

Argument

Attempts to convince readers to adopt a certain point of view or to take a particular action

An argument requires students to do research, synthesize information, develop a claim, and then support their claim with relevant evidence. Students will use a number of skills they learned from their classification report: note taking, MLA format, academic language, etc. The emphasis in argumentative writing is on a well-reasoned, logical presentation of ideas as well as anticipating and addressing counterclaims.

Vocabulary Words

academic language	counterclaim	evidence	revise
argument	credible	objective voice	strong statement
audience	discipline-specific	parenthetical citation	supporting evidence
bias	language	participial phrase	topic sentence
bibliography	edit	purpose	transitions
claim	embedding quotes	reasons	trustworthy
conclusion	engaging the reader	rebuttal	works cited

General ELL Support

- Clearly enunciate and use scaffolded vocabulary to assist in comprehension.
- Acting out meaning and using contextual clues such as gestures, facial expressions, color-coded materials, make content more accessible.
- Previewing (opening questions, frontloaded vocabulary) and reviewing (previous day's lesson) connects background knowledge and reinforces understanding of content and vocabulary.
- Use informal comprehension checks throughout the lesson to assess students' level of understanding.

General Differentiated Instruction Strategies

- Provide ability groups with extra support for students who need help to master the strategy.
- Leveled questions help adjust instruction to meet multiple readiness levels.
- Use a variety of instruction delivery methods: note taking, picture books, teacher modeling, student modeling, group work.
- Set appropriate goals according to differing abilities.
- Present material in manageable pieces following a structured routine.

Common Core Standards

W.7.1 (a-e)	SL.7.1(a-d)	L.7.1
W.7.4	SL.7.3	L.7.2(b)
W.7.5	SL.7.4	L.7.3
W.7.6		L.7.6
W.7.7		
W.7.8		
W.7.10		

Genre at a Glance

Lesson	Objective & CCSS	Special Preparation
Lesson 1	<ul style="list-style-type: none"> ➤ Understand the purpose of argumentative writing ➤ Select a topic CCSS <ul style="list-style-type: none"> ➤ W.7.5, W.7.7, SL.7.1, SL.7.3, SL.7.4 	<ul style="list-style-type: none"> ✓ Post Genre Chart ✓ Picture Book ✓ Copies: <ul style="list-style-type: none"> ○ “Argument Brainstorm” ○ “Argument Rubric”
Lesson 2	<ul style="list-style-type: none"> ➤ Distinguish between credible and unreliable sources CCSS <ul style="list-style-type: none"> ➤ W.7.1, W.7.6, W.7.7, W.7.8, SL.7.1, SL.7.3 	<ul style="list-style-type: none"> ✓ Reserve computer lab ✓ Copies: <ul style="list-style-type: none"> ○ “Website Evaluation”
Lesson 3	<ul style="list-style-type: none"> ➤ Take notes and document sources while conducting research CCSS <ul style="list-style-type: none"> ➤ W.7.1, W.7.4, W.7.6, W.7.7, W.7.8, W.7.10, L.7.2, L.7.3, L.7.6 	<ul style="list-style-type: none"> ✓ Reserve computer lab ✓ Copies: <ul style="list-style-type: none"> ○ “Source Documentation”
Lesson 4	<ul style="list-style-type: none"> ➤ Summarize viewpoints as presented in research CCSS <ul style="list-style-type: none"> ➤ W.7.1, W.7.4, W.7.5, SL.7.1, L.7.2, L.7.3, L.7.6 	<ul style="list-style-type: none"> ✓ Copies: <ul style="list-style-type: none"> ○ “Objective Summaries” ✓
Lesson 5	<ul style="list-style-type: none"> ➤ Understand the purpose of creating an outline ➤ Organize notes into an outline CCSS <ul style="list-style-type: none"> ➤ W.7.1, W.7.4, W.7.5, SL.7.1, L.7.2, L.7.3, L.7.6 	<ul style="list-style-type: none"> ✓ Copies: <ul style="list-style-type: none"> ○ “Argument Outline”
Lesson 6	<ul style="list-style-type: none"> ➤ Analyze research to develop a claim for a thesis statement CCSS <ul style="list-style-type: none"> ➤ W.7.1, W.7.4, W.7.5, SL.7.1, L.7.2, L.7.3, L.7.6 	No Special Prep.
Lesson 7	<ul style="list-style-type: none"> ➤ Understand the importance of considering audience and anticipating counterclaims ➤ Identify possible counterclaims and write a rebuttal CCSS <ul style="list-style-type: none"> ➤ W.7.1, W.7.4, W.7.10, SL.7.1, SL.7.3, SL.7.4, L.7.1, L.7.2, L.7.3 	No Special Prep.
Lesson 8	<ul style="list-style-type: none"> ➤ Understand the importance of engaging the reader ➤ Write an engaging introduction CCSS <ul style="list-style-type: none"> ➤ W.7.1, W.7.4, W.7.5, W.7.10, SL.7.1, L.7.2, L.7.3, L.7.6 	No Special Prep.
Lesson 9	<ul style="list-style-type: none"> ➤ Compose a rough draft using an outline CCSS <ul style="list-style-type: none"> ➤ W.7.1, W.7.4, W.7.10, SL.7.3, SL.7.4, L.7.1, L.7.2, L.7.3, L.7.6 	No Special Prep.

Lesson 10	<ul style="list-style-type: none"> ➤ Understand strategies used to write a conclusion ➤ Write a conclusion CCSS <ul style="list-style-type: none"> ➤ W.7.1, W.7.4, W.7.10, SL.7.4, L.7.1, L.7.3 	No Special Prep.
Lesson 11	<ul style="list-style-type: none"> ➤ Develop reasons and evidence CCSS <ul style="list-style-type: none"> ➤ W.7.1, W.7.4, W.7.6, W.7.8, W.7.10, SL.7.3, L.7.1, L.7.2, L.7.3, L.7.6 	No Special Prep.
Lesson 12	<ul style="list-style-type: none"> ➤ Understand when and how to use parenthetical citations ➤ Embed quotations CCSS <ul style="list-style-type: none"> ➤ W.7.1, W.7.8 	<ul style="list-style-type: none"> ✓ Copies: <ul style="list-style-type: none"> ○ “Parenthetical Citation Guide” ○ “Parenthetical Citation and Embedding Quotes Practice”
Lesson 13	<ul style="list-style-type: none"> ➤ Understand the purpose of academic language and discipline-specific language ➤ Replace common words with academic or discipline-specific words CCSS <ul style="list-style-type: none"> ➤ W.7.5, L.7.1, L.7.3, L.7.6 	No Special Prep.
Lesson 14	<ul style="list-style-type: none"> ➤ Use transitions effectively ➤ Vary sentence beginnings CCSS <ul style="list-style-type: none"> ➤ W.7.1, W.7.4, W.7.5, SL.7.4, L.7.3 	<ul style="list-style-type: none"> ✓ Copies: <ul style="list-style-type: none"> ○ “Transition Practice”
Lesson 15	<ul style="list-style-type: none"> ➤ Revise using the rubric CCSS <ul style="list-style-type: none"> ➤ W.7.1, W.7.4, W.7.5, W.7.10, L.7.1, L.7.2, L.7.3 	<ul style="list-style-type: none"> ✓ Copies: <ul style="list-style-type: none"> ○ “Revision: Argument”
Lesson 16	<ul style="list-style-type: none"> ➤ Apply edits effectively CCSS <ul style="list-style-type: none"> ➤ W.7.1, W.7.4, W.7.5, W.7.10, L.7.1, L.7.2, L.7.3 	<ul style="list-style-type: none"> ✓ Reserve computer lab (optional) ✓ Copies: <ul style="list-style-type: none"> ○ “Editing Checklist”
Lesson 17	<ul style="list-style-type: none"> ➤ Create a Bibliography/Works Cited using MLA formatting CCSS <ul style="list-style-type: none"> ➤ W.7.1, W.7.8 	<ul style="list-style-type: none"> ✓ Copies: <ul style="list-style-type: none"> ○ “Bibliography/Works Cited Guide”
Assessment	<ul style="list-style-type: none"> ➤ Write an argumentative essay that reflects all elements from the Argument Genre Chart CCSS <ul style="list-style-type: none"> ➤ W.7.1, W.7.4, W.7.6, W.7.7, W.7.8, W.7.10, SL.7.3, SL.7.4, L.7.1, L.7.2, L.7.3, L.7.6 	<ul style="list-style-type: none"> ✓ Reserve computer lab (optional)

Common Core State Standards Used:

- W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claims(s), acknowledge **and address** alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) **or counterarguments** with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
- W.7.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 30.)
- W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics and texts*, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others, and, when warranted, modify their own views.

- SL.7.3 Delineate a speaker's argument and specific claims, **and attitude toward the subject**, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence.
- SL.7.4 Present claims and findings (**e.g., argument, narrative, and summary presentations**), emphasizing salient points in a focus, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
b. Spell correctly.
- L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Argument

Lesson 1

Objectives

- Understand the purpose of argumentative writing
- Select a topic

Materials

- Argument Genre Chart
- Argument Rubric
- Source Book
- Picture Book: *I Wanna Iguana* by Karen Kaufman Orloff
- “The Difference Between Opinion and Argument”
- “Argument Research Questions”
- “Argument Brainstorm”
- “Argument Brainstorm Sample”

Introduce It

1. Introduce lesson objectives.
2. Ask students: *Why do we write?* As a class, create a list of students’ responses. Possible answers: *To learn about something (e.g. answer a question), to reflect on something, to record an account of an event, to inform someone else about something, to entertain, to persuade, to make a point, etc.*
3. In their Source Books, under the **Idea** tab, on the top of a blank page, have students write the definition of purpose. **Purpose:** *The reason a writer writes.* Using the list you created as a class, write down the different purposes for writing:
 - Learn
 - Entertain
 - Reflect
 - Persuade
 - Record
 - Make a point
 - Inform
4. Introduce Argument. On the first page of the Source Book, under **Types of Writing**, have students write and define **Argumentative Writing:** *Attempts to convince readers to adopt a certain point of view or to take a particular action. Tries to get the reader to agree with the author’s position.*
5. Introduce the Genre Chart and Six Traits Charts.
 - a. Genre Chart: Explain to the students that each bullet represents one part of the whole essay. By the time they finish their essay, it will include every part. Emphasize to students: *We will only focus on one bullet at a time! In this lesson, we will focus on choosing our topic.*
 - b. Six Traits Charts: Students should already understand the colors of the Six Traits Charts from the Six Traits lessons. Review with them what each color represents and why it is important. Remind them that the Six Traits Charts provide a checklist of all they have learned throughout the year.
 - c. Distribute the rubric. Discuss the expectations of achieving a “4.” Reassure students: *We only will work on one bullet at a time.*

Teach It

6. Read *I Wanna Iguana* by Karen Kaufman Orloff to the class. Ask them: *What was the purpose of this book?* Possible answer: *Alex is trying to convince his mom to get him an iguana.* Ask

Argument Genre Chart

- Engages the reader and establishes a clear claim
- Organizes information to support claim
- Develops and supports claim with reasons and evidence using multiple sources
- Uses academic language
- Shows an awareness of audience by anticipating and addressing counterclaims
- Uses transitions and varies sentence beginnings
- Concludes with a strong statement

students: *How do we know that his purpose was to convince?* Possible answers: *At the beginning he tells his mom the reason he should have Mikey Gulligan's iguana. He provides a number of reasons and evidence to support his case. In the end, he even convinces his mom and she gets him the iguana.*

7. Discuss "The Difference Between Opinion and Argument."
8. Display the list of "Argument Research Questions." Explain to students: *You will choose a question from this list or any other question you may want to research.* Suggest that they choose a topic they would like to know more about. There may be a controversial event going on at the school, in the community, in the state, that students would like to address. *You will need to review both sides of the topic and then make your decision about what you believe.*
9. Explain to students: *You will choose a question from this list or any other question you may want to research.* Suggest that they choose a topic they would like to know more about. There may be a controversial event going on at the school, in the community, in the state, that students would like to address. *You will need to review both sides of the topic and then make your decision about what you believe.*
10. Their argument will begin with answering a question that requires them to take a stance. Explain to students: *You will need to review both sides of the topic and then make your decision about what you believe.* Suggest that they choose a topic they would like to know more about.
11. Tell students: *We have two tasks to accomplish. First, each of us will choose a question to research and answer. Second, we will write a quick paragraph discussing what we know about this topic already, what questions we would like to have answered, and what the opposing viewpoints might be.* Use the "Argument Brainstorm" for guidance.

Model It

12. Show the "Argument Research Questions" to the class. Model your thought process as you select your question for research. May look something like this: *The bottled water topic is interesting to me. I drink a lot of bottled water but I am sure it affects the environment. I wonder if there is even more to know.* See "Argument Brainstorm Sample" for a suggestion.

Do It

13. Ask students to consider which question they would like to answer. Provide time to complete the "Argument Brainstorm."

