

## Writing Success Week – Argumentative ECR

### Unit Synopsis

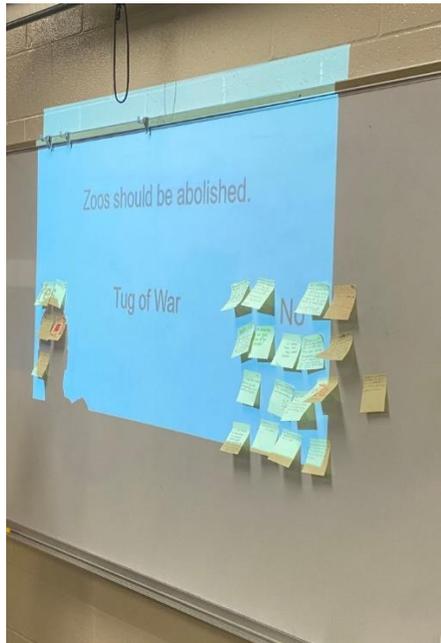
During this unit, students will learn and utilize the writing process to successfully produce an Argumentative extended constructed response (ECR). Students will leverage their knowledge of the characteristics of argumentative texts such as claim, reason, evidence, counterclaim and refutation. Students 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>8.8E</b>
<b>Day 2</b>	<b>Brainstorming Argumentative ECR</b>	<b>8.6C, 8.10A, 8.11C</b>
<b>Day 3</b>	<b>Drafting Argumentative ECR</b>	<b>8.10B</b>
<b>Day 4</b>	<b>Revising and Editing Argumentative ECR</b>	<b>8.10C, 8.10D</b>

Day 5	Publishing Argumentative ECR	8.10E
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Day 1:		Notes
<b>Standards</b>		
<ul style="list-style-type: none"> <li>• <b>TEK 8.8E</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>		
Know	Do	
	<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="#">8<sup>th</sup> Example 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

**7-10 Minutes**

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

- 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.

10-12 Minutes

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

- Distribute the example prompt and read through whole group.
  - Prompt: Read **You Can Buy Happiness, If It's An Experience**. Based on details in the text, write a response to the following:*
  - Write an argument that addresses the idea whether or not you can buy true happiness.
  - 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, “**You Can Buy Happiness, If It's An Experience** “

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## You Can Buy Happiness, If It's An Experience

By Maanvi Singh  
2014

*The NPR article discusses the findings of a study published in Psychological Science focused on how different purchases affect happiness. This article was published on Shots, NPR's Health News blog. As you read, take notes on how people are affected by purchasing material goods and experiences.*

[1] We humans spend a lot of time waiting in lines. People queue up for days in order to get their hands on the latest iPhone, or what feels like eons<sup>1</sup> for a table at that hip new brunch place.

You may be better off spending time and money on the latter.<sup>2</sup> A growing body of research has shown that experiences tend to make people happier than material possessions.

And even anticipating an experience like a concert, a ski trip or what better: *It's really great that it makes*



*"Venice gondola" by lee wu is licensed under CC BY-ND*

### Step 4 – Unpack the 8<sup>th</sup> Example Essay “You Can Buy Happiness, If It’s An Experience”

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.

One of the biggest debates has always been, does money buy happiness? Money does not buy happiness; it is the planning of experiences and the socialization that causes happiness.

Planning experiences causes people to be happy and can be done for free. For example, research shows that many people gain happiness from walking and gardening which can come at basically no cost. This shows that it is not the money that is making them happy, rather the experience itself. Another cause of people’s happiness is the socialization they get from experiences. People would rather wait in line with other people enjoying the same experience rather than just purchasing something online. While this may cost money to purchase things such as concert tickets, the money is not what is creating happiness. Happiness comes from the socialization of surrounding yourself with people of the same interests.

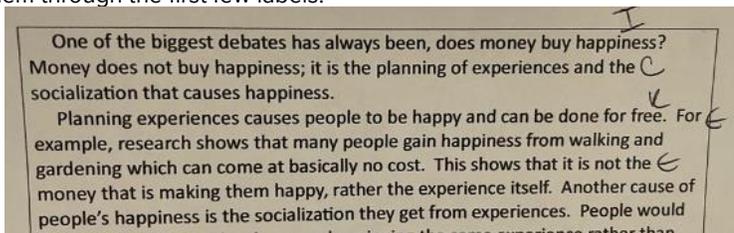
Some people might say that buying things can create happiness; however, it has been shown that waiting to purchase something such as a new phone can cause irritation from the waiting.

