

## Writing Success Week – Argumentative ECR

### Unit Synopsis

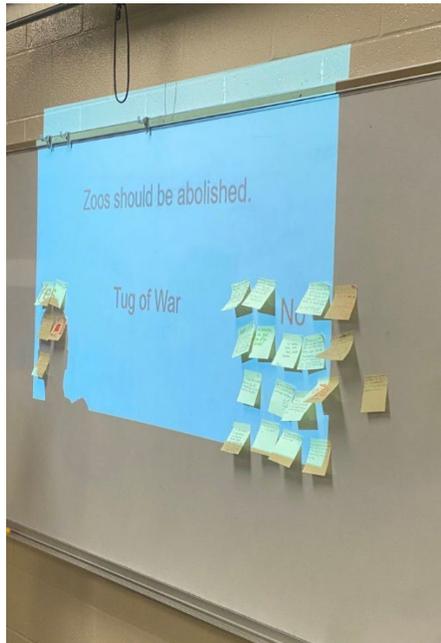
During this unit, students will learn and utilize the writing process to successfully produce an Argumentative extended constructed response (ECR). Students will leverage their knowledge of the characteristics of argumentative texts such as claim, reason, evidence, counterclaim and refutation. Students will unpack the Argumentative ECR Rubric, deconstruct an exemplar, and be guided through a model of the metacognitive writing process necessary as we focus on understanding mentor texts and the use of effective argumentative techniques. This unit concludes with writing workshops that intentionally focus on strengthening the clarity and focus of student writing as students revise and edit their IA (independent application) into a final well-written extended constructed response.

### Unit at a Glance

	Focus	Standards
<b>Day 1</b>	<b>Introduction to Argumentative Writing</b>	<b>7.8E</b>
<b>Day 2</b>	<b>Brainstorming Argumentative ECR</b>	<b>7.6C, 7.10A, 7.11C</b>
<b>Day 3</b>	<b>Drafting Argumentative ECR</b>	<b>7.10B</b>
<b>Day 4</b>	<b>Revising and Editing Argumentative ECR</b>	<b>7.10C, 7.10D</b>

<b>Day 5</b>	<b>Publishing Argumentative ECR</b>	<b>7.10E</b>
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<b>Day 1:</b>		<b>Notes</b>
<b>Standards</b>		
<ul style="list-style-type: none"> <li>• <b>TEK 7.8E</b> – analyze characteristics and structures of argumentative text.</li> </ul>		
<b>Content Objective</b>		
<ul style="list-style-type: none"> <li>• <b>Content Objective:</b> SWBAT breakdown an argumentative text based on characteristics and a rubric.</li> </ul>		
<b>Know/Do Chart</b>		
<b>Know</b>	<b>Do</b>	
	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Advance Preparation and Resources</b>		
<ul style="list-style-type: none"> <li>• Teacher Prep <ul style="list-style-type: none"> <li>○ Internalize the Rubric, Mentor Texts, and Exemplars prior to facilitating lesson.</li> <li>○ Make copies of all materials (mentor texts, prompt, exemplars, etc)</li> <li>○ Access to document Camera</li> </ul> </li> <li>• Resources <ul style="list-style-type: none"> <li>○ <a href="#">Argumentative ECR Rubric</a></li> <li>○ <a href="#">Argument Structure Anchor Chart</a></li> <li>○ <a href="#">Mentor Text and Prompt</a></li> <li>○ <a href="#">7th Exemplar Essay</a></li> </ul> </li> </ul>		
<b>Information and Instructional Notes</b>		
<p>Note: This lesson introduces/reinforces students’ knowledge of the necessary components for Argumentative ECR Writing. The focus throughout the lesson is understanding the skills assessed in the rubric, how the Argument essay structure supports each component of the rubric, and how it is exemplified through a sample essay. The steps within the lesson can be modified to meet the needs of your individual students; however, it is important to give students the opportunity to independently break down the exemplar—this will be beneficial during the independent application stage of this success unit.</p>		
<b>Vocabulary</b>		
Academic Language:	Domain Vocabulary: (standard)	
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Lesson (Suggested time frame: 75 minutes)</b>		
<p>Step 1 – Tug of War Activity</p> <ul style="list-style-type: none"> <li>• Display or write on the board a debatable statement and on the left write yes and right no. (NOTE: do not use the zoo one, this will be used as an independent prompt) <ul style="list-style-type: none"> <li>○ Example: Animal testing should be banned.</li> </ul> </li> <li>• Give every student a sticky note and have them write yes or no with the statement and why. They will then add it to the side of yes or no on the board.</li> </ul>		<p><b>15-20 Minutes</b>  <b>Note:</b> This can be modified to use a digital version.</p>