Share It

14. Ask students to share the question they will research.

Wrap It Up


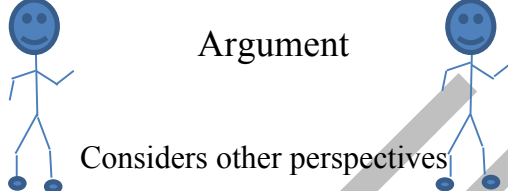
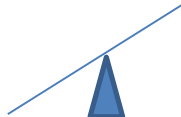

15. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Teacher Reflection

Argument Rubric

Genre Chart Argument	4 Exceeded Goal	3 Accomplished Goal	2 Just Beginning	1 Hasn't Started
1 Engages the reader	Uses two engaging strategies effectively	Uses an engaging strategy effectively	Attempts to use an engaging strategy	Does not use an engaging strategy
2 Establishes a clear claim	Establishes a strong, purposeful claim	Establishes a clear claim	Claim is unclear	Does not include a claim
3 Organizes information to support claim	Organization enhances readability and supports claim	Organizes information to support claim	Information is partially organized	Organization is confusing
4 Develops and supports claim with reasons and evidence using multiple sources	Claim is very well developed and fully supported with reasons and evidence	Claim is well developed and supported with reasons and evidences	Claim is not fully developed or supported with reasons and evidence	Lacks credible reasons and evidence
5 Uses academic language	Academic language reflects considerable knowledge of topic	Academic language reflects knowledge of topic	Attempts to use academic language	Does not use academic language
6 Shows an awareness of audience by anticipating and addressing counterclaims	Shows a significant understanding of audience by anticipating and addressing counterclaims	Shows an awareness of audience by anticipating and addressing counterclaims	Does not fully address counterclaims; lacks an awareness of audience	Does not anticipate or address counterclaims
7 Uses transitions and varies sentence beginnings	Transitions and varied sentence beginnings create fluid writing within and across paragraphs	Uses transitions to connect ideas and varies sentence beginnings	Uses minimal transitions and varied sentence beginnings	Does not use transitions or vary sentence beginnings
8 Concludes with a strong statement	Concluding statement is compelling	Concludes with a strong statement	Concluding statement is weak	Does not have a conclusion
9 Correct conventions support meaning	Insignificant or no errors in spelling, punctuation, and grammar	A few errors pop out but do not interfere with the essay	Frequent errors distract the reader	So many errors it is hard to read

The Difference Between Opinion and Argument

 Opinion Mainly considers one side	 Argument Considers other perspectives
Presents one side – presents favorable reasons/evidence 	Presents both sides – more balanced 
Appeals more to emotion	Appeals more to logic
Purpose: To present a viewpoint, convince/persuade	Purpose: To investigate, evaluate, consider other views, and convince/persuade

Argument Research Questions

- Should roller coasters be prohibited at fairs and carnivals?
- Are movie ratings (G, PG, PG-13, R) age-appropriate?
- Should the age for a driver's permit be lower or higher?
- Which diet is better, vegetarian or non-vegetarian?
- Should parents be allowed to choose the genetic make-up of their children? e.g. Designer babies.
- Is it fair for boys to pay more for car insurance than girls?
- Do students have a right to privacy? From parents? Teachers? etc.
- Who's to blame for teenage homelessness? Parents? Teens? Society?

SAMPLE

Argument Brainstorm

Question: _____

What I know about this topic: _____

Possible views about this topic: _____

Questions I have about this topic: _____

SAMPLE

Argument Brainstorm Sample

Question: Which is better, tap or bottled water?

What I know about this topic: I buy a lot of bottled water and I assume it is better for you.

Possible views about this topic: One side might argue that bottled water causes a lot of garbage waste. Another side might argue that bottled water is better quality than water from the tap.

Questions I have about this topic: I'd like to know more about the facts. Is bottled water cleaner?

Does the plastic in the bottles affect the water? Do the bottles create a lot of waste? Is tap water better everywhere or just in certain places?

Argument

Lesson 2

Objectives

- Distinguish between credible and unreliable sources.

Materials

- Argument Genre Chart
- Argument Rubric
- Source Book
- “Website Evaluation”
- “Teacher Crash Course on the Web”

Review It

1. Review Argument with students.
 1. Check to make sure every student has a research question.

Identify It

2. Introduce lesson objective.

Genre Chart

3. Point to **Develops and supports claim with reasons and evidence** using **multiple sources** on the Genre Chart. Explain to students: *Your information should be fact-based using reliable sources.* Ask students: *Where do we get our facts, definitions, quotations, and examples?* Possible Answer: *From reading and speaking with experts.* Discuss where we might find this information. Possible Answers: *Internet, books, interviews, journals, articles, etc.*

Six Traits Charts

4. Have students find credible sources on the Six Traits Charts. Discuss why it is on the **Organization** chart. Possible answers: *Credible outside sources give additional information and help organize our thoughts and ideas.*

Teach It

Note: Students should already be familiar with identifying credible and trustworthy sites from the Classification Unit. If they are not, refer to Lesson 2 under Classification. If they are, continue on to bias in number 7 below.

5. Explain to students that there are no requirements that have to be met for someone to post a website. Ask students: *How will that information affect the way you conduct your research.* Possible answers: *We need to know how to identify credible sites from poor sites.*
6. In their Source Books, under the **Organization** tab title, a page “Credible Sources.” Explain to students that before they can research they must understand credible sources. Place the words “credible” and “trustworthy” on the board. As a class, discuss their meaning and how they are related. **Credible:** *worthy of belief or confidence.* **Trustworthy:** *deserving of trust or confidence.* Ask students: *How might these words apply to websites?* Possible answers: *Information should come from sources that are credible and trustworthy.*
7. First, students must understand that websites discussing controversial issues present information with a bias. For example, say: *Let’s say you are wondering about the effects of video games on children. You look at two different websites: a health website for parents discussing the negative effects of video games and the other website is a game system website, such as Xbox.* Ask students: *Why is it important to research both sides of an issue?* Possible answers: *You will get more information, see both sides, and be able to make a better-informed decision.*

Argument Genre Chart

- **Engages the reader** and **establishes a clear claim**
- **Organizes information to support claim**
- **Develops and supports claim with reasons and evidence using multiple sources**
- **Uses academic language**
- **Shows an awareness of audience** by **anticipating and addressing counterclaims**
- **Uses transitions and varies sentence beginnings**
- **Concludes with a strong statement**

8. Turn to the **Organization** tab, under Credible Sources. Have students write the definition of bias.
Bias: *a particular tendency or inclination, especially one that prevents objective consideration of a question, thought, issue, etc.*

Model It

9. Distribute “Website Evaluation” and look over the worksheet with students. Discuss each category and why it is significant. See “Teacher Crash Course on the Web” for basic information.

Do It

10. Instruct students to choose a website that they plan to use for researching their topic. Tell students: *You will need to assess the bias and trustworthiness of one website that you plan to use for your paper.* **Remind students that they are not taking a stand for or against the topic; they are simply assessing the biases and trustworthiness within the website.**

Note: Consider allowing student partners with the same topic question to work together.

Share It

11. Ask groups to share what they learned about their sites. Tell students they will need to reference this information in the next lesson.

Wrap It Up

12. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Note: The next lesson requires students to research. If possible, schedule computer time.

Teacher Reflection

Website Evaluation

Name _____

Date _____

Website #1: _____

Topic: _____

URL (check one) .gov .net .com .edu .mil .org

What does the URL tell you about the site? _____

Purpose of Site (check all that apply) inform persuade entertain

How do you know? _____

Authority and Credibility Who is the author? _____

What are their credentials and do they have authority to speak on the subject? _____

Is there any way to contact the company? How? _____

Does the website provide references or an organization sponsoring the site? _____

Objectivity

Does the website have an obvious bias? _____ What? _____

Is the bias obvious or hidden? How do you know? _____

How does the bias impact the usefulness of the information? _____

Design and Content

Does the website look official? _____ Can you easily move from page to page? _____

Are there any broken links? _____ Are there mistakes in spelling or word usage? _____ If so, what does that suggest? _____

Think about the type and purpose of the site. Using the information above, write a short reflection about whether or not this website presented information objectively or with apparent biases.

Website Evaluation

Website #2: _____ Topic: _____

URL (check one) .gov .net .com .edu .mil .org

What does the URL tell you about the site? _____

Purpose of Site (check all that apply) inform persuade entertain

How do you know? _____

Authority and Credibility Who is the author? _____

What are their credentials and do they have authority to speak on the subject? _____

Is there any way to contact the company? How? _____

Does the website provide references or an organization sponsoring the site? _____

Objectivity

Does the website have an obvious bias? _____ What? _____

Is the bias obvious or hidden? How do you know? _____

How does the bias impact the usefulness of the information? _____

Design and Content

Does the website look official? _____ Can you easily move from page to page? _____

Are there any broken links? _____ Are there mistakes in spelling or word usage? _____ If so,

what does that suggest? _____

Think about the type and purpose of the site. Using the information above, write a short reflection about whether or not this website presented information objectively or with apparent biases.

Teacher Crash Course on the Web

URL

The URL informs the reader of the producer of the site and its purpose. Identifying the URL is important; it can help students identify phony sites from real ones. Here is a list of the most common URL's and their affiliations.

- .gov Government agency
- .net Internet Service Provider
- .com Commercial site
- .edu Higher education
- .mil Military site
- ~ ("tilde") Personal site
- .org Organization; may be charitable, religious, or a lobbying group

Purpose of Site

Helping students identify the purpose of the website allows them the opportunity to think critically about the information they are receiving. If a website's main objective is to persuade (whether an advertisement or a cause) then students should approach the information with the understanding that there may be little objectivity and the information could be one-sided.

Authority and Credibility

Identifying the author and their credentials is necessary. If a website does not identify an author and provides no way to contact someone, the information on the site is questionable. Another red flag is a website that has not been updated in years.

Objectivity

Identifying the objectivity of authors is important. It will affect how students think about and understand the information they are reading. A good example of contrasting opinions is a pro-life website (<http://www.nrlc.org/>) and a pro-choice website (<http://www.naral.org/>). Both sites have a blatant bias and will provide information to the reader that supports their objective.

Design and Content

The design and content can be a telling sign that the website is not fully reliable. If the site has spelling errors, low quality pictures, broken links, or takes an extremely long time to load, it is a good indicator of questionable information.

Argument

Lesson 3

Objectives

- Take notes and document sources while conducting research

Materials

- Argument Genre Chart
- Argument Rubric
- Source Book
- “Research for Bottle vs. Tap”
- “Source Documentation”

Review It

1. Review “credible sources” with students.

Identify It

2. Introduce lesson objectives.

Genre Chart

3. Point to **Organizes information to support claim**. *In this lesson, we will review/learn how to research information, take notes, and document our sources.*

Six Traits Charts

4. Point to the **Organization** chart. Tell students: *We will be learning how to take notes and document sources in an organized way. To have a well-written research paper, you need valid and thorough notes.*

Teach It

5. In their Source Books, under the **Organization** tab, have students write:

Note Taking Tips:

- a. Record information you gather from your sources.
 - b. Reference the source and page number.
 - c. Restate ideas in your own words (paraphrase) to avoid plagiarism.
 - d. Always put quotation marks around direct quotes and write down the name of the person you are quoting.
 - e. Record all the ideas that you might be able to use. It is easier to throw eliminate a reference than to retrace your research.
6. Distribute “Source Documentation.” Tell students that they will be required to include a Bibliography or Works Cited page later. Explain that they won’t need to create these pages right away, but using the “Source Documentation” sheet will make it easier later.

Model It

7. Model your thought process aloud as you take notes from your research. See “Research for Bottle vs. Tap” for a suggestion. Show students how to copy/paste research and URLs into a document. Otherwise, model taking handwritten notes. If possible, teach a notetaking style that is consistent across grade levels within a school or district.
8. Next, show students how to document their source using the “Source Documentation.”

Do It

9. Have students refer to the sources listed in their “Website Evaluation.” If they found credible websites, they may choose to use these for their research. Otherwise, they need to find new sites.

Argument Genre Chart

- Engages the reader and establishes a clear claim
- Organizes information to support claim
- Develops and supports claim with reasons and evidence using multiple sources
- Uses academic language
- Shows an awareness of audience by anticipating and addressing counterclaims
- Uses transitions and varies sentence beginnings
- Concludes with a strong statement

10. Now it is the students' turn to research. Remind students to think critically about the websites they use.

Share It

11. Have students discuss what they learned, what they learned surprising, and what, if anything, changed their beliefs.

Wrap It Up

12. This lesson may extend more than one day. Either assign their research as homework or provide enough class time for students to collect information.

13. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Teacher Reflection

SAMPLE

Research for Bottle vs. Tap

In 2006, the equivalent of 2 billion half-liter bottles of water were shipped to U.S. ports, creating thousands of tons of global warming pollution and other air pollution. In New York City alone, the transportation of bottled water from Western Europe released an estimated 3,800 tons of global warming pollution into the atmosphere. In California, 18 million gallons of bottled water were shipped from Fiji in 2006, producing about 2,500 tons of global warming pollution.

And while the bottles come from far away, most of them end up close to home – in a landfill. Most bottled water comes in recyclable PET plastic bottles, but only 13 percent of the bottles we use get recycled. In 2005, 2 million tons of plastic water bottles ended up clogging landfills instead of getting recycled.

www.nrdc.org/water/drinking/qbw.asp

Heading	Sample Notes	My paraphrase
<p><u>Support for using tap water</u></p> <p>Bottled water creates large amounts of waste and affects the environment.</p> <p>In 2006, the equivalent of 2 billion half-liter bottles of water were shipped to U.S. ports, creating thousands of tons of ...pollution.” - National Resources Defense Council</p>		
<p>Electronic Source #1 www.nrdc.org/water/drinking/qbw.asp</p> <p>Where the information was found. Include on the “Source Documentation.”</p>		

Source Documentation

Internet Sources

Source #1

Author name(s): _____

Title of web page or article: _____

Title of the website: _____

Other contributors or name of institution associated with site: _____

Publication date or the date you accessed the website: _____

URL (full web address): _____

Source #2

Author name(s): _____

Title of web page or article: _____

Title of the website: _____

Other contributors or name of institution associated with site: _____

Publication date or the date you accessed the website: _____

URL (full web address): _____

Source #3

Author name(s): _____

Title of web page or article: _____

Title of the website: _____

Other contributors or name of institution associated with site: _____

Publication date or the date you accessed the website: _____

URL (full web address): _____

Argument

Lesson 4

Objectives

- Summarize viewpoints as presented in research

Materials

- Argument Genre Chart
- Argument Rubric
- Source Book
- “Objective Summaries”
- “Objective Summaries Sample”

Review It

1. Make sure students have research completed.
2. Have students share their research topic with a partner and why they chose it.

