

Grade 9 SAUSD Writing Notebook

Persuasive Writing

Benchmark / Strategic

Argumentative Writing: Persuasive Essay

Unit Content Objective:

Students will

- Take a stand on a controversial issue and support their claim with evidence.

Unit Language Objective:

Students will

- Write a multi-paragraph paragraph essay using supporting evidence.

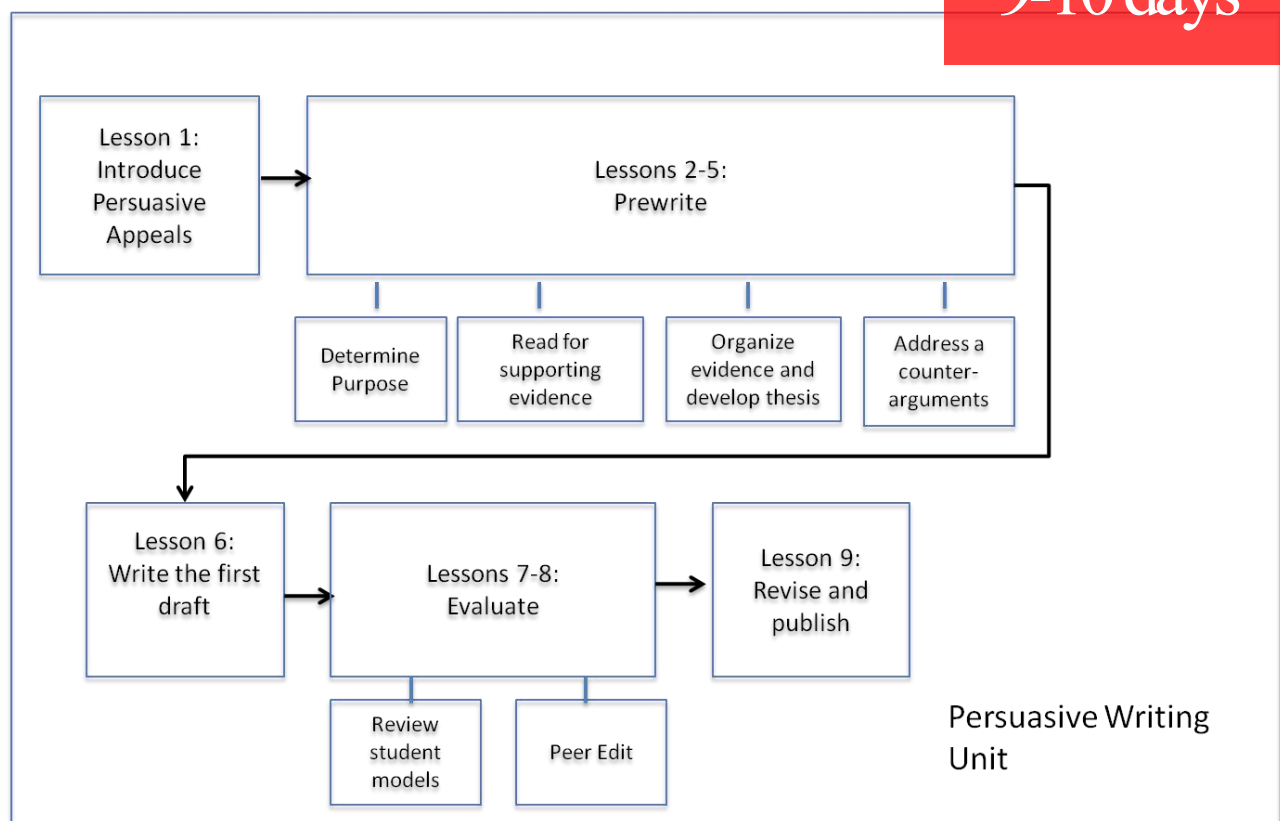
Unit Overview

Arguments to Support Claims-Persuasive Writing:

A persuasive essay is a type of argumentative writing which utilizes logic and reason to show that one idea is more legitimate than another idea. It attempts to persuade a reader to adopt a certain point of view or to take a particular action. The argument must always use sound reasoning and solid evidence by stating facts, giving logical reasons, using examples, and quoting experts.

