Islamic Relations found 50 percent of Muslim students surveyed were subjected to mean comments or rumors because of their religion. Teaching students about the _origins_, the _commonalities_, and the differences between Christianity and Islam, or any other religion, may ease fears and _hostilities_ that come from misunderstandings about other religions. As our schools are often the melting pot where groups within a larger community come together, they are an _ideal place to disseminate_ knowledge about the religious beliefs of those groups.

Understanding religion allows us to understand our history and the ideas of the figures that have made our country the place that it is today. It can also provide students with a better understanding of one of the major forces that has shaped American culture, as well as religion’s influence on other cultures. Such understandings are critical in today’s interconnected world. Religion is too powerful of force to be left out of the curriculum.
Mentor Text #2

Schools should **avoid** teaching about religion in order to protect students with **minority views** from being **marginalized** and to avoid topics that can give rise to bullying and hostility.

Teaching about religion in schools could lead to “tyranny of the majority.” Tyranny of the majority is a situation where the views and **interests** of the **majority** group are focused on **at the expense** of individuals. As economist Max Sawicky notes, because the members of many communities worship in the same way and share the same beliefs, even **well-intentioned** discussions on the history of religion could marginalize minorities who don’t share the majority view. Thus, students who do not practice Christianity, or even the **dominant** type of Christianity, may not feel that their views were equally **represented** in the curriculum. Since minority students could be marginalized by the teaching of religion, schools should stay away from the topic.

Brining up religion in the classroom could also create space for students to share **hostile** and hurtful views about other students. A report last year by the California chapter of the Council of American-Islamic Relations found 50 percent of Muslim students surveyed were **subjected** to mean comments or rumors because of their religion. While there is a clear need for communities to educate themselves on the cultures and beliefs of their diverse populations, bringing up religion in schools could actually create **conflict** and distract students from their goal of developing the skills necessary to succeed in today’s complex world. Teachers and schools would be smart to avoid the topic of religion to avoid conflict.

Unfortunately, religion is a **polarizing** topic that stirs up strong feelings that can cause students to mistreat classmates with different views. There is no way to ensure that talking about religion in school will not **alienate** students with minority views. For these reasons, schools should leave religion out of the curriculum.
Appendix J

avoid: to stay away from; to not do or talk about
minority views: views and beliefs of a minority group or of a small group of people
marginalized: not focused on; not helped; ignored
interests: needs; wants; things that people care about
majority: the largest group of people in a country or community
at the expense: in a way that hurts a person or group of people
well-intentioned: trying to help
dominant: main; largest; most common; most important
represented: discussed, made a part of
hostile: unfriendly; mean; unkind
subjected: made to experience something
conflict: problems between groups of people
wise: smart
polarizing: causing people to separate into group that disagree with each other
alienate: to cause someone to feel like he or she does not belong in a group

Mentor Text #2: Highlighted

Schools should avoid teaching about religion in order to protect students with minority views from being marginalized and to avoid topics that can give rise to bullying and hostility.

Teaching about religion in schools could lead to “tyranny of the majority.” Tyranny of the majority is a situation where the views and interests of the majority group are focused on at the expense of individuals. As economist Max Sawicky notes, because the members of many communities worship in the same way and share the same beliefs, even well-intentioned discussions on the history of religion could marginalize minorities who don’t share the majority view. Thus, students who do not practice Christianity, or even the dominant type of Christianity, may not feel that their views were equally represented in the curriculum. Since minority students could be marginalized by the teaching of religion, schools should stay away from the topic.

Brining up religion in the classroom could also create space for students to share hostile and hurtful views about other students. A report last year by the California chapter of the Council of American-Islamic Relations found 50 percent of Muslim students surveyed were subjected to mean comments or rumors because of their religion. While there is a clear need for communities to educate themselves on the cultures and beliefs of their diverse populations, bringing up religion in schools could actually create conflict and distract students from their goal of developing the skills necessary to succeed in today’s complex world. Teachers and schools would be smart to avoid the topic of religion to avoid conflict.

Unfortunately, religion is a polarizing topic that stirs up strong feelings that can cause students to mistreat classmates with different views. There is no way to ensure that talking about religion in school will not alienate students with minority views. For these reasons, schools should leave religion out of the curriculum.
Appendix K

Start School Later (graphic organizer)

Statement of Position

Reason:
Schools should start later because of the public health benefits, the economic benefits, and academic benefits that could be realized with a later start time.

Evidence

The American Academy of Pediatrics
- The American Academy of Pediatrics, "advises early school start to be delayed..."

The Rand Corporation
- The Rand Corporation, "a billion a year..."

Evidence

The Washington Post
- The Washington Post, "academic performance to criminal..."

Argument

activity
- "sleep deprivation in teens is linked to..."

The evidence strongly suggests that a later school start time would have public health benefits.

Revised Start Time

reason
- "a billion a year..."

Evidence

The American Academy of Pediatrics
- The American Academy of Pediatrics, "advises early school start to be delayed..."

The Rand Corporation
- The Rand Corporation, "a billion a year..."

Evidence

The Washington Post
- The Washington Post, "academic performance to criminal..."

Argument

activity
- "sleep deprivation in teens is linked to..."