Identify It

3. Introduce lesson objective.

Genre Chart

4. Point to **audience**. Explain to students: *Before anyone can state confidently what they think on a subject, they have to understand both sides. We have to put ourselves in other people’s shoes. Then, with all of that information, we will write an objective summary for both sides of the issue.*

Six Traits Charts

1. Have students identify “audience” on the **Voice** chart. *In this lesson, you will be summarizing the different viewpoints about your topic.*

Teach It

2. In their Source Books under the **Voice** tab, have students write the definition of objective voice. **Objective Voice:** *Written in such a way that the writer gives factual information without adding feelings or opinions.* Ask students: *Why is it important to be able to accurately summarize both sides of the argument before you decide what you believe?* Possible answer: *It helps you understand the whole picture of the issue from multiple points of view.*

Model It

3. Model your thought process aloud as you review “Objective Summaries Sample.”

Do It

4. Provide students sufficient time to thoroughly complete “Objective Summaries” for their topic.

Share It

5. Ask students to share their summaries with partners. Give them ample time to discuss what they found, what they were surprised by, or if the information they found changed their beliefs.

Wrap It Up

6. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Argument Genre Chart

- Engages the reader and establishes a clear claim
- Organizes information to support claim
- Develops and supports claim with reasons and evidence using multiple sources
- Uses academic language
- Shows an awareness of audience by anticipating and addressing counterclaims
- Uses transitions and varies sentence beginnings
- Concludes with a strong statement

Teacher Reflection

Objective Summaries

Topic: _____

	Viewpoint 1:	Viewpoint 2:
What do they think?		
Why do they think that?		

SAMPLE

Objective Summaries Sample

Topic: Which is better, bottled or tap water?

	Viewpoint 1:	Viewpoint 2:
What do they think?	Bottled water is better.	Tap water is better.
Why do they think that?	<p>Bottled water is cleaner.</p> <p>Bottled water provides a healthy option in vending machines, at functions, etc.</p> <p>When tap water is not available, bottled water provides a healthy choice.</p>	<p>The cleanliness of tap water is regulated and is determined to be healthy.</p> <p>Many bottled waters contain toxins.</p> <p>Bottled water creates tons of garbage.</p>

Argument

Lesson 5

Objectives

- Understand the purpose of creating an outline
- Organize notes into an outline

Materials

- Argument Genre Chart
- Argument Rubric
- Source Book
- Picture Book: *I Wanna Iguana* by Karen Kaufman Orloft
- “Picture Book Notes”
- “Argument Outline Sample”

- | Argument Genre Chart |
|--|
| • Engages the reader and establishes a clear claim |
| • Organizes information to support claim |
| • Develops and supports claim with reasons and evidence using multiple sources |
| • Uses academic language |
| • Shows an awareness of audience by anticipating and addressing counterclaims |
| • Uses transitions and varies sentence beginnings |
| • Concludes with a strong statement |

Review It

1. Have students give examples of “objective voice.”

Identify It

2. Introduce lesson objectives.

Genre Chart

3. Point to **Organizes information to support claim**. In this lesson, we are going to map/outline our argumentative essay.

Six Traits Charts

4. Have them identify “outline” on the Six Traits Charts. Discuss why it is on the **Organization** chart. Possible answer: *Creating an outline helps put your thoughts in a logical order and will strengthen your argument.*

Teach It

5. In their Source Books, under the **Organization** tab, have students title a page “Parts of a Paragraph.” Have students write the definition of topic sentence. **Topic sentence:** *the first sentence in a paragraph that summarizes the main idea of the paragraph.* Discuss why a topic sentence is important. Possible answer: *It lets the reader know what information they can expect to find in the paragraph. It also keeps the writer focused.*
6. In their Source Books, under topic sentence, have students write the definition of supporting evidence. **Supporting evidence:** *Reasons, facts, details, quotes, etc. that support the topic sentence and the claim of the essay.* Discuss why supporting evidence is necessary. Possible answer: *It provides credibility to the writer’s statements. Supporting evidence makes the main idea found in the topic sentence stronger and clearer. Without supporting evidence, how does the reader know if what the author is saying is true?*
10. Take out *I Wanna Iguana*. As a class, make a list of some of the reasons Alex gives for wanting an iguana. Don’t forget to cite page numbers. Once you have compiled a list, discuss which reasons were the strongest and why. See “Picture Book Notes” for an example.

Model It

7. Display your “Objective Summaries,” and say: *Now that I’ve had an opportunity to objectively consider my topic, I need to take a stance on what viewpoint I would like to support. After careful consideration, I would like to argue that drinking tap water is better than bottled water.*

11. Model your thought process as you fill out your outline using your “Objective Summary.” *Which reason should I start with? Why? What evidence do I have to support this reason?* See the “Argument Outline Sample” for a suggestion.
12. Ask students for feedback on your outline. *Do my topic sentences/reasons provide the reader with a clear idea of what will be discussed in the paragraph?* Using feedback from the students, make any necessary changes.

Do It

8. Have students take out their “Objective Summaries,” and say: *Now that you’ve had an opportunity to objectively consider your topic. In the next three minutes, choose which viewpoint you will take.* Have students circle the viewpoint they will take.
9. Have students create an outline using their notes.

Share It

14. Have students share their outlines with partners. Partners should provide feedback on the clarity of the topic sentence and the strength of the supporting evidence. Ask for volunteers to share their outlines.

Wrap It Up

15. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Teacher Reflection

Picture Book Notes

Reasons	Strong? Why?
If Alex doesn't take the iguana, it will go to another friend who has a dog that will eat the reptile (2).	No. Alex's mom isn't going to believe the dog will eat the iguana.
Alex thinks iguanas are cute and quiet (5).	No. Most women don't think reptiles are cute.
The iguana will be in his room where she can't see him (7).	Maybe. If his mom didn't have to deal with the iguana, she might give in.
Alex wants a friend to play with (13).	Maybe. Kids do get lonely. It might be hard to convince his mom that an iguana is the answer to that problem.
Alex describes how he would care for the pet (21).	Yes. Every parent likes to hear that kids have a plan and understand the responsibility.
Alex's offers to pay for the iguana's food with his own allowance (24).	Yes. Parents like it when kids offer to be responsible.

Argument Outline

Name: _____

Date: _____

Thesis Statement: _____

Reason 1 – Topic Sentence	Supporting Evidence
Reason 2 – Topic Sentence	Supporting Evidence
Reason 3 – Topic Sentence	Supporting Evidence

Counterclaim What they believe and why they believe it.	Rebuttal Why is their reasoning flawed?
---	---

Conclusion

SAMPLE

Argument Outline Sample

Name: _____

Date: _____

Thesis Statement: _____

<p>Reason 1</p> <p>Bottled water is bad for the environment.</p>	<p>Supporting Evidence</p> <p>Each year billions of bottles of water are shipped to the United States. These bottles end up in our landfills, polluting the earth.</p> <p>It takes a lot of energy to make and transport bottled water.</p>
<p>Reason 2</p> <p>The FDA requires legal limits of contaminants such as phthalates in tap water, but not in bottled water.</p>	<p>Supporting Evidence</p> <p>Studies have found that bottled water that is stored for a period of 10 weeks or longer produces phthalates.</p> <p>When the FDA proposed a legal limit to phthalates in bottled water, the water industry campaigned against the FDA and won.</p>
<p>Reason 3</p> <p>Sometimes bottled water is nothing more than tap water.</p>	<p>Supporting Evidence</p> <p>In one study conducted on different brands of bottled water, about 25% proved to be nothing more than tap water.</p>

Argument

Lesson 6

Objectives

- Analyze research to develop a claim for a thesis statement

Materials

- Argument Genre Chart
- Argument Rubric
- Source Book
- Picture Book: *I Wanna Iguana* by Karen Kaufman Orloff
- “Argument Outline”
- “Argument Outline Sample”

- | Argument Genre Chart |
|--|
| • Engages the reader and <u>establishes a clear claim</u> |
| • Organizes information to support claim |
| • Develops and supports claim with reasons and evidence using multiple sources |
| • Uses academic language |
| • Shows an awareness of audience by anticipating and addressing counterclaims |
| • Uses transitions and varies sentence beginnings |
| • Concludes with a strong statement |

Review It

1. Ask students: *What is supporting evidence?* Possible answer: *Reasons, facts, details, quotes, etc. that support the topic sentence and the claim of the essay.*

Identify It

2. Introduce lesson objective.

Genre Chart

3. Point to **establishes a clear claim**. *In this lesson, we will write our thesis statement that is based on a claim.*

Six Traits Charts

4. Have students identify “thesis statement” on the Six Traits Charts. Discuss why it is on the **Idea** chart. Possible answer: *Your thesis statement drives the whole paper; it clearly establishes your viewpoint on the topic.*

Teach It

5. Tell students: The difference between a claim and a thesis statement is that a thesis statement provides reasons for the claim.

Example --

Claim: *Books are good.*

Thesis Statement: *Books are good because they play an important role in educating people.*

6. In their Source Books, under the **Idea** tab, write the definition of **Thesis statement**: *1-2 sentences that drive the supporting claims and reasons. An assertion or belief about a topic based on strong reasons.*
7. Read the first page of the picture book *I Wanna Iguana*. Ask students: *What is the claim Alex is making?* Possible answer: *Alex should have an iguana.* Ask: *What are his reasons?* Possible answer: *(1) It will go to someone else whose dog may eat it; (2) It's cute and quiet; (3) Alex needs a friend to play with; (4) It will allow him to practice responsibility (paying and caring for it).*
8. Possible thesis statement: *Alex should have an iguana so that he can save the iguana's life and learn how to be responsible.*

Model It

9. Show your “Argument Outline” to the class. Model your thought process aloud as you write your thesis statement. Example: *My claim is “bottled water is bad.” Now I know that a thesis statement must have a reason. So, I'll look at my supporting evidence. I'll add that it's bad for health and the environment. But I think I'd rather address it from a positive stance...**Drinking***

tap water is better than bottled water because of health and environmental issues. See “Argument Outline Sample.”

Do It

10. Distribute “Argument Outline.” Give students time to write their thesis statement on their outlines. Have students consider the questions: *What do I think about this issue? Why do I think that? Is there enough evidence to support my ideas?*

Share It

11. Have students share their thesis statement aloud. Provide feedback.

Wrap It Up

12. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Teacher Reflection

SAMPLE

Argument Outline Sample

Name: _____

Date: _____

Thesis statement: Drinking tap water is better than bottled water because of health and environmental issues.

<p>Reason 1</p> <p>Bottled water is bad for the environment.</p>	<p>Supporting Evidence</p> <p>Each year billions of bottles of water are shipped to the United States. These bottles end up in our landfills, polluting the earth.</p> <p>It takes a lot of energy to make and transport bottled water.</p>
<p>Reason 2</p> <p>The FDA requires legal limits of contaminants such as phthalates in tap water, but not in bottled water.</p>	<p>Supporting Evidence</p> <p>Studies have found that bottled water that is stored for a period of 10 weeks or longer produces phthalates.</p> <p>When the FDA proposed a legal limit to phthalates in bottled water, the water industry campaigned against the FDA and won.</p>
<p>Reason 3</p> <p>Sometimes bottled water is nothing more than tap water.</p>	<p>Supporting Evidence</p> <p>In one study conducted on different brands of bottled water, about 25% proved to be nothing more than tap water.</p>

Argument

Lesson 7

Objectives

- Understand the importance of considering audience and anticipating counterclaims
- Identify possible counterclaims and write a rebuttal

Materials

- Argument Genre Chart
- Argument Rubric
- Source Book
- Picture Book: *I Wanna Iguana* by Karen Kaufman Orloff
- “Picture Book Counterclaim and Rebuttal”
- “Picture Book Anticipating the Counterclaim”
- “Argument Outline Sample”

Argument Genre Chart

- Engages the reader and establishes a clear claim
- Organizes information to support claim
- Develops and supports claim with reasons and evidence using multiple sources
- Uses academic language
- Shows an awareness of audience by anticipating and addressing counterclaims
- Uses transitions and varies sentence beginnings
- Concludes with a strong statement

Review It

1. Ask students: *What is a thesis statement and why is it important?* Possible answer: *A sentence that drives the supporting claims and reasons. It is the road map to your whole paper; it tells the reader where you are going.*

Identify It

2. Introduce lesson objectives.

Genre Chart

3. Point to **Shows an awareness of audience** by **anticipating and addressing counterclaims**. In this lesson, we are going to add the counterclaim and rebuttal.

Six Traits Charts

4. Have students identify audience on the Six Traits Charts. Discuss why it is on the **Voice** chart. Possible answer: *Understanding your audience will influence the tone you use, how you write, etc.*
5. Have students identify counterclaim on the Six Traits Charts. Discuss why it is on the **Idea** chart. Possible answer: *Counterclaims deal with the ideas in the paper.*

Teach It

6. In their Source Books under the **Voice** tab, have students define **Audience**: *The person or persons who are intended to read a piece of writing.* Ask students: *Why is it important to consider your audience when presenting an argument?* Possible answers: *The audience may not agree with your claim. It will also affect the language you use. If you are writing about a topic your audience isn't familiar with, you might have to explain the information in more detail.*
7. Now ask students to turn to the **Idea** tab, have students define **Counterclaim**: *A contrasting, opposing, or refuting argument.* Ask students: *Will everyone agree with your stance/claim on your selected topic? Why is it important to consider the opinion of the other side?* Possible answers: *No, not everyone will agree. These are controversial issues and both sides have good reasons for their opinion. It is important to show your audience that you have considered the opposing side before making your decision. It makes your opinion stronger.*
8. In their Source Books, under counterclaim, have the students define **Rebuttal**: *To refute or oppose an opponent's claim.* Explain to students: *Once we acknowledge or state the opposing side's counterclaim, we have to write a rebuttal. We are explaining why they are wrong and we are right.*

9. Read pages 13-15 of *I Wanna Iguana*. As a class, review Alex’s initial claim. Identify his Mom’s counterclaim and Alex’s rebuttal. See “Picture Book Counterclaim and Rebuttal” for an example.
10. Ask students to share their ideas for a rebuttal to the counterclaim. See “Picture Book Anticipating the Counterclaim” for an example.
11. Ask students: *How did anticipating the counter argument strengthen Alex’s claim?* Possible answers: *It showed his mom that he understood why she might think he didn’t need a friend. This shows his mom that he really put some thought into a friend.*

Model It

12. Show your outline to the class. Begin to complete the counterclaim and rebuttal section. Be sure to model your thoughts aloud. Example: *In my research, those in favor of bottled water argue that it taste better. I think I’ll address that counterclaim by sharing the studies about blind taste tests.* See “Argument Outline Sample” for a suggestion.