After reading the newspaper article, *Earn an A? Here's a 50*, from the *Chicago Tribune*, students will write a persuasive essay which states and supports a claim about whether students should earn money for grades. This lesson takes students through the writing process, including prewriting, drafting, evaluation and revision. Students will review the foundations for an argumentative essay and learn how to address a counterargument in a persuasive essay. Each lesson should take approximately one class period; however, if scaffolding is used, the lesson may be extended.

9-10 days



Writing Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Lesson 1: Introduce the Persuasive Genre and Persuasive Appeals

W9.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Content Objective

Students will

- Students will be able to identify audience, purpose and persuasive appeals in advertisements and in real-life situations.

Language Objective

Students will

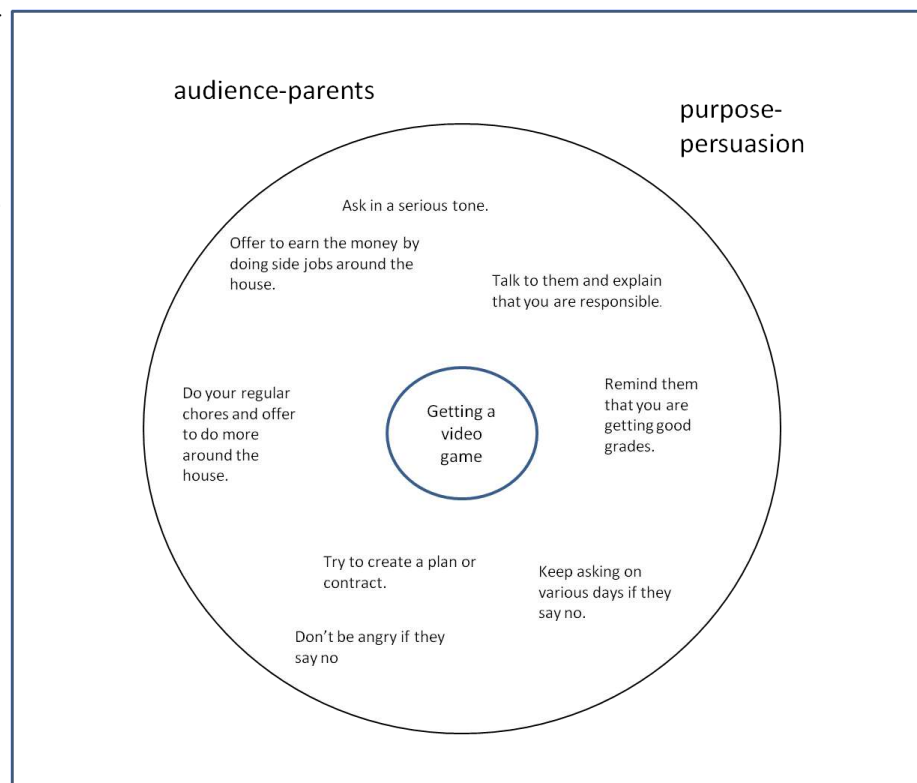
- categorize real-life persuasive appeals in the frame of reference of a Circle Map and state examples of each appeal.

Remind students that they are subjected to persuasion everyday from the time they wake up until the time they go to bed. They are persuaded in many ways ranging from what they eat, wear, and what they watch in the movies. On the same token, they are excellent at persuading their parents to get them to buy new clothes, a cell phone, and go out with their friends. Therefore, persuasion is all around them. They just don't realize it or give it much thought.

Begin the lesson with this statement: "Raise your hand if you usually win an argument, any argument — with your siblings, parents, friends, etc., and so on." Ask those who raised their hands: "Why do you think you win? What do you do or what techniques do you use to win your arguments?"

Have students think about a time they tried to persuade their parents or a family member about something: staying out late, getting more allowance, getting a video game, etc. Have students brainstorm by creating a Circle Map, putting the event in the center and the examples of persuasive strategies in the outer circle.

Remind students that the audience for this activity is their parents and the purpose is persuasion. These ideas should go in the frame of reference. The teacher should model the activity by first creating a sample map. Have students set aside their Circle Amps for a later activity.