Many people can be happy without money to buy that happiness. There are tons of experiences and things that can be free that can bring the joy that people crave.

- 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.
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

- Guide them through the first few labels.



- Have the students finish labeling the rest of the essay independently.

<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 8.6C</b> – use text evidence to support an appropriate response</li> <li><b>TEK 8.10A</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 8.11C</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="#">Recess 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>		
<b>Vocabulary</b>		
Academic Language: <ul style="list-style-type: none"> <li></li> </ul>	Domain Vocabulary: (standard) <ul style="list-style-type: none"> <li></li> </ul>	
<b>Lesson (Suggested time frame: 75 minutes)</b>		

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 *Middle School adds recess for 7<sup>th</sup> and 8<sup>th</sup> graders*. Based on details in the text, write a response to the following:  
  
Write an argument that addresses the idea whether or not all grades should be allowed to have recess.  
  
Write a well-organized essay that uses specific evidence from the article to support your answer.
- Exemplar Responses
  - Argument and if all grades should have recess
- 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

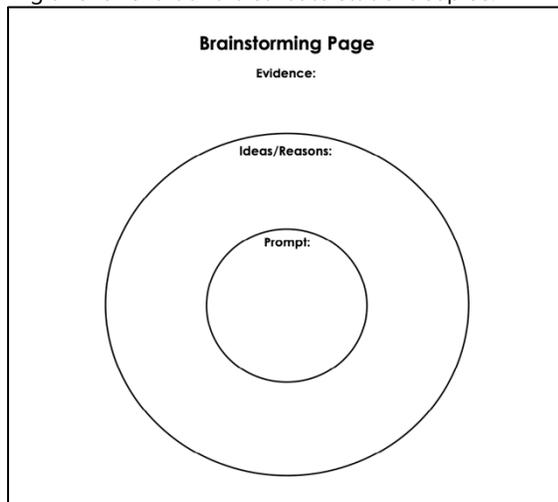
- As a class read the text, “Middle School adds recess for 7<sup>th</sup> and 8<sup>th</sup> graders” and annotate looking at both sides of the argument.
- What are some sentences that show yes to the question and what are some sentences that say no. Annotations can also include students elaborating 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

Name: \_\_\_\_\_ Home room: \_\_\_\_\_

**Brainstorming Page**

Evidence:

- **Think – Pair – Share:** What do you notice about the example? How does the evidence support their ideas or possible answers to the prompt?
- Direct the students to notice that there are reasons and evidence given for both sides of the argument. Let them know this is best practice because it helps with alternative claims and can make it easier when determining which side has better evidence. **NOTE:** Some passages will give better evidence for one side than the other. Sometimes it is easier to choose the side with the better evidence.

25 Minutes

Step 4 – Independent: Pre-writing/Brainstorming for the prompt

- Students will fill in their graphic organizer using the prompt and passage from the beginning of the lesson.

**Assessment**

5 Minutes

**Exit Ticket/Look Fors:**

- Using the Inner/Outer Circle, circle the reasons/possible answers to the prompt and the evidence to back it up.
- Criteria for success:
- Two clear reasons circled.
- 1-2 pieces of evidence for each idea.

**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. Look over reasons and evidence in order to look for mastery before proceeding to drafting.

Day 3:		Notes
<b>Standards</b>		
<ul style="list-style-type: none"> <li>• <b>TEK 8.10B</b> – develop drafts into a focused, structured, and coherent piece of writing.</li> </ul>		
<b>Content Objective</b>		
<ul style="list-style-type: none"> <li>• <b>Content Objective: SWBAT</b> use their brainstorming page and claim statements to develop a rough draft of an argumentative ECR.</li> </ul>		
<b>Know/Do Chart</b>		
Know	Do	