Do It

13. Have students finish the counterclaim and rebuttal section of their outline.

Share It

14. Have students share their counterclaims and rebuttals with partners. Guide students in considering whether the counterclaim demonstrates an awareness of audience. Is the rebuttal a strong response back to opposition? Would it convince you, the reader, to change your mind?

Wrap It Up

15. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Teacher Reflection

Picture Book Counterclaim and Rebuttal

Claim

Alex says he wants an iguana for a friend.

<p>Counterclaim: What they believe and why they believe it.</p> <p>Alex’s mom says you don’t need an iguana because you can play with your brother.</p>	<p>Rebuttal: Why is their reasoning flawed?</p> <p>Alex reminds his mom that his brother is just a baby and can’t really play with him.</p>
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Picture Book Anticipating the Counterclaim

Dear Mom,

I desperately need a friend. Maybe one day my brother will be a good friend, but right now he is just a baby. I’d like a friend I can play with. I wouldn’t be quite so lonely with an iguana.

Love,

Your lonely child, Alex

Argument Outline Sample

Name: _____

Date: _____

Thesis statement: Drinking tap water is better than bottled water because of health and environmental issues.

<p>Reason 1</p> <p>Bottled water is bad for the environment.</p>	<p>Supporting Evidence</p> <p>Each year billions of bottles of water are shipped to the United States. These bottles end up in our landfills, polluting the earth.</p> <p>It takes a lot of energy to make and transport bottled water.</p>
<p>Reason 2</p> <p>The FDA requires legal limits of contaminants such as phthalates in tap water, but not in bottled water.</p>	<p>Supporting Evidence</p> <p>Studies have found that bottled water that is stored for a period of 10 weeks or longer produces phthalates.</p> <p>When the FDA proposed a legal limit to phthalates in bottled water, the water industry campaigned against the FDA and won.</p>
<p>Reason 3</p> <p>Sometimes bottled water is nothing more than tap water.</p>	<p>Supporting Evidence</p> <p>In one study conducted on different brands of bottled water, about 25% proved to be nothing more than tap water.</p>

<p>Counterclaim What they believe and why they believe it.</p> <p>Some people argue that bottled water tastes better.</p>	<p>Rebuttal Why is their reasoning flawed?</p> <p>Blind taste tests have proven that generally people cannot tell the difference.</p>
--	--

Conclusion

SAMPLE

Argument

Lesson 8

Objectives

- Understand the importance of engaging the reader
- Write an engaging introduction

Materials

- Argument Genre Chart
- Argument Rubric
- Source Book
- “Engaging the Reader Sample Paragraphs”
- “Sample Rough Draft”

Review It

1. Ask students: *What is a counterclaim?* Possible answer *A contrasting, opposing, or refuting argument.*
2. Ask students to take out their outlines. Have them look over their counterclaim and rebuttal. *Is there anything they would like to add? Do they feel like they have made a solid case? Do they need more evidence in their rebuttal?* Give them time to make revisions.

Identify It

3. Introduce lesson objectives.

Genre Chart

4. Point to **engages the reader**. *In this lesson, we will focus on writing our introductions with an engaging strategy.*

Six Traits Charts

5. Have them identify “engages the reader” on the Six Traits Charts. Discuss why engages the reader is on the **Organization** chart. Possible answer: *It deals with the introduction.*

Teach It

6. In their Source Books, under the **Organization** tab, title a page “Engages the Reader.” Have students define engages the reader. **Engages the reader:** *A strategy used in the first paragraph that grabs the reader’s attention and keeps them reading.* There are many different types of engaging strategies. Provide a quick review with definitions and a couple of examples. Refer to “Engaging the Reader” in the Resource Section of the manual.
7. As a class, choose three that would work well for Argument: shocking statement, list, anecdote, and fact are all possibilities.

Model It

8. Show your outline to the class. Identify your thesis statement. Explain to students: *Your thesis statement belongs in the introduction.*
9. Model writing an introduction for at least three strategies. Don’t worry if it is difficult. Students need to see that the first draft is just a first draft. Read each strategy aloud to the class. *Which strategy was most effective and why? Did you effectively introduce the topic? Did you provide a clear and focused claim?* Ask them to provide feedback. Refer to “Engaging the Reader Sample Paragraphs” for some ideas. The sample paragraphs engage the reader, present the controversial topic, and provide a clear thesis.
10. Ask students to score your engaging introduction using the rubric. Ask them to provide a reason for their score and suggestions for improvement.

Argument Genre Chart

- **Engages the reader** and **establishes a clear claim**
- **Organizes information to support claim**
- **Develops and supports claim with reasons and evidence** using **multiple sources**
- **Uses academic language**
- **Shows an awareness of audience** by **anticipating and addressing counterclaims**
- **Uses transitions and varies sentence beginnings**
- **Concludes with a strong statement**

Do It

11. Have students write an introduction using each of the three strategies. Remind them that it won't be perfect; it might not even be pretty. The goal of a first draft is just to get something down on paper.

Share It

12. Have students share their introductions with a partner. Provide feedback using the rubric.

Wrap It Up

13. Tell students to select the introduction they will use for their paper.
14. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Teacher Reflection

SAMPLE

Engaging the Reader Sample Paragraphs

Shocking Statement

Engaging
Strategy

The next time you drink bottled water, you may be consuming arsenic and E. coli. Most people are not fully aware of the contents of bottled water. There are many issues to consider before purchasing bottled water. Drinking tap water is a better choice than bottled water because of health and environmental issues.

Claim

List

Engaging
Strategy

E coli, arsenic, phenols. Bottled water may seem like a good choice, but it actually can contain many toxins. Most people are not fully aware of the contents of bottled water. Drinking tap water is a better choice than bottled water because of health and environmental issues.

Claim

Anecdote

Engaging
Strategy

The two boys are parched. In desperate need of water, the first boy finds a drinking fountain and quenches his thirst with cold, cool water for free. The second boy, thinking tap water is terrible, goes into the general store next door and purchases bottled water. Little does he know, he probably just paid for tap water. Bottled water may seem like a good choice, but it is often nothing more than tap water. Drinking tap water is a better choice than bottled water because of health and environmental issues.

Claim

Argument
Lesson 8

Question

Engaging
Strategy

Would a reasonable person pay to drink from a water fountain? No, of course not. Bottled water may seem like a good choice, but it is often nothing more than tap water. Drinking tap water is a better choice than bottled water because of health and environmental issues.

Claim

Fact

Engaging
Strategy

To make the annual demand of water bottles in the U.S., about 17 million barrels of oil are needed (EPA). Bottled water may seem like a good choice, but it isn't. Drinking tap water is a better choice than bottled water because of health and environmental issues.

Claim

Quote

Engaging
Strategy

"Bottled water cost about 2000 times more than tap water. Can you imagine paying 2000 times the price of anything else? How about a \$10,000 sandwich?" (Leonard). Beyond the cost, there are many issues to consider before purchasing bottled water. Drinking tap water is a better choice than bottled water because of health and environmental issues.

Claim

Sample Rough Draft

“Bottled water cost about 2000 times more than tap water. Can you imagine paying 2000 times the price of anything else? How about a \$10,000 sandwich?” (Leonard). Beyond the cost, there are many issues to consider before purchasing bottled water. Drinking tap water is a better choice than bottled water because of health and environmental issues.

SAMPLE

Argument

Lesson 9

Objectives

- Understand how to use outlines to compose rough drafts.
- Compose a rough draft for an essay.

Materials

- Argument Genre Chart
- Argument Rubric
- Source Book
- “Argument Outline”
- “Sample Rough Draft”

- | Argument Genre Chart |
|--|
| • Engages the reader and establishes a clear claim |
| • Organizes information to support claim |
| • Develops and supports claim with reasons and evidence using multiple sources |
| • Uses academic language |
| • Shows an awareness of audience by anticipating and addressing counterclaims |
| • Uses transitions and varies sentence beginnings |
| • Concludes with a strong statement |

Review It

1. Review engaging the reader.
2. Ask students to take out their introductions. Show your introduction to the class again. Model for students your thought process now that you have had some time to think about the introduction. *Should I change the introduction? Did I include my claim? Are my thoughts clear?* This is important; you are modeling continual revision for the students.
3. *Now that you have had some time to think more about your introduction, would you like to change anything?*

Teach It

4. Tell students that this lesson is to get all their thoughts out on paper. It doesn't have to be perfect; it will be revised later. Remind them to use their outlines as a guide for their writing.
5. Ask students to take out their outlines. Display your outline to the class. Ask students: *We already have our engaging introduction. What paragraph should come next?* Point to the first box on your outline. Explain to students: *Our whole paper is already laid out for us, now we just have to put it into paragraphs after the introduction. This is the body of our essay.*

Model It

6. Using your outline, model your thoughts aloud as you write down the first reason and the supporting evidence.

Do It

7. Have students use the remainder of the period to write. Let students know that you are available for conferencing, if they get stuck. Make sure not to give the students answers; ask them questions to help them think through their thoughts. This is a good time to help struggling students.

Wrap It Up

8. If students did not complete their rough draft, extend this lesson one more day or assign the rough draft as homework.
9. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Argument Outline Sample

Name: _____

Date: _____

Thesis statement: Drinking tap water is better than bottled water because of health and environmental issues.

<p>Reason 1</p> <p>Bottled water is bad for the environment.</p>	<p>Supporting Evidence</p> <p>Each year billions of bottles of water are shipped to the United States. These bottles end up in our landfills, polluting the earth.</p> <p>It takes a lot of energy to make and transport bottled water.</p>
<p>Reason 2</p> <p>The FDA requires legal limits of contaminants such as phthalates in tap water, but not in bottled water.</p>	<p>Supporting Evidence</p> <p>Studies have found that bottled water that is stored for a period of 10 weeks or longer produces phthalates.</p> <p>When the FDA proposed a legal limit to phthalates in bottled water, the water industry campaigned against the FDA and won.</p>
<p>Reason 3</p> <p>Sometimes bottled water is nothing more than tap water.</p>	<p>Supporting Evidence</p> <p>In one study conducted on different brands of bottled water, about 25% proved to be nothing more than tap water.</p>

<p>Counterclaim What they believe and why they believe it.</p> <p>Some people argue that bottled water tastes better.</p>	<p>Rebuttal Why is their reasoning flawed?</p> <p>Blind taste tests have proven that generally people cannot tell the difference.</p>
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Conclusion

SAMPLE

Sample Rough Draft

“Bottled water cost about 2000 times more than tap water. Can you imagine paying 2000 times the price of anything else? How about a \$10,000 sandwich?” (Leonard). Beyond the cost, there are many issues to consider before purchasing bottled water. Drinking tap water is a better choice than bottled water because of health and environmental issues.

Bottled water is bad for the environment. The United States brings in tons of bottled water each year. Most of those water bottles end up in the landfills. Each year, 20 billion bottles are sent to landfills. It requires a lot of energy to produce. According to the Environmental Protection Agency, it takes about 17 million barrels of oil to meet the annual demand of water bottles in the U.S.

In a four-year study completed by the NRDC, there were a number of bottled water brands that had an unacceptable amount of contaminants, especially phthalates. It was found that water sitting in a bottle for longer than ten weeks showed an additional increase for phthalates, possibly from chemicals leaking in to the water from the plastic. Chemicals in bottled water can eventually lead to health concerns.

Some bottled water is nothing more than tap water. According to the EPA, the standards for bottled water are exactly the same as those for tap water. But bottled water isn't subject to the same reporting standards. Under FDA rules, “bottled water doesn't usually have to state what source it comes from or what methods were used to treat it.”

Some people claim that bottled water tastes better; however, blind taste tests have proven that generally people cannot tell the difference. One particular study by Boston University found that only one-third of the respondents correctly identified the tap water sample. Another one-third thought it was the bottled water, and the rest said they couldn't tell the difference.

Argument

Lesson 10

Objectives

- Understand strategies used to write a conclusion
- Write a conclusion

Materials

- Argument Genre Chart
- Argument Rubric
- Source Book
- “Argument Outline Sample”
- “Sample Rough Draft”

Review It

1. Have students take out their rough drafts and make any possible revisions.

Identify It

2. Introduce lesson objectives.

Genre Chart

3. Point to **Concludes with a strong statement**. *In this lesson, we will write our conclusion.*

Six Traits Charts

4. Have them identify “conclusion” and “strong statement” on the Six Traits Charts. Discuss why Conclusion is on the **Organization** chart. Possible answer: *It deals with the end of the paper.*

Teach It

5. In their Source Books, under the **Organization** tab title a page “Conclusions.” Have students define **Conclusion**: *the last part that brings closure to a written piece*. There are many different types of conclusions. Do a quick review with definitions and a couple of examples. If needed, define **Strong statement**: *A concluding strategy that makes a clear and assertive statement about the topic, claim, or thesis*. Refer to the “Conclusions” page in the Resource section.

Model It

6. Show your outline to the class. Point to the conclusion section. Ask yourself: *How could I best wrap this paper up? What point do I really want to make that will drive my argument home?* Write your thoughts on your outline.
7. Read through your rough draft and model writing a conclusion using a strong statement. Ask for feedback using the rubric. See “Sample Rough Draft” for a suggestion.

Do It

8. Have students ask themselves the same questions: *How could I best wrap this paper up? What point do I really want to make that will drive my claim home?*
9. Have students write their conclusions.

Share It

10. Have students share their conclusions with the class. Provide feedback using the rubric.

Wrap It Up

11. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Argument Genre Chart

- **Engages the reader** and **establishes a clear claim**
- **Organizes information to support claim**
- **Develops and supports claim with reasons and evidence** using **multiple sources**
- **Uses academic language**
- **Shows an awareness of audience** by **anticipating and addressing counterclaims**
- **Uses transitions and varies sentence beginnings**
- **Concludes with a strong statement**

Argument Outline Sample

Name: _____

Date: _____

Thesis statement: Drinking tap water is better than bottled water because of health and environmental issues.