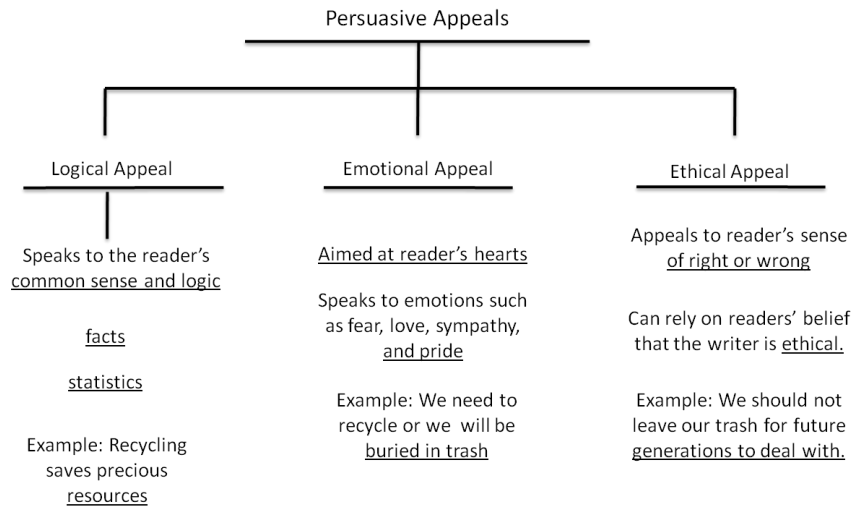
Differentiation for English Learners

Make sure you explicitly teach the forms of the words *persuasive* (adjective), *persuasion* (noun), and *persuade* (verb) and have students practice using the vocabulary. A Target Vocabulary worksheet is provided as **Resource 1**.

ELD Standard: Use knowledge of both academic and social vocabulary to read independently

Ask students to think of different ways persuasion is shown in our society. They probably will identify commercials, advertisements, editorials, political speeches. Then have them think about what specific elements in the commercial, advertisement, or piece of reading material were used to persuade them.

At this point introduce the three persuasive appeals: logical, emotional, and ethical, and have students record the definitions and examples for each appeal on a Tree Map.




Guided Practice

Explain that advertisements are a good place to find examples of these appeals. Share the vintage advertisements shown in **Resource 2** on the document camera or LCD and ask students 1) who the audience is, 2) what is the purpose, 3) what persuasive appeal is being used. All advertisements can be found at Duke University's Digital Library Digital Collections and are available for classroom use. Website: <http://library.duke.edu/digitalcollections/adaccess>

Does your husband look younger than you do?

*Audience: Married women
Purpose: Sell cosmetics
Appeal: Emotional*





THIS MAN ASKS HIS DOCTOR

when he wants advice on a certain **BATH PROBLEM**

Try to think of anything cleaner or sweeter or fresher than a baby after an Ivory bath! There's just not!


And yet babies have their bath problem! Let's be frank about it. Babies—even the most soap-checked specialists of babies—are not always free from what advertising men have called body odor.

Babies, however, are better off than many adults. For they don't worry about such things! They consult their doctors—immediately. And doctors—in recommending for a baby's bath, say, "Use a pure, mild soap." Most of them say, "Use Ivory." They do not advise many ointments or scented soaps.

Doctors, of course, are right about this. Ivory's pure, odorless lather ends body odors completely, pleasantly and efficiently. When you stop all glistening and wet from Ivory's refreshing lather, you can feel sure that Ivory's pleasant *sweet* lather has left you completely clean and fresh and sweet.

And remember—*Ivory floats*—it is so pure doctors recommend it and hospitals use it—for babies—and yet *Ivory* costs you less than other bath soaps. Why not plunge into pure bath tonight with a big white cake of Ivory?

*** Doctors will tell you it is so necessary to use strong-smelling soaps to one's body odor. Ivory's pure lather lather ends body odors. If you're six months old and your skin is sensitive to strong soap—if you're sensitive or stay and prefer a pure colorless soap... you are safe with Ivory. Ivory ends body odors pleasantly and completely. 99% pure. P. 8888 . . . IT FLOATS**



The pleasant odorless way to be completely clean **IVORY SOAP**

This man asks his doctor about a "bath problem."