- After the students have added their sticky notes, read a few from each side. Have a few students try to debate against some of the ones you read. (This is prepping them for claim and counterclaim)

#### Step 2 – [Argumentative ECR Rubric](#)

**10-15 Minutes**

- Unpack Organization and Development of Ideas (Score Points 0-3)
  - Argument/Opinion is clear and fully developed.
    - Students should understand the importance of a claim that fully answers the prompt and lays the roadmap for their essay.
  - Organization is effective.
    - Needs to include an effective introduction and conclusion. Students will see the structure that will be used for argumentative writing.
  - Evidence is specific, well-chosen, and relevant.
    - Has relevant text evidence from the passage and elaborates a clear explanation on how it connects back to the claim.
  - Expression of ideas is clear and effective.
    - word choice is specific, purposeful, and enhances the response. Students should understand that their word choice should help to communicate their thoughts effectively and efficiently.
- **Turn and Talk**
  - Why do you think it is important to have your argument clear and fully developed?
- Unpack Conventions (Score Points 0-2)
  - Call attention to the use of command

#### Step 2 – Review Argumentative Structure (Wit and Wisdom)

**7-10 Minutes**

- Distribute the following [Argument Structure Anchor Chart](#) and display using document camera:

I	Introduce	Introduce your audience to the topic.
C	Claim	State your claim about the topic and preview your supporting reason.
R	Reason	State a reason that supports your claim.
E	Evidence	Cite evidence for the reason.
E	Elaboration	Explain how the evidence relates to the reason.
R	Reason	State a reason that supports your claim.
E	Evidence	Cite evidence for the reason.
E	Elaboration	Explain how the evidence relates to the reason.
A	Alternate Claim and Refutation	Acknowledge and refute an opposing claim.
C	Conclusion	Reinforce your argument, reflecting on its significance

- Discuss the connections between the rubric and the structure that students should be following when writing an argumentative ECR.
- **IMPORTANT NOTE:** Students need reinforcement that the alternate claim is what the other side might say, and the refutation is how they disprove it.

### Step 3 – Break Down the Argumentative ECR Prompt Example

**10-12 Minutes**

- Distribute the example prompt and read through whole group.
  - Prompt: Read **Watch Out: Cell Phones Can Be Addictive**. Based on details in the text, write a response to the following:*
  - Write an argument that addresses the idea of whether or not cellphones are addictive.
  - Write a well-organized essay that uses specific evidence from the article to support your answer.
  - 
  - Remember to—*
    - Clearly state your controlling idea
    - Organize your writing
    - Develop your ideas in detail
    - Use evidence from the selection in your response
    - Use correct spelling, capitalization, punctuation, and grammar
  - Manage your time carefully so that you can—*
    - Review the selection
    - Plan your response
    - Write your response
    - Revise and edit your response
- **Think-Pair-Share**
  - What key words in the prompt tell us what skill we are being tested on?
  - What should the topic of our argument be focused on?
- Connect the bottom portion of the prompt back to the rubric and explain how this is used as their checklist when writing the ECR.
- Have the students independently read the mentor text, "**Watch Out: Cell Phones Can Be Addictive**"

## Watch Out: Cell Phones Can Be Addictive

*Too much dependence on your smartphone isn't smart*

By Kathiann Kowalski  
2014

*Dr. James Roberts is marketing professor and the author of a study about cell phone addiction that appeared in the August 2014 Journal of Behavioral Addictions. Here, Kathiann Kowalski of Science News for Students covers the results of his study. As you read, take notes on the studies about addictive technology.*

- 1) The average college student uses a smartphone for about nine hours each day.