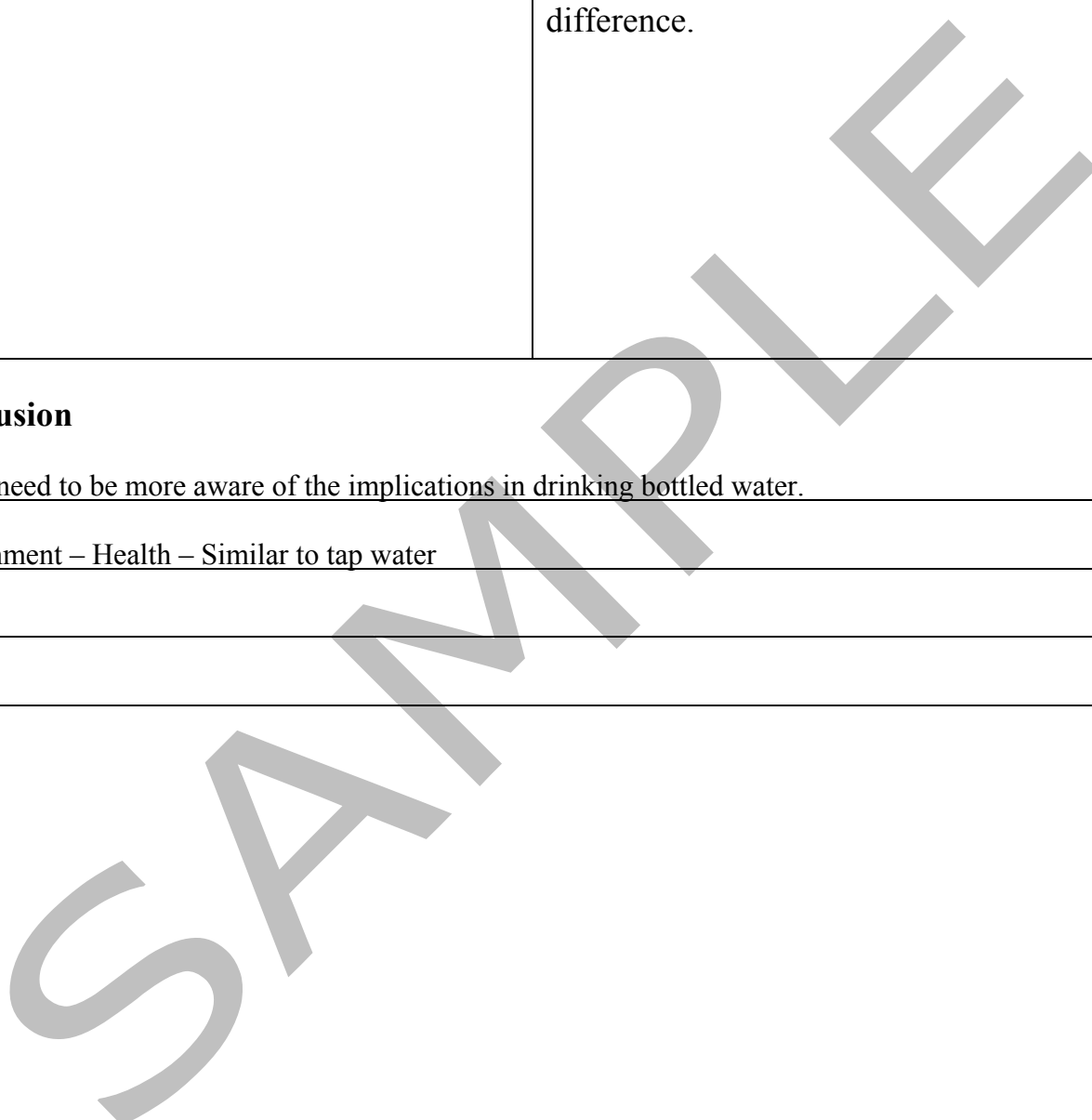
<p>Reason 1</p> <p>Bottled water is bad for the environment.</p>	<p>Supporting Evidence</p> <p>Each year billions of bottles of water are shipped to the United States. These bottles end up in our landfills, polluting the earth.</p> <p>It takes a lot of energy to make and transport bottled water.</p>
<p>Reason 2</p> <p>The FDA requires legal limits of contaminants such as phthalates in tap water, but not in bottled water.</p>	<p>Supporting Evidence</p> <p>Studies have found that bottled water that is stored for a period of 10 weeks or longer produces phthalates.</p> <p>When the FDA proposed a legal limit to phthalates in bottled water, the water industry campaigned against the FDA and won.</p>
<p>Reason 3</p> <p>Sometimes bottled water is nothing more than tap water.</p>	<p>Supporting Evidence</p> <p>In one study conducted on different brands of bottled water, about 25% proved to be nothing more than tap water.</p>

<p>Counterclaim What they believe and why they believe it.</p> <p>Bottled water tastes better.</p>	<p>Rebuttal Why is their reasoning flawed?</p> <p>Studies show that people can't tell the difference.</p>
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Conclusion

People need to be more aware of the implications in drinking bottled water.

Environment – Health – Similar to tap water



Sample Rough Draft

“Bottled water cost about 2000 times more than tap water. Can you imagine paying 2000 times the price of anything else? How about a \$10,000 sandwich?” (Leonard). Beyond the cost, there are many issues to consider before purchasing bottled water. Drinking tap water is a better choice than bottled water because of health and environmental issues.

Bottled water is bad for the environment. The United States brings in tons of bottled water each year. Most of those water bottles end up in the landfills. Each year, 20 billion bottles are sent to landfills. It requires a lot of energy to produce. According to the Environmental Protection Agency, it takes about 17 million barrels of oil to meet the annual demand of water bottles in the U.S.

In a four-year study completed by the NRDC, there were a number of bottled water brands that had an unacceptable amount of contaminants, especially phthalates. It was found that water sitting in a bottle for longer than ten weeks showed an additional increase for phthalates, possibly from chemicals leaking in to the water from the plastic. Chemicals in bottled water can eventually lead to health concerns.

Some bottled water is nothing more than tap water. According to the EPA, the standards for bottled water are exactly the same as those for tap water. But bottled water isn't subject to the same reporting standards. Under FDA rules, “bottled water doesn't usually have to state what source it comes from or what methods were used to treat it.”

Some people claim that bottled water tastes better; however, blind taste tests have proven that generally people cannot tell the difference. One particular study by Boston University found that only one-third of the respondents correctly identified the tap water sample. Another one-third thought it was the bottled water, and the rest said they couldn't tell the difference.

People need to be more aware of the implications in drinking bottled water. Not only does it pollute our environment, it may be bad for your health. Also, there is a one in four chance that it is straight from the tap and costs as much as 2000 times more (Livingston).

SAMPLE

Argument

Lesson 11

Objectives

- Develop reasons and evidence

Materials

- Argument Genre Chart
- Argument Rubric
- Source Book
- “Sample Rough Draft”

Review It

1. Review conclusion.
2. Ask students to take out their conclusions. Show your rough draft to students again. Model for students your thought process now that you have had some time to think about the essay. *Would you like to change the conclusion? Does the one you chose really communicate your final thoughts?* This is important; you are modeling continual revision for the students.
3. Now that they have had some time to think more about their conclusion, prompt students to revise their rough drafts.

Identify It

4. Introduce lesson objective.

Genre Chart

5. Point to **Develops and supports claim with reasons and evidence**. *In this lesson, we will work hard on developing the topic with reasons and evidence.*

Six Traits Charts

6. Have students identify “reasons” and “evidence” on the Six Traits Charts. Discuss why the terms are found on the **Idea** chart. Possible answer: *All of these strategies help clarify and establish the writer’s ideas.*

Teach It

7. In their Source Books, under the **Idea** tab, have students define **Reasons**: *Thoughts or ideas that support your claim.* Ask students: *Can you use any idea you want? What is the difference between strong reasons and weak reasons? If I said, “students need more rest because they just do,” is that a strong reason for my opinion?* Have students define **Evidence**: *That which may prove or disprove something based on facts, statistics, research, etc.*

Model It

8. Show your rough draft to the class. First, model looking through the rough draft to see if there are any points that were made that were weak or need more information using facts, details, or examples. Ask students to help you identify spots where you could use more support. Example: *I could really add some more information in my third paragraph. What evidence was there in my research for this thought?*
9. Next, look through your rough draft for words that might need clarification. Ask students to help you. Example: *I should define the NRDC, no one will know what that is.*

Do It

10. Ask students to take out their rough drafts. Have them read their paper to themselves. Guiding questions: *Do my reasons and evidence make sense? Have I made a solid argument that would convince someone to believe what I believe? Where could I add more reasons/evidence?*

Argument Genre Chart

- Engages the reader and establishes a clear claim
- Organizes information to support claim
- Develops and supports claim with reasons and evidence using multiple sources
- Uses academic language
- Shows an awareness of audience by anticipating and addressing counterclaims
- Uses transitions and varies sentence beginnings
- Concludes with a strong statement

Share It

11. Ask students to share their thoughts after this revision. *What holes did they find in their papers? How did adding information help develop their claims?*

Wrap It Up

12. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Teacher Reflection

SAMPLE

Sample Rough Draft

“Bottled water cost about 2000 times more than tap water. Can you imagine paying 2000 times the price of anything else? How about a \$10,000 sandwich?” (Leonard). Beyond the cost, there are many issues to consider before purchasing bottled water. Drinking tap water is a better choice than bottled water because of health and environmental issues.

Bottled water is bad for the environment. The United States brings in tons of bottled water each year. Most of those water bottles end up in the landfills. Each year, 20 billion bottles are sent to landfills. It requires a lot of energy to produce. According to the Environmental Protection Agency (EPA), it takes about 17 million barrels of oil to meet the annual demand of water bottles in the U.S. This energy could have powered more than 1.5 million cars for an entire year.

In a four-year study completed by the NRDC Natural Resources Defense Council, there were a number of bottled water brands that had an unacceptable amount of contaminants, especially phthalates. It was found that water sitting in a bottle for longer than ten weeks showed an additional increase for phthalates, possibly from chemicals leaking in to the water from the plastic. Chemicals in bottled water can eventually lead to health concerns. As the World Health Organization explains, “Some microorganisms that are normally of little or no public health significance may grow to higher levels in bottled water.” Food Safety News reports that in June 2015, fourteen different brands of bottled water had to be recalled because of possible contamination with E. coli bacteria.

Some bottled water is nothing more than tap water. According to the EPA, the standards for bottled water are exactly the same as those for tap water. But bottled water isn’t subject to the same reporting standards. Under FDA Food and Drug Administration rules, “bottled water doesn’t usually have to state what source it comes from or what methods were used to treat it.”

Some people claim that bottled water tastes better; however, blind taste tests have proven that generally people cannot tell the difference. One particular study by Boston University found that only one-third of the respondents correctly identified the tap water sample. Another one-third thought it was the bottled water, and the rest said they couldn't tell the difference.

People need to be more aware of the implications in drinking bottled water. Not only does it pollute our environment, it may be bad for your health. Also, there is a one in four chance that it is straight from the tap and costs as much as 2000 times more (Livingston).

*All additions to **Develops and supports claim with reasons and evidence** are in green print.

SAMPLE

Argument

Lesson 12

Objectives

- Understand when and how to use parenthetical citations
- Embed quotations

Materials

- Argument Genre Chart
- Argument Rubric
- Source Book
- “Sample Rough Draft”
- “Parenthetical Citation Guide”
- “Parenthetical Citation and Embedding Quotes Practice”
- “Parenthetical Citation and Embedding Quotes Practice: Answer Key”

- | Argument Genre Chart |
|---|
| • Engages the reader and establishes a clear claim |
| • Organizes information to support claim |
| • <u>Develops and supports claim with reasons and evidence</u> using multiple sources |
| • Uses academic language |
| • Shows an awareness of audience by anticipating and addressing counterclaims |
| • Uses transitions and varies sentence beginnings |
| • Concludes with a strong statement |

Review It

1. Review “develops claim with reasons and evidence.” Ask students: *Why is it important to include this information in our writing?* Possible answer: *To clarify our thoughts and ideas for the reader.*
2. Show your rough draft to the class again. Read through your rough draft quickly to see if your changes make sense or if you need to add anything else.
3. Ask students to do the same with their rough drafts.

Identify It

4. Introduce lesson objectives.

Genre Chart

5. Point to **Develops and supports claim with reasons and evidence**. *In this lesson, we will learn the proper format for parenthetical citations and embedding quotes.*

Six Traits Charts

6. Have students identify “MLA format” on the Six Traits Chart. Discuss why it is found on the **Conventions** chart. Possible answer: *It includes the proper formatting of an essay, including headings, how to cite sources, Works Cited page, font, spacing, etc.*

Teach It

Steps 6-9 were introduced in the Classification Unit. If students have already received instruction on these strategies, just do a quick review and move on to Step 11.

6. In their Source Books, open to the **Conventions** tab, have students write the definition of parenthetical citation. **Parenthetical Citations:** *Notes in parentheses that let the reader know where you found your information. You give credit to the authors for using their works.*

7. Ask students: *When might a writer use a parenthetical citation?*

8. Write in the notes:

When to use parenthetical citations:

- a. Quotations
- b. Ideas that are not common knowledge
- c. Statistics
- d. Figures
- e. Charts
- f. Graphs

9. Discuss with students why it is important to cite their sources within the text. Possible answers: (1) *So the reader knows the information is from someone else;* (2) *To support my argument;* (3) *To avoid getting kicked out of school for plagiarism.*
10. As a class, go to <https://www.indiana.edu/~academy/firstPrinciples/tutorials/> and guide the class through the activities in the Basic Level section.
11. Next, under the **Conventions** tab in their Source Books have students define **Embedded Quotes**: *Quotes within the context of a writing. Quotes should never be used as a standalone sentence. They must be embedded.* Ask students: *Why is this important?* Possible answer: *If it isn't embedded, the reader might think the content is yours. There needs to be an explanation /introduction of the quote. Another reason is the reader might not be sure why you included it in the paper. There needs to be an explanation.*
12. There are three ways to embed quotes:
 - a. **Begin with an explanation.**
Trying to explain to Scout where babies come from, Dill said he had heard of a man “who had a boat that he rowed across to a foggy island where all these babies were; you could order one” (Lee 144).
 - b. **Begin with the quote.**
“There was a man... who had a boat that he rowed across to a foggy island where all these babies were; you could order one” was Dill’s explanation to Scout about where babies come from (Lee 144).
 - c. **Quote is inserted in the middle.**
Dill explained, “there was a man... who had a boat that he rowed across to a foggy island where all these babies were; you could order one” as Scout tried to understand where babies come from (Lee 144).