## 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)

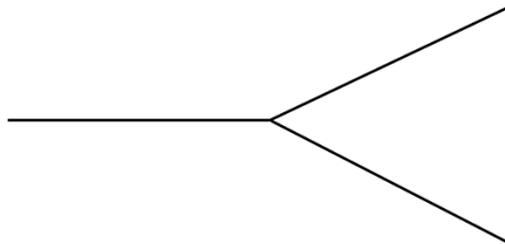
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## Lesson (Suggested time frame: 75 minutes)

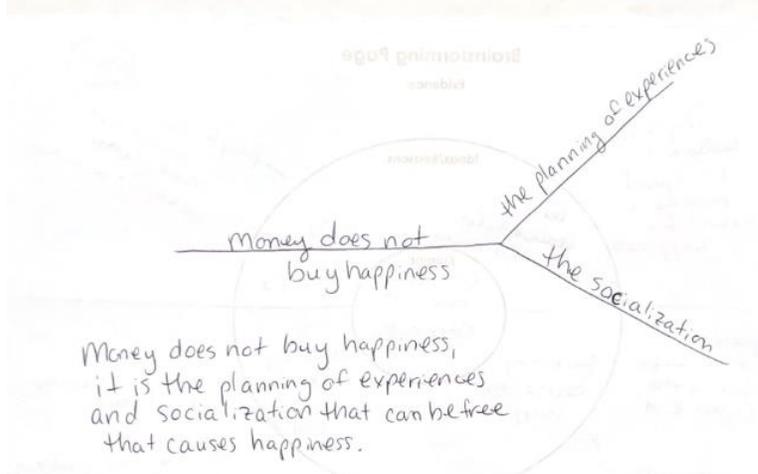
15-20 Minutes

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.



5-7 Minutes

Step 2 – Review the argumentative structure.

- Remind the students to use their [anchor chart](#) for the structure and quickly review the components.
- Remind the students that by using this structure, it will satisfy the requirements of the rubric.

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

35 Minutes

5 Minutes

Step 3 – Independent Worktime

- 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.

### Assessment

#### Exit Ticket/Look Fors:

- Distribute index cards to the students and collect their materials.
  - 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)

#### 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 4:

## Notes

### Standards

- **TEK 8.10C** – revise drafts for clarity, development, organization, style, word choice, and sentence variety.
- **TEK 8.10D** – edit using standard English conventions

### Content Objective

- **Content Objective: SWBAT** complete their argumentative ECR draft and then transition into revising and editing in preparation for a final piece.

### Know/Do Chart

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:

- 

Domain Vocabulary: (standard)

- 

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

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

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

[Revising and Editing Checklist: Grade 8](#)

#### Revise for ...

##### Informational Text

###### Clarity

- clear thesis/controlling idea/controlling idea
- facts, details support thesis
- obvious conclusion/decision
- clear/concise

###### Organization

- appropriate and purposeful organizational pattern
- fluid sentence and paragraph transitions
- varied sentence structure

###### Development

- communicates understanding/importance
- word choice (purposeful and precise)
- written in a fresh way

##### Argumentative Text

###### Clarity

- clear, arguable claim
- uses various types of evidence to support claim
- convincing conclusion
- clear/concise

###### Organization

- appropriate/purposeful organization
- fluid sentence and paragraph transitions
- varied sentence structure

###### Development

- communicates importance/insight
- word choice (purposeful/precise/powerful)
- written in a fresh way

##### Literary Text

###### Clarity

- obvious theme/message
- details and events support the plot and theme
- clear/concise

###### Organization

- appropriate/purposeful plot sequence
- plot, setting, and characters connect in a meaningful way
- fluid sentence and paragraph transitions
- varied sentence structure

###### Development

- word choice (purposeful and precise)
- language contributes to tone, mood, and voice
- written in a fresh way

#### Edit for ...

##### Capitalization

- first letter in a sentence
- names
- pronoun "I"
- months, days of the week
- official titles of people
- holidays
- salutation and conclusion of a letter
- geographical names, places, historical periods, events
- documents, languages, races, and nationalities
- titles of books, stories, and essays
- proper nouns, including abbreviations, initials, acronyms, and organizations