That's longer than many of those students spend sleeping. In fact, such extended cell phone use shows that the technology could become an addiction, according to a new study. An addiction is a type of uncontrolled and unhealthy habit.

It's well known that people can become addicted to drugs, such as alcohol, narcotics and the nicotine in cigarettes. What's not so well known: "People can be addicted to technology," says James Roberts. He is a



"Untitled" by Robin Worrall is licensed under CC0.

### Step 4 – Unpack the [7th Exemplar Essay](#) "Watch Out: Cell Phones Can Be Addictive"

**12-14 Minutes**

- Let the students know that as we are reading through this, pay attention to the structure and how it answers the prompt.

People spend most of their time on cell phones. So, the big question is: Are cell phones addictive? Cell phones are addictive because people show signs like drug addiction and signs of withdrawal.

One of the biggest indicators that cell phones are addictive is that when people use them, they show signs like that of drug addiction. For example, studies have shown that it gives people a temporary lift in their mood, and it starts taking more time to bring that joy. This is like that of a drug addiction with the constant want for more. People can also show signs of withdrawal when they are not with their phones. People have reported that when their phones are dead or lost, they feel anxiety and panic. This is a sign of withdrawal and can become so bad that it interferes with their relationships and life around them.

Some people might say that it is just the apps that are addicting; however, in order to access those apps, you must be on the phone. If you were not addicted to your phone, the apps wouldn't matter.

No matter which way you try to spin it, people become addicted to their cell phones. It is a problem that has been going on for quite a while and will only continue to get worse as the phones upgrade and get more functions.

- After reading the essay, students will label the structure of the essay using the anchor chart.

I	Introduce	Introduce your audience to the topic.
C	Claim	State your claim about the topic and preview your supporting reason.
R	Reason	State a reason that supports your claim.
E	Evidence	Cite evidence for the reason.
E	Elaboration	Explain how the evidence relates to the reason.
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A	Alternate Claim and Refutation	Acknowledge and refute an opposing claim.
C	Conclusion	Reinforce your argument, reflecting on its significance

- Guide them through the first few labels.

People spend most of their time on cell phones. So, the big question is: Are cell phones addictive? Cell phones are addictive because people show signs like drug addiction and signs of withdrawal. **C**

One of the biggest indicators that cell phones are addictive is that when people use them, they show signs like that of drug addiction. For example, studies have shown that it gives people a temporary lift in their mood, and it starts taking more time to bring that joy. This is like that of a drug addiction with the constant want for more. People can also show signs of withdrawal when they

<ul style="list-style-type: none"> <li>Have the students finish labeling the rest of the essay independently.</li> </ul>	
<b>Assessment</b>	
<b>Exit Ticket/Look Fors:</b> <ul style="list-style-type: none"> <li>Have the students refer to the rubric and rate the essay on a 1-5 scale and what justifies their score.</li> </ul>	<b>3-4 Minutes</b>
<b>Next Steps:</b> Review the exit ticket and consider what student gaps or trends that you could address in a reteach during the next class period.	