Model It

13. Distribute “Parenthetical Citation Guide.” Using it as a guide, show students how to cite the source in your text. Remind students to always embed a quote within your writing. Never use a quote by itself! See the “Sample Rough Draft” for an example.

Do It

14. Have students complete “Parenthetical Citation and Embedding Quotes Practice.”
15. Looking at their rough drafts, ask students to find areas where they need to use parenthetical citations. Provide support as needed.

Share It

16. Ask students to share their paper with a partner. Ask partners to check the embedded quotes and parenthetical citations to ensure they are embedded correctly.

Wrap It Up

18. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Parenthetical Citation Guide

One author

Use author's last name. If the source is from a book, include the page number where the quote or information was found.

Scout admits lying to her father when she says, "I said I could like it very much, which was a lie, but one must lie under certain circumstances" (Lee 128).

No comma
between name
and page number

Punctuation
follows citation.

If you use the author's name in your sentence leading up to the quote, do not include the name in your citation.

In Harper Lee's book, *To Kill a Mockingbird*, Scout admits lying to her father when she says, "I said I could like it very much, which was a lie, but one must lie under certain circumstances" (128).

Two authors

Use the authors' last names in the text or in the parenthetical citation.

Example: "Evidence used to support ideas in an academic essay is usually paraphrased" (Dollahite and Haun 77).

Three or more authors

Use the first author's last name and "et al."

Example: The results for the second year improved by 47% (Smith et al.).

No author is identified

If a source does not include an author's name, use the title or an abbreviated title in the text or parenthetical citation.

Example: Even though Orwell died at the young age of 46, his ideas and opinions have lived on through his work ("George Orwell").

Citing Information Without an Original Source

If you did not read the original source and you cannot find the original source, use the parenthetical abbreviation "qtd." to indicate a quote used.

Example: ABC News reported that "even users who said they didn't like tap water had no problem with it when they didn't know what it was" (qtd. in Money Crashers).

Parenthetical Citation and Embedding Quotes Practice

Directions: Indicate the passage that uses correct MLA parenthetical citations. Then briefly explain what is wrong with the citation in the other passage.

1. _____

- a. Unsure of what to do to get meat, Sam decided to “dig a pit to trap a deer” (George 54).
- b. Unsure of what to do to get meat, Sam decided to “dig a pit to trap a deer (George, 54)”.

Explanation: _____

2. _____

- a. Hurricanes are very strong, “every minute they release as much power as a hydrogen bomb” (Hopping 7).
- b. “Hurricanes are very strong, every minute they release as much power as a hydrogen bomb.” (Hopping, 7)

Explanation: _____

Embedded Sentences

Directions: Practice embedding quotes using three different methods.

Quote: “When all students are wearing the same outfit, they are less concerned about how they look.”

Source: Peter Caruso, "Individuality vs. Conformity: The Issue behind School Uniforms," *NASSP* (National Association of Secondary School Principals) *Bulletin*, Sep. 1996

Embed the quote in the **beginning**:

Embed the quote in the **middle**:

Embed the quote at the **end**:

**Parenthetical Citation and Embedding Quotes Practice:
Answer Key**

Directions: Indicate the passage that handles MLA parenthetical citations correctly and briefly explain what is wrong with the citation in the other passage.

1. A

- a. Unsure of what to do to get meat, Sam decided to “dig a pit to trap a deer” (George 54).
- b. Unsure of what to do to get meat, Sam decided to “dig a pit to trap a deer (George, 54)”.

Explanation: The quotations belong after deer. There should not be a comma after George.

2. A

- a. Hurricanes are very strong, “every minute they release as much power as a hydrogen bomb” (Hopping 7).
- b. “Hurricanes are very strong, every minute they release as much power as a hydrogen bomb.” (Hopping, 7)

Explanation: The period belongs after (Hopping 7). The first quotation mark belongs before every.

There should not be a comma after Hopping.

Embedded Quotes

Directions: Practice embedding quotes using three different methods.

Quote: “When all students are wearing the same outfit, they are less concerned about how they look.”

Source: Peter Caruso, "Individuality vs. Conformity: The Issue behind School Uniforms," *NASSP* (National Association of Secondary School Principals) *Bulletin*, Sep. 1996

Embed the quote in the **beginning**:

“When all students are wearing the same outfit, they are less concerned about how they look,” remarked Peter Caruso (“NASSP”).

Embed the quote in the **middle**:

Pertaining to the topic of school uniforms, “when all students are wearing the same outfit, they are less concerned about how they look” and are less likely to have behavior problems (“NASSP”).

Embed the quote at the **end**:

Seeing the advantages of school uniforms, Peter Caruso stated, “When all students are wearing the same outfit, they are less concerned about how they look,” (“NASSP”).

Sample Rough Draft

“Bottled water cost about 2000 times more than tap water. Can you imagine paying 2000 times the price of anything else? How about a \$10,000 sandwich?” (Leonard). Beyond the cost, there are many issues to consider before purchasing bottled water. Drinking tap water is a better choice than bottled water because of health and environmental issues.

Bottled water is bad for the environment. The United States brings in tons of bottled water each year. Most of those water bottles end up in the landfills. Each year, 20 billion bottles are sent to landfills. It requires a lot of energy to produce. According to the Environmental Protection Agency (EPA), it takes about 17 million barrels of oil to meet the annual demand of water bottles in the U.S. This energy could have powered more than 1.5 million cars for an entire year (“15 Key Facts”).

In a four-year study completed by the NRDC Natural Resources Defense Council, there were a number of bottled water brands that had an unacceptable amount of contaminants, especially phthalates. It was found that water sitting in a bottle for longer than ten weeks showed an additional increase for phthalates, possibly from chemicals leaking in to the water from the plastic. Chemicals in bottled water can eventually lead to health concerns. As the World Health Organization explains, “Some microorganisms that are normally of little or no public health significance may grow to higher levels in bottled water.” Food Safety News reports that in June 2015, fourteen different brands of bottled water had to be recalled because of possible contamination with E. coli bacteria.

Some bottled water is nothing more than tap water. According to the EPA, the standards for bottled water are exactly the same as those for tap water. But bottled water isn’t subject to the same reporting standards. Under FDA Food and Drug Administration rules, “bottled water doesn’t usually have to state what source it comes from or what methods were used to treat it” (Olson). In support of this point, Dr. Sarah Janssen, science fellow with the Natural Resources Defense Council in San Francisco, notes that “you’re more likely to know what’s in tap water” (Conis).

Some people claim that bottled water tastes better; however, blind taste tests have proven that generally people cannot tell the difference. One particular study by Boston University found that only one-third of the respondents correctly identified the tap water sample. Another one-third thought it was the bottled water, and the rest said they couldn't tell the difference (Friday).

People need to be more aware of the implications in drinking bottled water. Not only does it pollute our environment, it may be bad for your health. Also, there is a one in four chance that it is straight from the tap and costs as much as 2000 times more (Livingston).

*All parenthetical citations are highlighted in yellow.

SAMPLE

Argument

Lesson 13

Objectives

- Understand the purpose of academic language and discipline-specific language
- Replace common words with academic or discipline-specific words

Materials

- Argument Genre Chart
- Argument Rubric
- Source Book
- “Sample Rough Draft”

Review It

1. Review “parenthetical citations” with students. Ask students: *Why is it important to cite our sources?* Possible answer: *To give credit to the author.*
2. Show your rough draft to the class again. Read through your rough draft quickly to see if your changes make sense or if you need to add anything else.
3. Ask students to do the same with their rough drafts.

Identify It

4. Introduce lesson objectives.

Genre Chart

5. Point to **Uses academic language**. *In this lesson, we will use academic language as well as higher-level vocabulary and discipline specific words.*

Six Traits Charts

6. Have students identify strategies under academic language: *discipline-specific*. Ask students: *Why are these strategies on the Word Choice chart?* Possible answer: *It deals with the types of words we use.*

Teach It

7. In their Source Books, under the **Word Choice** tab, define **Academic language**: *Language that helps us communicate in academic settings*. Some academic language is used frequently regardless of the subject area. Examples: *Identify, analyze, discuss, explain, etc.*
8. As a class, brainstorm a list of academic terms that could be used within any subject area. See the “Academic Language List” in the Resource section for examples.
9. In their Source Books, under academic language, have students define **Discipline-specific language**: *Words that are used within a particular subject area*. Example: *In English Language Arts, we use words such as: mood, tone, inference, allusion, sensory details, etc. These words are specific to English Language Arts*. As a class, brainstorm words for different subject areas. Ask students: *Consider the subjects they are studying right now*. See “Discipline-Specific Words” in the Resource section for examples.

Argument Genre Chart

- **Engages the reader** and **establishes a clear claim**
- **Organizes information to support claim**
- **Develops and supports claim with reasons and evidence** using **multiple sources**
- **Uses academic language**
- **Shows an awareness of audience** by **anticipating and addressing counterclaims**
- **Uses transitions and varies sentence beginnings**
- **Concludes with a strong statement**

Group Activity: Discipline-Specific Language

Set up stations around the class labeled: ELA, Social Studies, Math, and Science. At each station, provide the Discipline-Specific Word List. Divide the class into four groups and have each student select a word from their Discipline-Specific Word List and share their definition with their group. Rotate groups so that each group visits each station.

Group Activity: Academic Language

Print articles from news sites and have students identify and define examples of academic language. Choose a “word of the week” to use in the classroom. The more you use it, the more they will use it.

10. In their Source Books, under the **Voice** tab, have students define **Audience**: *The person or persons who are intended to read a piece of writing.* Ask students: *Why is it important to consider your audience when using academic and discipline-specific language?* Possible answers: *The audience might not have any background knowledge in the subject area. Terms may have to be explained or simplified. It also gives the writer more authority on the subject if they use academic language.*

Model It

11. Using your rough draft, model your thoughts as you add academic and discipline-specific language. Use the list of words you generated as a class for possible words to use. See the “Sample Rough Draft” for an example.

Do It

12. Have students read their papers to themselves. Tell students: *Consider the field of study in which you find your essay. Are you exploring social issues? Scientific issues? Consider your audience. Ask yourself “will my reader understand this term or do I need to define it?”* Have students use their list of academic words and discipline-specific words as possibilities.

Share It

13. Ask students to share the words they added and why they added them. Ask students: *How did using academic language and discipline-specific language affect your paper?* Possible answers: *It makes the writer sound educated.*

Wrap It Up

14. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Teacher Reflection

Sample Rough Draft

“Bottled water cost about 2000 times more than tap water. Can you imagine paying 2000 times the price of anything else? How about a \$10,000 sandwich?” (Leonard). Beyond the cost, there are many issues to consider before purchasing bottled water. Drinking tap water is a better choice than bottled water because of health and environmental issues.

Bottled water is ~~bad for the~~ **has a negative impact on the** environment. The United States ~~brings~~ **imports** in tons of bottled water each year. Most of those water bottles end up in the landfills. Each year, 20 billion bottles are sent to landfills. It requires a lot of energy to produce. According to the Environmental Protection Agency (EPA), it takes about 17 million barrels of oil to meet the annual demand of water bottles in the U.S. **This energy could have powered more than 1.5 million cars for an entire year (“15 Key Facts”).**

In a four-year study completed by the ~~NRDC~~ **Natural Resources Defense Council**, there were a number of bottled water brands that had an unacceptable amount of contaminants, especially phthalates. It was found that water ~~sitting~~ **contained** in a bottle for longer than ten weeks showed an additional increase for phthalates, possibly from chemicals leaking in to the water from the plastic. Chemicals in bottled water can eventually lead to health concerns. **As the World Health Organization explains, “Some microorganisms that are normally of little or no public health significance may grow to higher levels in bottled water.”** Food Safety News reports that in June 2015, fourteen different brands of bottled water had to be recalled because of possible contamination with E. coli bacteria.

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this point, Dr. Sarah Janssen, science fellow with the Natural Resources Defense Council in San Francisco, notes that "you're more likely to know what's in tap water" (Conis).

Some people claim that bottled water tastes better; however, blind taste tests have proven that generally people cannot tell the difference. One particular study by Boston University found that only one-third of the respondents correctly identified the tap water sample. Another one-third thought it was the bottled water, and the rest said they couldn't tell the difference (Friday).

People need to be more aware of the implications in drinking bottled water. Not only does it pollute our environment, it may be ~~bad~~ detrimental for your health. Also, there is a one in four chance that it is straight from the tap and costs as much as 2000 times more (Livingston).

*All additions using academic language are in blue print.

SAMPLE

Argument

Lesson 14

Objectives

- Use transitions effectively
- Vary the beginning of sentences

Materials

- Argument Genre Chart
- Argument Rubric
- Source Book
- “Transition Practice”
- “Transition Practice: Answer Key”
- “Sample Rough Draft”
- Student copies of “Transitions” and “Varied Sentence Beginnings” (Resource section)

- | Argument Genre Chart |
|--|
| • Engages the reader and establishes a clear claim |
| • Organizes information to support claim |
| • Develops and supports claim with reasons and evidence using multiple sources |
| • Uses academic language |
| • Shows an awareness of audience by anticipating and addressing counterclaims |
| • Uses transitions and varies sentence beginnings |
| • Concludes with a strong statement |

Review It

1. Review the Genre Chart, what have they learned so far?
2. Read through your rough draft with academic language additions. Model your thought process about your additions. *Did you use academic language? Does it fit your topic? Do you need to change anything?*
3. Have students quickly look over their additions and make changes.