*Audience: Men
Purpose: Sell soap
Appeals: ethical (doctor's opinion) and emotional (embarrassment about odor)*

**THERE'S NO MAGIC ABOUT IT!
IT'S JUST**

Electronics
AT WORK

AIR CLEANING By Electricity

gets more than 90% of ALL particles down to 1/250,000 of an inch

There is no mystery about PRECIPITRON—the new Westinghouse air cleaner that operates by electricity. Yet it whisks smoke, haze and dirt out of the circulating air as if by magic. Even tobacco smoke, smallest of airborne particles, is quickly "grounded" by the Precipitron.

Electronics is the secret of Precipitron's exceptional efficiency. Sealed within the ventilating duct so that all air must pass through it, the Precipitron operates silently, effectively, with no moving parts—just a storage battery. At the front of the unit (see call), two fine tungsten wires and three grounded rods create a strong electrostatic field. As each particle of dust or smoke passes through this field, it receives a positive charge of electricity.

A series of collector plates are located back of the electrostatic field and as the charged particles pass into this area, they are drawn to the oppositely charged plates where they are deposited and adhere. These plates are then cleaned with water and the deposit flushed harmlessly down the drain.

Precipitron's efficiency, far above that of ordinary mechanical air filters, has given a new meaning to industrial air cleaning. For full information write Westinghouse Electric & Mfg. Company, Edgewater Park, Cleveland, Ohio. Ask for folder H-3083.



A. Electrostatic field at the front of the Precipitron. Here all dust and dirt particles receive a positive charge of electricity.

B. Series of collector plates, to which charged dirt particles are attracted and adhere.

Westinghouse Precipitron
Electronics at Work

PLANTS IN 23 CITIES
OFFICES EVERYWHERE

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THE ARCHITECTURAL FORUM
March 1935

There's no magic about it! It's just electronics at work

*Audience: Consumers
Purpose: Sell air cleaning system
Appeal: logic*

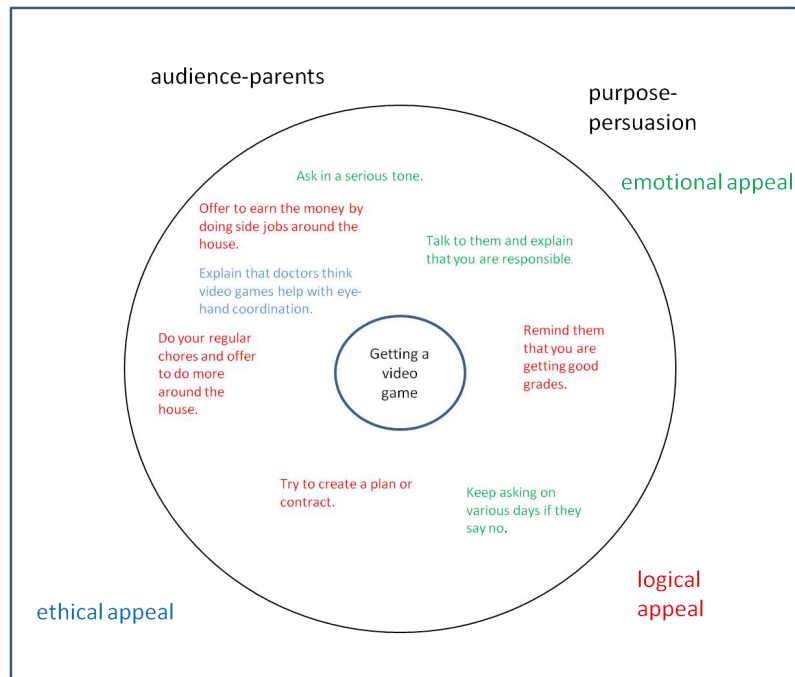
Independent Practice

After you have introduced the persuasive appeals, you might want to have students work in partners to complete **Resource 3**, *Persuasive Techniques in Advertising*, from the International Reading Association where students identify persuasive appeals. A key is provided below:

- *A child is shown covered in bug bites after using an inferior bug spray. (emotional)*
- *Tiger Woods endorses Nike. (ethical)*
- *Sprite Zero is 100% sugar-free. (logical)*
- *A 32-oz. bottle of Tide holds enough to wash 32 loads. (logical)*
- *A commercial shows an image of a happy couple riding in a Corvette. (emotional)*
- *Cardiologists recommend Ecotrin more than any other brand of aspirin. (ethical)*
- *Advil Liqui-Gels provide up to 8 hours of continuous pain relief. (logical)*
- *Miley Cyrus appears in Oreo advertisements. (ethical)*
- *People who need more energy drink Red Bull Energy Drink. (logical)*
- *A magazine ad shows people smiling while smoking cigarettes. (emotional)*

Application

Have students return to their Circle Maps they created earlier and highlight or indicate by some other method the different appeals they used in their outer circles. If they are missing any appeals, ask them to try to add some examples of the appeals that are missing. Begin by modeling this with your own map. After students have completed the maps, check for understanding by having students state an example of each appeal to a partner and have selected partners share out.



This application activity can be completed as homework if students do not need assistance. When students return to class, make sure they complete the speaking activity before moving on to the next lesson. Have them save the map for a later activity.

Differentiation for English Learners**Intermediate ELD Standard:** Edit basic grammatical structures.

Depending on student level, you might provide the following sentence starters for the oral activity. Have students practice generating present participles from the verbs in their frame of reference.

- *An example of a logical appeal is _____.*
- *An example of an emotional appeal is _____.*
- *An example of an ethical appeal is _____.*

- *An example of a logical appeal is **trying** to create a plan or contract.*
- *An example of an emotional appeal is **telling** your parents you are responsible.*
- *An example of an ethical appeal is **explaining** that doctors think video games are good for hand-eye coordination.*

Extension Activities

You might want to explore the website *read-write-think*, created by the NCTE and International Reading association, which provides many resources and a lesson on persuasive techniques in advertising. <http://www.readwritethink.org/classroom-resources/lesson-plans/persuasive-techniques-advertising-1166.html>

Another extension activity is to ask students to find examples of advertisements and share the persuasive appeal used.

Lesson 2: Determining Purpose for Writing

W9.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.

Content Objective

Students will

- determine the purpose a of a persuasive writing task by attacking the prompt.

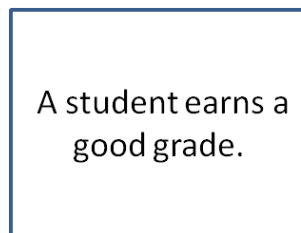
Language Objective

Students will

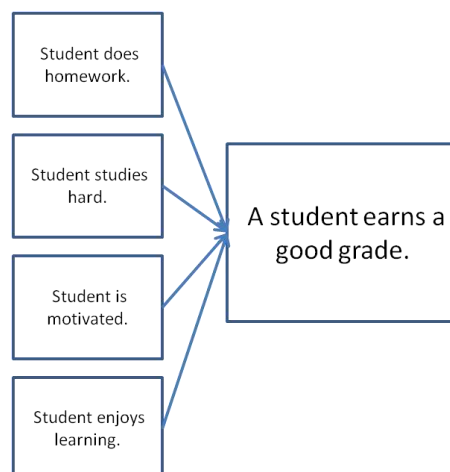
- After attacking a prompt to determine purpose, orally provide support for both sides of a persuasive argument in a complete sentence.

Tapping Prior Knowledge

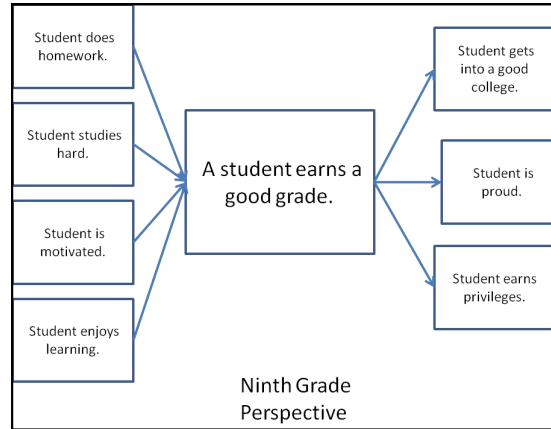
Tell students that they will now be writing their own persuasive essay on about what motivates students to get good grades. Before they write, have them think about the reasons students get good grades and also what is the effect of students earning good grades. Start by creating a Multi-flow Map with the following event in the center box: “A student earns a good grade.”