<b>Day 2:</b>		<b>Notes</b>
<b>Standards</b>		
<ul style="list-style-type: none"> <li><b>TEK 7.6C</b> – use text evidence to support an appropriate response</li> <li><b>TEK 7.10A</b> – plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests</li> <li><b>TEK 7.11C</b> – compose multi-paragraph argumentative texts using genre characteristics and craft</li> </ul>		
<b>Content Objective</b>		
<ul style="list-style-type: none"> <li><b>Content Objective: SWBAT</b> understand the brainstorming process by annotating a prompt, mentor text and selecting reasons and evidence for the argumentative ECR.</li> </ul>		
<b>Know/Do Chart</b>		
<b>Know</b>	<b>Do</b>	
<b>Advance Preparation and Resources</b>		
<ul style="list-style-type: none"> <li>Teacher Prep <ul style="list-style-type: none"> <li>Create and internalize Exemplars and graphic organizers prior to facilitating lesson.</li> <li>Make copies of all materials (graphic organizers, mentor texts, prompts, etc.)</li> <li>Access to document Camera</li> </ul> </li> <li>Resources <ul style="list-style-type: none"> <li><a href="#">Brainstorming Graphic Organizer</a></li> <li><a href="#">What Do Zoos Do Article and Prompt</a></li> </ul> </li> </ul>		
<b>Information and Instructional Notes</b>		
<p>Note: This lesson strengthens students’ understanding of the brainstorming process. Students will start the lesson drawing on their ability to break down a prompt. While it is a similar prompt to the exemplar examined, the independent application prompt may come with misconceptions that will be beneficial to address. After reading and annotating the mentor text, students will observe an example brainstorming page to see how it ensures the “Organization and Development of Ideas” section of the Argumentative ECR rubric is fulfilled. They will end the lesson executing their own brainstorming for the Independent prompt and selecting their ideas and evidence for teacher review. While annotating a mentor text is crucial to students understanding, the way they annotate may differ from teacher to teacher—feel free to adjust the annotation methods to better serve your students.</p>		

## Vocabulary

Academic Language:

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Domain Vocabulary: (standard)

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## Lesson (*Suggested time frame: 75 minutes*)

Step 1 – Introduction to the Independent Argumentative ECR

- Have the students read and annotate the prompt to determine what skill they are being tested on and what topic their ECR should be focused on.

**Prompt:** Read *What Do Zoos Do*. Based on details in the text, write a response to the following:

Write an argument that addresses the idea of whether or not zoos are beneficial.

Write a well-organized essay that uses specific evidence from the article to support your answer.

- Exemplar Responses
  - Argument and if zoos help or not
- Misconception: Students will sometimes try to sit on the fence. They need to pick one side to argue.

**5 Minutes**

Step 2 – Supporting Text Annotations

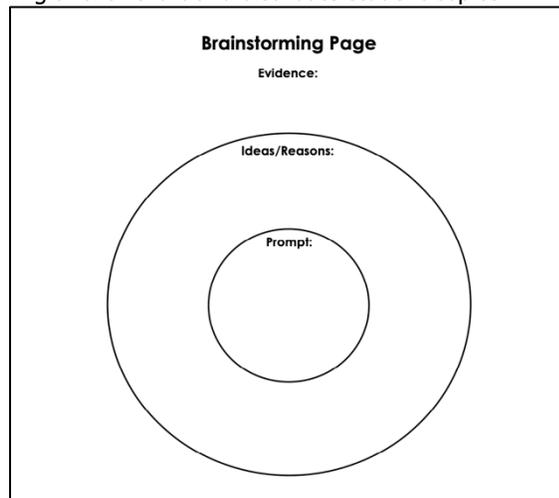
- As a class read the text, "What Do Zoos Do?" and annotate looking at both sides of the argument.
- What are some sentences that show yes to the question and what are some sentences that say no. Annotations can also include students elaborating on those sentences.

**15-20 Minutes**

**NOTE:** Teacher needs to annotate prior to facilitating lesson

Step 3 – Brainstorming

- Display the following anchor chart and distribute student copies:



- Explain how to utilize the Inner/Outer Circle Graphic Organizer
  - Inner Circle: Prompt
  - Outer Circle: Possible answers or reasons to the prompt
  - Surrounding Area: Evidence from the passage to support the answers to the prompt.
- Display a completed example from the previous lessons mentor text.