Identify It

4. Introduce lesson objectives.
5. Point to **Uses transitions and varies sentence beginnings**. *In this lesson, we will be adding transitions to our paragraphs and varying sentence beginnings.* Have students find “transitions” and “sentence beginnings” on the Six Traits Charts. Discuss why this term is found on the **Sentence Fluency** chart. Possible answer: *It helps the flow of the writing from one paragraph to the next.*

Teach It -- Transitions

6. In their Source Book, under the **Sentence Fluency** tab, have students title a page “Transitions.” Define **transitions**: *words or phrases that help tie ideas together. They can be used between sentences and paragraphs.* Emphasize that transitions are more than just a list of words, they are necessary to create a fluid, whole piece of writing. Refer to the “Transitions” pages in the Resource section of the manual. Provide copies for students’ writing folders. Suggest that the following types of transitions fit well with argumentative writing: Contrast, Summary, Cause, Effect, and Emphasis.

Model It

7. Display your rough draft. Model the thought process involved in adding transitions.

Do It

8. Pair students or place students into small groups. Have them complete the “Transition Practice.” When completed, have a few groups share their responses with the whole class.
9. Provide students time to add transitions to their draft. This is an important time to provide individual support as needed.

Teach It – Transitional sentence

10. Tell students: *A complete sentence can provide a transition to the next paragraph. They are found at the end of a paragraph or the beginning of the subsequent paragraph. They wrap up the previous thought while moving the reader into a new topic.*

Model It

11. Model the thought process involved with writing a transitional sentence. See “Sample Rough Draft” for an example.

Do It

12. Have students look at their rough draft. Give them time to add transitional sentences. This is a good time to observe and provide support as needed.

Teach It – Varied sentence beginnings

13. Tell students: *You can also vary sentence beginnings by using different parts of speech. Refer to the “Varied Sentence Beginnings” pages in the Resource section of the manual. Provide copies for students’ writing folders. Remind students of the strategy they learned during the Personal Narrative genre study, gerund phrase: a phrase which includes a gerund (a verb used as a noun, ending in -ing) and its modifiers.*

Model It

14. Show your rough draft to the class. Model the thought process involved in varying sentence beginnings. Ask for feedback using the rubric.

Do It

15. Have students look at their rough draft. Give them time to vary sentence beginnings. This is an important time to provide individual support as needed.

Share It

16. Have students share their rough drafts with a partner providing feedback using the rubric.

Wrap It Up

17. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Teacher Reflection

Transition Practice

Directions: Select the transition that fits best in each blank.

Instead	While	In fact
Furthermore	In conclusion	There was once

_____ the Roman civilization was established. _____ other civilizations had a monarchy, Rome had elected officials called magistrates and consuls. Rather than making decisions based on their own opinions, they consulted with the Roman Senate. _____, Officials could veto laws and actions, so people had to work together. _____ this might have made government slow down somewhat, the result was often laws that were more fair and made more people happy. _____, Romans started writing down their laws in 450 BC. This meant that more people had access to the laws. _____, it was a better way to run an empire than to have a single monarch make all the laws, since people’s voices could be heard.

Directions: Write an argumentative statement, then follow it with a corresponding transition.

1. Write an argumentative statement, and then write a statement that refutes that thought. (Example: Some people believe that Romans were merely powerful warriors. However, their complex government system proves that they were great thinkers, too.)

2. Write an argumentative statement, and then write a statement that emphasizes that thought. (Example: The Roman forum was the heart of the city. Citizens would gather there for shopping, entertainment and to listen to political speeches.)

3. Write a statement. Then, using a transition, write a statement that shows a comparison. (For example: Romans were known for their philosophies, government, and arts. Similarly, the Greeks were also known for honoring these accomplishments.)

Transition Practice: Answer Key

Directions: Select the transition that fits best in each blank.

Instead	While	In fact
Furthermore	In conclusion	Eventually

Eventually, the Roman civilization was established. While other civilizations had a monarchy, Rome had elected officials called magistrates and consuls. Rather than making decisions based on their own opinions, they consulted with the Roman Senate.

In fact, Officials could veto laws and actions, so people had to work together.

While this might have made government slow down somewhat, the result was often laws that were more fair and made more people happy. Furthermore, Romans started writing down their laws in 450 BC. This meant that more people had access to the laws. In conclusion, it was a better way to run an empire than to have a single monarch make all the laws, since people's voices could be heard.

Directions: Write an argumentative statement, then follow it with a corresponding transition.

1. Write an argumentative statement, and then write a statement that refutes that thought. (Example: Some people believe that Romans were merely powerful warriors. However, their complex government system proves that they were great thinkers, too.)

2. Write an argumentative statement, and then write a statement that emphasizes that thought. (Example: The Roman forum was the heart of the city. Citizens would gather there for shopping, entertainment and to listen to political speeches.)

3. Write a statement. Then, using a transition, write a statement that shows a comparison. (For example: Romans were known for their philosophies, government, and arts. Similarly, the Greeks were also known for honoring these accomplishments.)

Sample Rough Draft

“Bottled water cost about 2000 times more than tap water. Can you imagine paying 2000 times the price of anything else? How about a \$10,000 sandwich?” (Leonard). Beyond the cost, there are many issues to consider before purchasing bottled water. Drinking tap water is a better choice than bottled water because of health and environmental issues.

Bottled water is ~~bad for the~~ **has a negative impact on the** environment. The United States ~~brings~~ **imports** in tons of bottled water each year. **Unfortunately**, Most of those water bottles end up in the landfills. Each year, 20 billion bottles are sent to landfills. It requires a lot of energy to produce. According to the Environmental Protection Agency (EPA), it takes about 17 million barrels of oil to meet the annual demand of water bottles in the U.S. **This energy could have powered more than 1.5 million cars for an entire year (“15 Key Facts”).** **Not only is bottled water bad for our environment, it is bad for our bodies.**

Transition Sentence

In a four-year study completed by the ~~NRDC~~ **Natural Resources Defense Council**, there were a number of bottled water brands that had an unacceptable amount of contaminants, especially phthalates. It was found that water ~~sitting~~ **contained** in a bottle for longer than ten weeks showed an additional increase for phthalates, possibly from chemicals leaking in to the water from the plastic. **Consequently**, Chemicals in bottled water can eventually lead to health concerns. **As the World Health Organization explains, “Some microorganisms that are normally of little or no public health significance may grow to higher levels in bottled water.”** Food Safety News reports that in June 2015, fourteen different brands of bottled water had to be recalled because of possible contamination with E. coli bacteria.

Some bottled water is nothing more than tap water. According to the EPA, the standards for bottled water are exactly the same as those for tap water. But bottled water isn’t subject to the same reporting standards. Under ~~FDA~~ **Food and Drug Administration** rules, “bottled water doesn’t usually

have to state what source it comes from or what methods were used to treat it” (Olson). In support of this point, Dr. Sarah Janssen, science fellow with the Natural Resources Defense Council in San Francisco, notes that "you're more likely to know what's in tap water" (Conis).

Some people claim that bottled water tastes better; however, blind taste tests have proven that generally people cannot tell the difference. One particular study by Boston University found that only one-third of the respondents correctly identified the tap water sample. Another one-third thought it was the bottled water, and the rest said they couldn't tell the difference (Friday).

People need to be more aware of the implications in drinking bottled water. Not only does it pollute our environment, it may be bad detrimental for your health. Also, there is a one in four chance that it is straight from the tap and costs as much as 2000 times more (Livingston).

*All additions using transitions and varies sentence beginnings are in orange print.

Argument

Lesson 15

Objectives

- Revise essays using the rubric.

Materials

- Argument Genre Chart
- Argument Rubric
- Source Book
- “Revision: Argument”
- “Sample Rough Draft”

Introduce It

1. Introduce lesson objective.
2. Ask students to define revision: “*re*” means again, “*vision*” means to see. Revision means to see your paper again. It requires us to: add, subtract, move, or change the text. Ask students how it is different from editing? Answer: Editing deals with the surface of writing: grammar, punctuation, etc. Revision focuses on the content, or the “big ideas.”

Teach It

3. Distribute “Revision: Argument.” Briefly review it as a class.

Model It

4. Show your rough draft to the class. Invite a student to help you model the revision process. Have the volunteer bring his/her paper with revision sheet. Tell students: *You and your partner will decide whose paper to revise first. Set aside the other person’s paper and revision sheet so that each of you are looking at only one paper with the Revision Sheet and rubric at a time. One person will read the paper aloud, beginning to end. Together, find each rubric component listed on the revision sheet and determine a score using the rubric. Model this process for the class. Tell students: Do not rush through this process. It is important that each of you provide feedback to one another. When you have completed evaluating the first paper, follow the same process with the other person’s paper.* The revision process can be continued with an additional partner if necessary.

Do It

5. Have students take out their rough drafts and rubric. Pair students by mixed ability.
6. Have them follow the revision process above. Remind them to check for sentence fluency.

Share It

7. Discuss as a class what was helpful and what was difficult.

Wrap It Up

8. This lesson may take two instructional periods depending on the class. Allow sufficient time so that students do not feel rushed through this important process.
9. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Argument Genre Chart

- Engages the reader and establishes a clear claim
- Organizes information to support claim
- Develops and supports claim with reasons and evidence using multiple sources
- Uses academic language
- Shows an awareness of audience by anticipating and addressing counterclaims
- Uses transitions and varies sentence beginnings
- Concludes with a strong statement

Teacher Reflection

Revision: Argument

Name: _____

Date: _____

Peer Reviser 1: _____

Peer Reviser 2: _____

Rubric Score

Peer 1

Peer 2

Genre Chart

Engages the reader and establishes a clear claim

Suggestion for improvement: _____

Organizes information to support claim

Suggestion for improvement: _____

Develops and supports claim with reasons and evidence using multiple sources

Suggestion for improvement: _____

Uses academic language

Suggestion for improvement: _____

Shows an awareness of audience by anticipating and addressing counterclaims

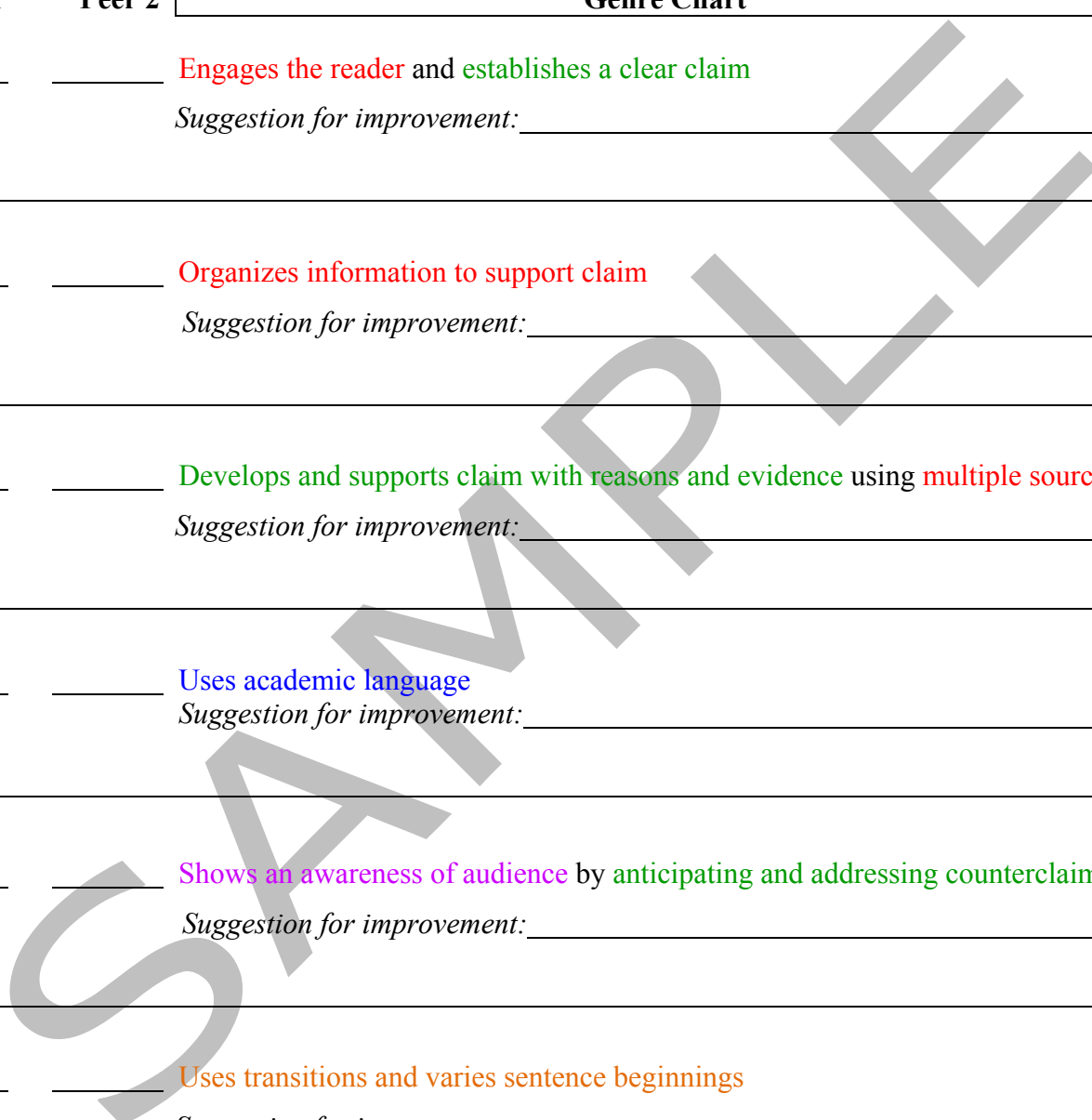
Suggestion for improvement: _____

Uses transitions and varies sentence beginnings

Suggestion for improvement: _____

Concludes with a strong statement

Suggestion for improvement: _____



Sample Rough Draft

“Bottled water cost about 2000 times more than tap water. Can you imagine paying 2000 times the price of anything else? How about a \$10,000 sandwich?” (Leonard). Beyond the cost, there are many issues to consider before purchasing bottled water. Drinking tap water is a better choice than bottled water because of health and environmental issues.