The evidence strongly suggests that a later school start time would have public health benefits.
Starting school later would have public health benefits. According to the Washington Post, “In recent years, researchers have identified early school start times as a significant public health problem. Sleep deprivation in teens is linked to everything from poor health to bad academic performance to criminal activity.” When we look at these effects at the community or societal level, and think about how sleep deprivation is impacting our economy, health systems, and criminal justice system, it is easy to see how it is a problem to be taken seriously. Starting school later seems like a small price to pay for avoiding the public health consequences of starting school later.
The Body Paragraph

**Topic Sentence**
Tell your reader what your paragraph is about. Your *topic sentence* should have a clear connection to the *point* you make in your introduction.

**Introduce Evidence**
Tell your reader where the *evidence* you are using comes from. *Make your source is trustworthy!*

**Quote (or paraphrase)**
Give your reader your *evidence*. You can do this as a *quote*, or you can *paraphrase*.

**Analysis**
Describe in detail how the *evidence* you are using supports or proves your *point*. *Make an explicit connection.*
Our current gun laws do not match today’s reality. As Don Kusler, the director of Americans for Democratic Action, notes, “The Second Amendment was written in a very different time when public safety systems were nonexistent and well before automatic weapons were available.” In today’s world, few people live in areas where police cannot reach them within a matter of minutes in an emergency. Additionally, nobody needs the kind of firepower that is available from semi-automatic weapons for hunting or self-defense. Gun laws should be strengthened to take excessively destructive guns off the streets and prevent further violence.

The idea that everyone should be free to own any kind of gun that they want is taking away other peoples’ their right to be free of gun violence. Nelson Mandela said, “For to be free is not merely to cast off one’s chains, but to live in a way that respects and enhances the freedom of others.” If less weapons were on the streets, individuals who exercise their freedom not to own a gun will be less likely to be victims of gun violence. Therefore, the U.S. should have tougher gun laws to ensure that everyone’s freedoms are protected, not just those of gun owners.
Appendix N

constitution: a document that describes the system of government and laws of a country
founders: the people who created the United States and the Constitution
stability: the quality of not being easily changed, damaged, or destroyed
Second Amendment: the part of the constitution that give citizens the power to own guns
bear: to have
infringed: violated; taken away
oppressive: cruel or unfair
systematically exterminated: purposefully targeted and killed with the goal of killing the whole group
citizens: all of the citizens of a place
resist: to fight against
acquire: to get
commit: do

Mentor Text #4

The founders of our country understood the importance of gun ownership to the health and stability of a nation. This is why they wrote in the Second Amendment “the right of the people to keep and bear arms, shall not be infringed.” Across the world, countless millions have been murdered by oppressive governments. From Russia and China to Argentina and Chile, dictators have systematically exterminated segments of the population that they believed did not have a place on this earth. An armed citizenry is the protection against such an event happening here. Stricter gun laws would weaken the ability of the people to resist an oppressive government.

Stricter gun laws don’t work. As Steven Halbrook, senior fellow at the Independent Institute points out, France has far stricter gun laws than the U.S., but 130 were killed, mostly with illegal guns, in the 2015 Paris attacks. Stricter gun laws may make it more difficult for responsible gun owners to acquire guns, but criminals will find a way to get what they are looking for. We should be looking for solutions that address the reasons that people commit crimes with guns, not trying to make it harder for responsible gun owners to get them.
Appendix O

Persuasive Essay: Should the U.S. Welcome More Immigrants and Refugees?

Goal:
Your goal is to write an analytical exposition on the topic of immigration and refugee resettlement to the U.S. You are responding to the following question: Should the U.S. welcome more immigrants and refugees?

Role:
You are a member of the immigrant or refugee community in Minneapolis.

Audience:
Your audience is the general public. You want people to understand your position on this topic as an immigrant or refugee. You hope that helping other people understand your position and the reasons behind it will make them support politicians who share your views.

Situation:
You are being asked to develop a persuasive essay on a topic that connects to your life and to events that are happening in U.S. politics right now.

Product, Performance, Purpose:
To complete this assignment, you need to collect evidence about the costs and benefits of accepting more immigrants and refugees for the U.S. You will then choose a position, and use your understanding of the stages and phases of an analytical exposition to write your persuasive essay.

Standards and Criteria for Success:
Your essay needs to include:
- All stages and phases of an analytical exposition
- A solid position that is supported by the evidence you use
- Arguments that follow the TIQA format

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

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

11.7.5.5 Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
**Appendix P**

**Persuasive Essay Evidence Collection and Analysis**

**Directions:** As you read about your topic, record quotes that could be used as evidence to answer the question in the “Quote” column. Then, put a check “✔” next to the theme that the quote relates to in the “Theme” column. Next, indicate if the quote is positive or negative in the “Positive (Yes) or Negative (No)” column. Finally, explain how the quote could be used to answer the question in the “Explanation” column.

**Question:** Should the United States accept more refugees into the country?

<table>
<thead>
<tr>
<th>Quote</th>
<th>Theme</th>
<th>Positive (Yes) or Negative (No)</th>
<th>Explanation (how does this evidence help you answer the question?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Economics</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Security</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Culture</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Morals</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Economics</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Security</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Culture</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Morals</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Economics</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Security</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Culture</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Morals</em></td>
<td></td>
</tr>
<tr>
<td>Quote</td>
<td>Theme</td>
<td>Positive (Yes) or Negative (No)</td>
<td>Explanation (how does this evidence help you answer the question?)</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>___Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>___Security</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>___Culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>___Morals</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>___Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>___Security</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>___Culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>___Morals</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>___Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>___Security</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>___Culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>___Morals</td>
<td></td>
</tr>
</tbody>
</table>
Appendix Q