**15-20 Minutes**



## Advance Preparation and Resources

- Teacher Prep
  - Internalize Exemplars and graphic organizers prior to facilitating lesson.
  - Make copies of all materials needed
  - Access to document Camera
- Resources

## Information and Instructional Notes

Note: The bulk of this lesson consists of independent work time where students will be moving on to drafting their Independent ECRs. Students will spend the beginning of the lesson reviewing claim statements and creating their own based on their work from the previous lesson. The process of claim writing is crucial to students earning full points on the ECR as it acts as a roadmap for the essay and contains an answer to the prompt. Consider spending time prepping for individual check-ins or small groups with students who are falling behind. While most of this should be review, students may still struggle understanding the writing process.

## Vocabulary

Academic Language:

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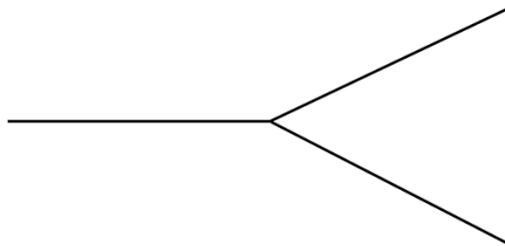
Domain Vocabulary: (standard)

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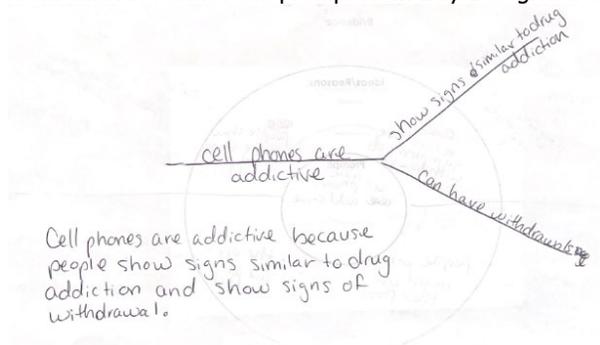
## Lesson (*Suggested time frame: 75 minutes*)

Step 1 – Claim Statements

- Ask: What is a claim? What should you include in your claim statement?
- Display the chicken foot for creating a claim statement.



- **Explain** that the chicken foot will be used for creating the claim statement. The leg part will be where you restate the prompt and include the answer. The feet will give the two reasons that answer the question. These pieces will come together to create a clear claim statement.
- Display a completed chicken foot for the prompt from Day 1 to give a completed example.



15-20 Minutes

<p>Step 2 – Review the argumentative structure.</p> <ul style="list-style-type: none"> <li>Remind the students to use their <a href="#">anchor chart</a> for the structure and quickly review the components.</li> <li>Remind the students that by using this structure, it will satisfy the requirements of the rubric.</li> </ul> <table border="1" data-bbox="370 495 966 930"> <tr> <td>I</td> <td>Introduce</td> <td>Introduce your audience to the topic.</td> </tr> <tr> <td>C</td> <td>Claim</td> <td>State your claim about the topic and preview your supporting reason.</td> </tr> <tr> <td>R</td> <td>Reason</td> <td>State a reason that supports your claim.</td> </tr> <tr> <td>E</td> <td>Evidence</td> <td>Cite evidence for the reason.</td> </tr> <tr> <td>E</td> <td>Elaboration</td> <td>Explain how the evidence relates to the reason.</td> </tr> <tr> <td>R</td> <td>Reason</td> <td>State a reason that supports your claim.</td> </tr> <tr> <td>E</td> <td>Evidence</td> <td>Cite evidence for the reason.</td> </tr> <tr> <td>E</td> <td>Elaboration</td> <td>Explain how the evidence relates to the reason.</td> </tr> <tr> <td>A</td> <td>Alternate Claim and Refutation</td> <td>Acknowledge and refute an opposing claim.</td> </tr> <tr> <td>C</td> <td>Conclusion</td> <td>Reinforce your argument, reflecting on its significance</td> </tr> </table>	I	Introduce	Introduce your audience to the topic.	C	Claim	State your claim about the topic and preview your supporting reason.	R	Reason	State a reason that supports your claim.	E	Evidence	Cite evidence for the reason.	E	Elaboration	Explain how the evidence relates to the reason.	R	Reason	State a reason that supports your claim.	E	Evidence	Cite evidence for the reason.	E	Elaboration	Explain how the evidence relates to the reason.	A	Alternate Claim and Refutation	Acknowledge and refute an opposing claim.	C	Conclusion	Reinforce your argument, reflecting on its significance	<p><b>5-7 Minutes</b></p>
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<p>Step 3 – Independent Worktime</p> <ul style="list-style-type: none"> <li>Have students begin working on claim statements by filling in their chicken foot. After they finish filling in their chicken foot and draft their claim statement, they will be creating their first draft using the argumentative structure.</li> </ul>	<p><b>35 Minutes</b></p>																														
<p><b>Assessment</b></p>																															
<p><b>Exit Ticket/Look Fors:</b></p> <ul style="list-style-type: none"> <li>Distribute index cards to the students and collect their materials. <ul style="list-style-type: none"> <li>What is one specific part of your draft you would like help with? Write your response on the index card and turn in. (This will be used to complete student conferences)</li> </ul> </li> </ul>	<p><b>5 Minutes</b></p>																														
<p><b>Next Steps:</b> Review the exit ticket and consider what student gaps or trends that you could address in a reteach during the next class period.</p>																															