Bottled water ~~is bad for the~~ **has a negative impact on the** environment. The United States ~~brings~~ **imports** in tons of bottled water each year. **Unfortunately**, Most of those water bottles end up in the landfills. Each year, 20 billion bottles are sent to landfills, ~~It requires a lot of~~ **requiring significant** energy to produce. According to the Environmental Protection Agency (EPA), it takes about 17 million barrels of oil to meet the annual demand of water bottles in the U.S. **This energy could have powered more than 1.5 million cars for an entire year** (“15 Key Facts”). **Not only is bottled water bad for our environment, it is ~~bad for our bodies.~~ poses serious health concerns.**

In a four-year study completed by the ~~NRDC~~ **Natural Resources Defense Council**, there were a number of bottled water brands that had an unacceptable amount of contaminants, especially phthalates. It was found that water ~~sitting~~ **contained** in a bottle for longer than ten weeks showed an additional increase for phthalates, possibly from chemicals leaking ~~in to the water~~ from the plastic. **Consequently**, Chemicals in bottled water can eventually lead to health concerns. **As the World Health Organization explains, “Some microorganisms that are normally of little or no public health significance may grow to higher levels in bottled water.”** Food Safety News reports that in June 2015, fourteen different brands of bottled water had to be recalled because of possible contamination with E. coli bacteria.

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Some people claim that bottled water tastes better; however, blind taste tests have proven that generally people cannot tell the difference. One particular study by Boston University found that only one-third of the respondents correctly identified the tap water sample. Another one-third thought it was the bottled water, and the rest said they couldn't tell the difference (Friday).

People need to be more aware of the **negative** implications in drinking bottled water. ~~Not only does it pollute our~~ **In addition to polluting the** environment, it may be bad ~~detrimantal~~ for your health **there are serious health concerns.** ~~Also,~~ **Additionally,** there is a one in four chance that it is **bottled water comes** straight from the tap and costs ~~as much as~~ 2000 times more (Livingston).

*All changes made in revision are in **bold** print.

Argument

Lesson 16

Objectives

- Apply edits effectively

Materials

- Argument Genre Chart
- Argument Rubric
- Source Book
- “Editing Checklist”
- “Sample Rough Draft”

Introduce It

1. Introduce lesson objective.
2. Ask students to define **editing**: *to correct the surface details in writing such as spelling, grammar, sentence structure, format, and punctuation*. Remind them that editing focuses on the surface errors of their papers as opposed to re-thinking how to write something (revision process).

Teach It

3. Review the “Editing Checklist.”

Model It

4. Show your rough draft to the class. Invite a student to help you model the editing process. Have the volunteer bring his/her paper with the editing checklist. Tell students: *We will model what you and your partner will do. You and your partner will decide whose paper you will edit first. Set aside the one person’s paper and Editing Checklist so that you both are focused only on one paper and one Editing Checklist at a time. Correct the paper according to each item on the editing checklist.* Model this process for the class. Tell students: *When you have completed editing one paper, you will follow the same process with the other person’s paper.* The editing process can be continued with an additional partner if necessary.

Do It

5. Have students take out their rough drafts and editing checklist. Pair students by mixed ability.
6. Have them follow the editing process above.

Share It

7. Discuss as a class what was helpful and what was difficult.

Wrap It Up

8. Review lesson objectives to determine the level of student understanding. Reteach if necessary.
9. Designate time for students to type their final drafts. Reserve time in the computer lab if necessary.

Argument Genre Chart

- Engages the reader and establishes a clear claim
- Organizes information to support claim
- Develops and supports claim with reasons and evidence using multiple sources
- Uses academic language
- Shows an awareness of audience by anticipating and addressing counterclaims
- Uses transitions and varies sentence beginnings
- Concludes with a strong statement

Teacher Reflection

Editing Checklist

Name: _____

Date: _____

Peer Editor 1: _____

Peer Editor 2: _____

Peer 1

Peer 2

- | | | |
|-------|-------|---|
| _____ | _____ | 1. Paper includes name, teacher’s name, class name, due date, and title |
| _____ | _____ | 2. Correct punctuation at the end of each sentence |
| _____ | _____ | 3. Correct capitalization (beginning of sentences and proper nouns) |
| _____ | _____ | 4. Correct spelling, including “No Excuse” words |
| _____ | _____ | 5. Paragraphs indented ½ inch |
| _____ | _____ | 6. Times New Roman, 12 pt. font, one-inch margins, double-spaced |
| _____ | _____ | 7. _____
<i>(Grammar focus for the class)</i> |

Editing Checklist

Name: _____

Date: _____

Peer Editor 1: _____

Peer Editor 2: _____

Peer 1

Peer 2

- | | | |
|-------|-------|---|
| _____ | _____ | 1. Paper includes name, teacher’s name, class name, due date, and title |
| _____ | _____ | 2. Correct punctuation at the end of each sentence |
| _____ | _____ | 3. Correct capitalization (beginning of sentences and proper nouns) |
| _____ | _____ | 4. Correct spelling, including “No Excuse” words |
| _____ | _____ | 5. Paragraphs indented ½ inch |
| _____ | _____ | 6. Times New Roman, 12 pt. font, one-inch margins, double-spaced |
| _____ | _____ | 7. _____
<i>(Grammar focus for the class)</i> |

Student Name

Teacher Name

7th Grade English

14 Sept.ember 2019

Say No to Bottled Water

“Bottled water cost about 2000 times more than tap water. Can you imagine paying 2000 times the price of anything else? How about a \$10,000 sandwich?” (Leonard). Beyond the cost, there are many issues to consider before purchasing bottled water. Drinking tap water is a better choice than bottled water because of health and environmental issues.

Bottled water ~~is bad for the~~ has a negative impact on the environment. The United States ~~brings~~ imports in tons of bottled water each year. Unfortunately, Most of those water bottles end up in the landfills. Each year, 20 billion bottles are sent to landfills, ~~It requires a lot of~~ requiring significant energy to produce. According to the Environmental Protection Agency (EPA), it takes about 17 million barrels of oil to meet the annual demand of water bottles in the U.S. This energy could have powered more than 1.5 million cars for an entire year (“15 Key Facts”). Not only is bottled water bad for our environment, ~~it is bad for our bodies.~~ poses serious health concerns.

In a four-year study completed by the NRDC Natural Resources Defense Council, there were a number of bottled water brands that had an unacceptable amount of contaminants, especially phthalates. It was found that water ~~sitting~~ contained in a bottle for longer than ten weeks showed an additional increase for phthalates, possibly from chemicals leaking ~~in to the water~~ from the plastic. Consequently, Chemicals in bottled water can eventually lead to health concerns. As the World Health Organization explains, “Some microorganisms that are normally of little or no public health significance may grow to higher levels in bottled water.” Food Safety News reports that in June 2015, fourteen different brands of bottled water had to be recalled because of possible contamination with E. coli bacteria.

Some bottled water is nothing more than tap water. According to the EPA, the standards for bottled water are exactly the same as those for tap water. But bottled water ~~isn't~~ is not subject to the same reporting standards. Under ~~FDA~~ **Food and Drug Administration** rules, "bottled water doesn't usually have to state what source it comes from or what methods were used to treat it" **(Olson)**. **In support of this point, Dr. Sarah Janssen, science fellow with the Natural Resources Defense Council in San Francisco, notes that "you're more likely to know what's in tap water" (Conis).**

Some people claim that bottled water tastes better; however, blind taste tests have proven that generally people cannot tell the difference. One particular study by Boston University found that only one-third of the respondents correctly identified the tap water sample. Another one-third thought it was the bottled water, and the rest said they ~~couldn't~~ not tell the difference **(Friday)**.

People need to be more aware of the **negative** implications in drinking bottled water. ~~Not only does it pollute our~~ **In addition to polluting the** environment, it may be bad ~~bad~~ **detrimental** for your health **there are serious health concerns**. ~~Also,~~ **Additionally**, there is a one in four chance that ~~it is~~ **bottled water comes** straight from the tap and costs ~~as much as~~ 2000 times more **(Livingston)**.

*All changes made from editing are highlighted in gray.

Argument

Lesson 17

Objectives

- Create a Bibliography/Works Cited using MLA formatting

Materials

- Argument Genre Chart
- Argument Rubric
- Source Book
- “Bibliography/Works Cited Guide”
- Sample Final Draft

- | Argument Genre Chart |
|--|
| • Engages the reader and establishes a clear claim |
| • Organizes information to support claim |
| • Develops and supports claim with reasons and evidence using multiple sources |
| • Uses academic language |
| • Shows an awareness of audience by anticipating and addressing counterclaims |
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Introduce It

1. Introduce lesson objective. *This lesson will focus on MLA formatting. This formatting style was established by the Modern Language Association. MLA provides a format for documenting sources.*

Teach It

2. Explain to students that there are two types of source documentation. Distribute “Bibliography/Works Cited Guide” and discuss the difference between **Bibliography** and **Works Cited**. (Note: It is your choice as a teacher whether you want students to create a Bibliography or Works Cited. A bibliography includes all the works used in the research. Whereas, Works Cited includes only those works cited directly in the paper.)
3. Have students take out their Source Books. Distribute “Bibliography/Works Cited Guide.”
4. Under the **Organization** tab, have students tape/paste the “Bibliography/Works Cited Guide.”
5. Show students an example of a Bibliography and a Works Cited page (quick Google image search).
6. Go to <https://www.scribbr.com/mla/website-citation/> and show students you can click on different MLA Citation Examples (book, website, play, YouTube video).

Model It

7. Show how to use the information from their “Source Documentation” sheet to create a Bibliography or Works Cited page. See sample. Say, *If your first word is a number, like “15,” then alphabetize as if the number is spelled out.*

Do It

8. Have students take out their “Source Documentation” sheet and create a Bibliography or Works Cited.

Share It

9. Discuss as a class what was helpful and what was difficult.

Wrap It Up

10. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Publish

11. Suggestions for acknowledging and encouraging students to celebrate their work:
 - Present writing orally to the class or a select audience
 - Submit papers to a local newspaper
 - Begin a grade-level writing contest; celebrate a winner from each class
 - Create a class book: one for the library and one for the class
 - Post writing on a class blog

Bibliography/Works Cited Guide

A **Bibliography** lists all the materials used in research, whether **cited** or **not**. **Works Cited** identifies the sources used, and therefore cited.

Helpful Website to Format Bibliographies/Works Cited: <https://www.scribbr.com/mla/website-citation/>

Each entry follows a template of nine core elements about the source. Sources are listed alphabetically.

	Website	Article	Book
Author.	Author(s) and/or editor(s).	Author(s).	Author(s) and/or editor(s).
Title of Source.	“Web Page or Article Title.”	“Article Title: And Subtitle if Included.”	<i>Book Title: And Subtitle if Included.</i>
Title of Container,	<i>Title of the Website,</i>	<i>Title of Journal, Newspaper, or Magazine,</i>	
Other Contributors,	Other Contributors (if applicable),	Editor(s) (if applicable/relevant),	Other Contributors (if applicable),
Version,			Edition (if applicable),
Number,		vol. #, no. #,	Volume (if applicable)
Publisher,	Publisher (if applicable/available),		Publisher (shortened name),
Publication Date,	Publication Date, or Accessed Date	Publication Date,	Publication Date,
Location.	URL.	Page number (p.) or page range (pp.).	Page number (p.) or page range (pp.).

Author.

1 author: Last name, first name

Gladwell, Malcolm

2 authors: Follow the order that is used in the source

Gillespie, Paula, and Neal Lerner

3 or more authors: Name the first author followed by “et al.”

Smith, Theresa, et al.

Examples:

Article from a website:

Sengupta, Somini. “Global Warming Is Helping to Wipe Out Coffee in the Wild.” *The New York Times*, 16 Jan. 2019, www.nytimes.com/2019/01/16/climate/climate-change-coffee.html.

How it’s referenced in your paper: (Sengupta)

YouTube video:

Robinson, Ken. “Do Schools Kill Creativity?” *YouTube*, Uploaded by TED, 6 Jan. 2007. <https://www.youtube.com/watch?v=iG9CE55wbtY>

How it’s referenced in your paper: (Robinson 00:43-02:17)

Book by two authors:

Gibson, William, and Bruce Sterling. *The Difference Engine*. Spectra. 1990. pp. 20-21

How it’s referenced in your paper: (Gibson and Sterling 20-21)

Student Name

Teacher's Name

7th Grade English

14 September 2019

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Some bottled water is nothing more than tap water. According to the EPA, the standards for bottled water are exactly the same as those for tap water. But bottled water is not subject to the same reporting standards. Under Food and Drug Administration rules, “bottled water doesn’t usually have to state what source it comes from or what methods were used to treat it” (Olson). In support of this point, Dr. Sarah Janssen, science fellow with the Natural Resources Defense Council, notes that “you’re more likely to know what’s in tap water” (Conis).

Some people claim that bottled water tastes better; however, blind taste tests have proven that generally people cannot tell the difference. One particular study by Boston University found that only one-third of the respondents correctly identified the tap water sample. Another one-third thought it was the bottled water, and the rest said they couldn’t tell the difference (Friday).

People need to be more aware of the negative implications in drinking bottled water. In addition to polluting the environment, there are serious health concerns. Additionally, there is a one in four chance that bottled water comes straight from the tap and costs 2000 times more (Livingston).

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Argument Assessment

Objectives

- Write an argumentative essay that reflects all elements from the Argument Genre Chart

Authentic Assessment

Your principal is considering banning cell phones from your school campus. Objectively consider the pros and cons before establishing your claim. Write an argumentative essay that reflects a level 4 from the rubric.

Include at least two research sources.

Argument Genre Chart

- Engages the reader and establishes a clear claim
- Organizes information to support claim
- Develops and supports claim with reasons and evidence using multiple sources
- Uses academic language
- Shows an awareness of audience by anticipating and addressing counterclaims
- Uses transitions and varies sentence beginnings
- Concludes with a strong statement

SAMPLE