##### Punctuation

- end of sentences
- commas with items in a series, dates
- commas in compound and complex sentences
- commas to set off transitions and introductory elements
- commas to set off words, phrases, and clauses
- commas in nonrestrictive phrases and clauses
- quotation marks in dialogue
- apostrophes in contractions and possessives
- italics and underlining for titles and emphasis
- semicolon, colon, parentheses

##### Spelling

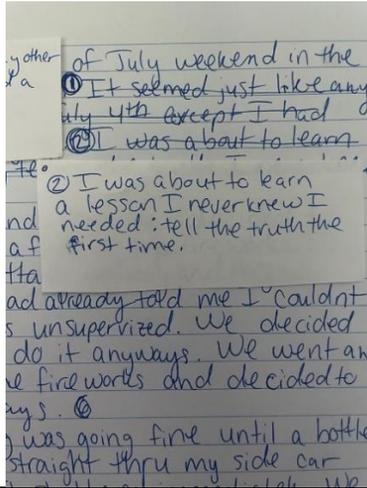
- high frequency/commonly used words
- commonly misspelled words
- special words
- commonly confused terms – its/it's, affect/effect, there/their/they're, and to/two/too

##### Usage

- complete sentences (avoidance of splices, run-ons, fragments)
- subject-verb agreement
- parts of speech
  - verb tenses to include active and passive voice
  - noun forms
  - comparative and superlative adjectives
  - adverbs
  - prepositional phrases and their influence on subject-verb agreement
  - pronouns
  - pronoun-antecedent agreement
  - coordinating conjunctions to form compound subjects, predicates, and sentences
  - subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor

- 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



60-65 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.

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**

2 Minutes

**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)

**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**

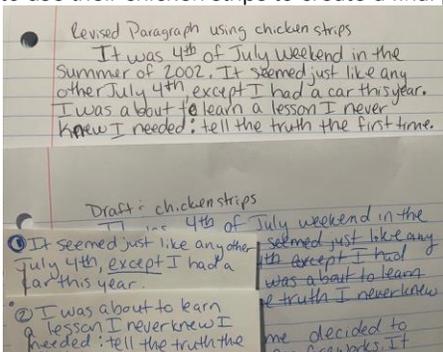
**Standards**

- **TEK 8.10E** – 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	
<b>Advance Preparation and Resources</b>		
<ul style="list-style-type: none"> <li>Teacher Prep               <ul style="list-style-type: none"> <li>Internalize Exemplars and graphic organizers prior to facilitating lesson.</li> <li>Make copies of all materials (student packet)</li> <li>Access to document Camera</li> </ul> </li> <li>Resources               <ul style="list-style-type: none"> <li><a href="#">Student Packet</a></li> </ul> </li> </ul>		
<b>Information and Instructional Notes</b>		
<p>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.</p>		
<b>Vocabulary</b>		
Academic Language:	Domain Vocabulary: (standard)	
•	•	
<b>Lesson (Suggested time frame: 75 minutes)</b>		<b>5 Minutes</b>
<p>Step 1 – Chicken Strips Reminder</p> <ul style="list-style-type: none"> <li>Remind the students how to use their chicken strips to create a final published piece.</li> </ul>  <p>The image shows two pieces of handwritten student work on lined paper. The top piece is titled 'Revised Paragraph using chicken strips' and contains a paragraph: 'It was 4th of July weekend in the summer of 2002. It seemed just like any other July 4th except I had a car this year. I was about to learn a lesson I never knew I needed: tell the truth the first time.' The bottom piece is titled 'Draft: chicken strips' and shows a similar paragraph with some corrections and annotations: 'It seemed just like any other July 4th, except I had a car this year. I was about to learn a lesson I never knew I needed: tell the truth the first time. I decided to see fireworks. It'.</p>		<b>65 Minutes</b>
<p>Step 2 – Independent Work Time</p> <ul style="list-style-type: none"> <li>Let the students know they will be finishing their argumentative ECR today.</li> <li>They are expected to have finished their draft, complete revise/edit process and re-writing their final piece on the lined paper provided.</li> <li>Utilize this time to pull small groups of students that are behind.</li> </ul>		<b>5 Minutes</b>
<b>Assessment</b>		
<p><b>Exit Ticket/Look Fors:</b></p> <ul style="list-style-type: none"> <li>Students will submit final work for review.</li> </ul>		
<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>		

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