<p><b>Day 4:</b></p>		<p><b>Notes</b></p>
<p><b>Standards</b></p>		
<ul style="list-style-type: none"> <li><b>TEK 7.10C</b> – revise drafts for clarity, development, organization, style, word choice, and sentence variety.</li> <li><b>TEK 7.10D</b> – edit using standard English conventions</li> </ul>		
<p><b>Content Objective</b></p>		
<ul style="list-style-type: none"> <li><b>Content Objective: SWBAT</b> complete their argumentative ECR draft and then transition into revising and editing in preparation for a final piece.</li> </ul>		
<p><b>Know/Do Chart</b></p>		

Know	Do

## Advance Preparation and Resources

- Teacher Prep
  - Internalize Exemplars and graphic organizers prior to facilitating lesson.
  - Have chicken strips cut and readily available
  - Make copies of all materials (checklists, etc.)
  - Access to document Camera
- Resources
  - [Revising and Editing Checklist](#)

## Information and Instructional Notes

Note: This lesson spotlights writing conferences that focus on the students' areas of concern. During these conferences, students will be able to ensure they are aligning their work to the Argumentative ECR Rubric. Once conferencing ends, students should begin the revising and editing process using the checklists provided. If there were whole class misconceptions based on the Lesson 3's Exit Ticket, ensure you adjust the lesson to include a reteach.

## Vocabulary

Academic Language:

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Domain Vocabulary: (standard)

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## Lesson (*Suggested time frame: 75 minutes*)

### Step 1 – [Revising and Editing Checklist](#)

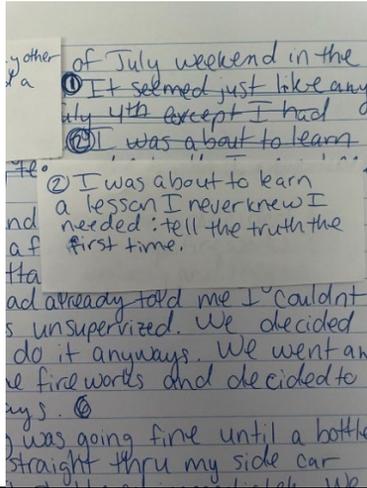
- Distribute Revising and Editing Checklist and display it using document camera.

Revision and Editing Checklist: Grade 7

<p><b>Revise for...</b></p> <p><b>Informational Text</b></p> <p><b>Clarity</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> clear thesis/controlling idea</li> <li><input type="checkbox"/> facts, details support thesis/controlling idea</li> <li><input type="checkbox"/> obvious conclusions/lessons</li> <li><input type="checkbox"/> clear/concise</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> appropriate and purposeful organizational pattern</li> <li><input type="checkbox"/> fluid sentence and paragraph transitions</li> <li><input type="checkbox"/> varied sentence structure</li> </ul> <p><b>Development</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> communicates understanding/importance</li> <li><input type="checkbox"/> word choice (purposeful and precise)</li> <li><input type="checkbox"/> written in a fresh way</li> </ul> <p><b>Argumentative Text</b></p> <p><b>Clarity</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> clear, arguable claim</li> <li><input type="checkbox"/> use various types of evidence to support claim</li> <li><input type="checkbox"/> convincing conclusion</li> <li><input type="checkbox"/> clear/concise</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> appropriate/purposeful organization</li> <li><input type="checkbox"/> fluid sentence and paragraph transitions</li> <li><input type="checkbox"/> varied sentence structure</li> </ul> <p><b>Development</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> communicates importance/insight</li> <li><input type="checkbox"/> word choice (purposeful/precise/powerful)</li> <li><input type="checkbox"/> written in a fresh way</li> </ul> <p><b>Literary Text</b></p> <p><b>Clarity</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> obvious theme/message</li> <li><input type="checkbox"/> details and events support the plot and theme</li> <li><input type="checkbox"/> clear/concise</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> appropriate/purposeful plot sequence</li> <li><input type="checkbox"/> plot, setting, and characters connect in a meaningful way</li> <li><input type="checkbox"/> fluid sentence and paragraph transitions</li> <li><input type="checkbox"/> varied sentence structure</li> </ul> <p><b>Development</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> word choice (purposeful and precise)</li> <li><input type="checkbox"/> language contributes to tone, mood, and voice</li> <li><input type="checkbox"/> written in a fresh way</li> </ul>	<p><b>Edit for...</b></p> <p><b>Capitalization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> first letter in a sentence</li> <li><input type="checkbox"/> names</li> <li><input type="checkbox"/> pronouns "I"</li> <li><input type="checkbox"/> months, days of the week</li> <li><input type="checkbox"/> official titles of people</li> <li><input type="checkbox"/> holidays</li> <li><input type="checkbox"/> salutation and conclusion of a letter</li> <li><input type="checkbox"/> geographical names, places, historical periods, events</li> <li><input type="checkbox"/> documents, languages, races, and nationalities</li> <li><input type="checkbox"/> titles of books, stories, and essays</li> <li><input type="checkbox"/> proper nouns, including abbreviations, initials, acronyms, and organizations</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> end of sentences</li> <li><input type="checkbox"/> commas with items in a series, dates</li> <li><input type="checkbox"/> commas in compound and complex sentences</li> <li><input type="checkbox"/> commas to set off transitions and introductory elements</li> <li><input type="checkbox"/> <b>commas to set off words, phrases, and clauses</b></li> <li><input type="checkbox"/> quotation marks in dialogue</li> <li><input type="checkbox"/> apostrophes in contractions and possessives</li> <li><input type="checkbox"/> italics and underlining for titles and emphasis</li> <li><input type="checkbox"/> semicolon</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> high frequency/commonly used words</li> <li><input type="checkbox"/> commonly misspelled words</li> <li><input type="checkbox"/> special words</li> <li><input type="checkbox"/> commonly confused terms (right's, affect/effect, through/there/they're, to/has/have)</li> </ul> <p><b>Usage</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> complete sentences (avoidance of splices, run-ons, fragments)</li> <li><input type="checkbox"/> subject-verb agreement</li> <li><input type="checkbox"/> parts of speech           <ul style="list-style-type: none"> <li>○ verb tenses</li> <li>○ noun forms</li> <li>○ comparative and superlative adjectives</li> <li>○ adverbs</li> <li>○ prepositional phrases and their influence on subject-verb agreement</li> </ul> </li> <li><input type="checkbox"/> pronouns</li> <li><input type="checkbox"/> <b>pronoun-antecedent agreement</b></li> <li><input type="checkbox"/> coordinating conjunctions to form compound subjects, predicates, and sentences</li> <li><input type="checkbox"/> subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor</li> </ul>
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- Review the checklist with the students to set revising and editing expectations.
- Review the Chicken Strips Process with the students. Reminder example below:

**10-15 Minutes**



**Step 2 – Drafting/Revising/Editing**

- Students will finish drafting their argumentative ECR.
- Once finished with their drafting, they will move on to revising and editing checklist.
- As they are revising and editing they will be attaching their chicken strips to their papers in preparation for their final paper.

**60-65 Minutes**

**Step 3 – Writing Conferences**

- Students should be working independently during this time while waiting to meet with you. During the conference, ensure the following:
  - **See the Success-** Give specific glows that students executed.
  - **See the Gap-** Students should name the area of concern in their own words.
  - **Name It-** Be clear and specific with the misconception or missing component.
  - **Do It-** Model for the student how to correctly execute the component they are struggling with.
  - **Action Step-** Ensure students have a clear game plan to wrap up their essay.

The writing conferences should be effective, and, at the same time, quickly executed. Students should name their misunderstanding or misconceptions in order to set the focus for the conference. While naming the gap and modeling the correction, ensure students are actively making edits to their essay with you.

**Assessment**

**Exit Ticket/Look Fors:**

- Instruct students to review their checklist and ensure everything is updated. Pick up all materials for review. (Use this to prepare small groups for the students that are behind)

**2 Minutes**

**Next Steps:**

Review the exit ticket and consider what student gaps or trends that you could address in a reteach during the next class period.

**Day 5:**

**Notes**

**Standards**

- **TEK 7.10E** – Publish written work for appropriate audiences

**Content Objective**

- **Content Objective: SWBAT** publish their argumentative ECR after completing revising and editing.

### Know/Do Chart

Know	Do

### Advance Preparation and Resources

- Teacher Prep
  - Internalize Exemplars and graphic organizers prior to facilitating lesson.
  - Make copies of all materials (student packet)
  - Access to document Camera
- Resources
  - [Student Packet](#)

### Information and Instructional Notes

Note: The conclusion of this unit allows the entirety of class time to complete the revising and editing process started in the previous lesson. Students are expected to publish final work into the student packet. While it is important to type out responses in order to be prepared for STAAR online, this can be done later in the year. As mentioned above, it is crucial to calendar out work time to internalize the data from this unit.

### Vocabulary

Academic Language:

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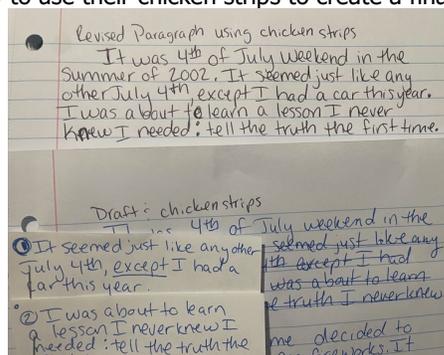
Domain Vocabulary: (standard)

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### Lesson (*Suggested time frame: 75 minutes*)

Step 1 – Chicken Strips Reminder

- Remind the students how to use their chicken strips to create a final published piece.



**5 Minutes**

Step 2 – Independent Work Time

- Let the students know they will be finishing their argumentative ECR today.
- They are expected to have finished their draft, complete revise/edit process and re-writing their final piece on the lined paper provided.
- Utilize this time to pull small groups of students that are behind.

**65 Minutes**

### Assessment

<b>Exit Ticket/Look Fors:</b> <ul style="list-style-type: none"><li>• Students will submit final work for review.</li></ul>	<b>5 Minutes</b>
<b>Next Steps:</b> <p>Review the exit ticket and consider what student gaps or trends that you could address in a reteach during the next class period.</p>	