Work as a class or in partners to first come up with causes (reasons) for a student earning a good grade and then record these items on left side of the map.



Next, ask them to think about what the effects of earning a good grade could be and record these of the right side of the map.



Differentiation for English Learners

Intermediate ELD Standard: Edit basic grammatical structures.

Practice oral language and use of transitions by having students write and read the ideas from the Multi-flow Map. Have students refer to the Signal Word handout that they received earlier and which is also reproduced as **Resource 4** (or write some of the following “Cause and Effect” signal words on the whiteboard). Explain that the following words signal cause and/or effect.

Cause and Effect

accordingly	since	*as a result	so	*consequently
then	*hence	*therefore	thus	*it follows, then
because	then, so	leads to/led to	due to	for this reason/purpose
if... then	which in turn	even if... would	*before	*after

Ask students to formulate two complete sentences stating a cause and effect from the map using one of these transitions. Depending on the level of your students, you might want to narrow the provided transitions and use at least two of the following sentence frames.

- _____; *therefore*, _____.
- *As a result of* _____, _____.
- *Because* _____, _____.

Some possible responses could include:

- *The student earned a good grade; **therefore**, she received special privileges.*
- *As a result of doing homework, the student earned a good grade.*
- ***Because** the student earned a good grade, he was proud.*

Since some students receive money for good grades from their parents, they may have included a monetary reward as an effect of a good grade. If not, tell them that sometimes monetary rewards may be provided for good grades and that they will now be writing a persuasive essay about whether students should earn money for good grades. Explain that a persuasive essay is a type of argumentative essay where a writer takes a stand on an issue (or call to action) and carefully addresses any possible disagreements or counterarguments a reader may have.

Attack the Prompt

Remind the students that the first step in writing an essay is to understand what the prompt is asking the writer to do. This step involves looking closely at the prompt and dissecting it to determine the tasks involved. After dissecting the prompt, students are better able to organize their ideas and develop an appropriate claim or thesis.

Writing Task:

A few schools in the United States have begun to pay money to students who stay in school and earn good grades. The newspaper article from the *Chicago Tribune* presents both sides of this issue.

Write a persuasive essay in which you take a stand on this issue. Do you think students should be paid for doing well in school? Provide reasons for your response and make sure you address the concerns (counterarguments) of those who may disagree.

Pass out the Persuasive prompt, Cash for Grades, (**Resource 5**).

Ask students to complete Step A of the ABC strategy where they will complete a do-what chart.

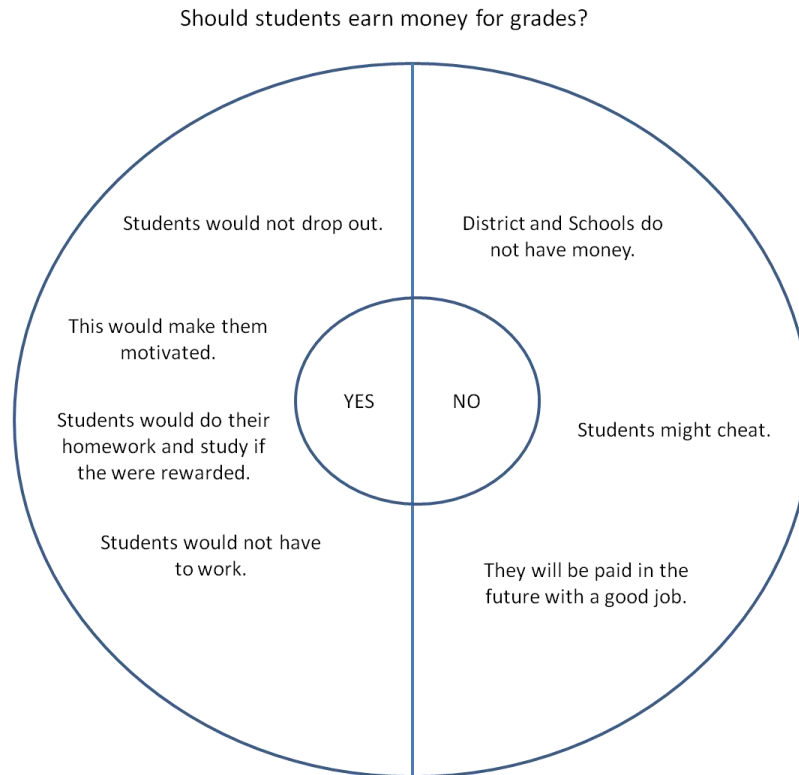
Although students most likely have experience with attacking the prompt by this time in the year, make sure if they are completing the activity independently or in partners, that you check for understanding before you move on. This strategy is demonstrated in detail in the *Prewriting* Lesson (Section 1) if review is necessary. Below is a sample T-Chart:

Do	What
Write	a persuasive essay and take a stand on an issue
Discuss	whether students should be paid for doing well in school
Provide	reasons for your response
Address	The concerns of those who may disagree

Remind students that once they have attacked the prompt they will have to determine **audience** and **purpose**. In this case, the audience is the teacher and other class members, and the purpose is to take a stand on the issue (persuasive).

Preliminary Brainstorming

Ask students to do some preliminary brainstorming on this topic of getting paid for grades before they read the provided text. Have them brainstorm possible arguments for and against this idea by creating a split Circle Map listing both pros and cons. Model by beginning the map with the class. A possible map is shown below.



Have students choose one reason which supports each side of the argument and share with a partner in a complete sentence. Have selected partners share and add these reasons to the class Circle Map.

Differentiation for English Learners

Depending on the level of your students, you might use the following sentence starters to help them state their reasons:

- *I think it is a good idea to pay students for grades because _____.*
- *I don't think it is a good idea to pay students for grades because _____.*
- *I think it is a good idea to pay students for grades because they would be more motivated.*
- *I don't think it is a good idea to pay students for grades because students might cheat to earn money.*

Intermediate ELD Standard: Recognize structured ideas and arguments and support examples in persuasive writing

Lesson 3: Reading and Gathering Supporting Evidence

RL 9.1 Cite strong and thorough textual evidence to support analysis as well as inferences drawn from the text.

Content Objective

Students will

- Read a text and classify types of supporting evidence by color-coding or placing in a Tree Map.

Language Objective

Students will

- Correctly use academic verbs to report evidence supporting and refuting an argument orally and in writing.

First Reading

Tell the students they will now be reading the *Chicago Tribune* article that is provided in the writing activity, *Earn an A? Here's \$50 (Resource 5)*. Explain that this article is about one school district which pays students to get good grades. Remind the students that good readers will read a text multiple times before analyzing. Tell them that you will be first reading the text without stopping and that they will be determining the **audience** and **purpose** of the article.

- *Audience: Readers of the Chicago Tribune, most likely adults*
- *Purpose: To inform readers of a program where students earn cash for grades.*

After you read the text and examine audience and purpose, ask students what makes the article **informative** rather than **persuasive**. If students are having difficulty determining the purpose, point out that the article does not choose one side of an argument over another. Rather, it presents both sides of the argument and does not make any judgment or **claim** about whether students should be paid for grades.

Second Reading

To show how the article is unbiased and collect evidence for their paper, have students read through the text a second time noting the types of supporting detail the author uses. This was introduced in the **Writing Paragraph Lesson** and is reviewed in the Resource section (**Resource 6**). Students might use highlighters or colored pencils to color code different types of details or mark in the margins. They might also place their examples of supporting evidence in a Tree Map. Model this activity before beginning and consider having the students work in partners. A key is shown on the following page. Point out to students that the opinions in this article are not those of the author but those of people he has interviewed. Also, make sure that students see that both sides of the issue are addressed and no side is taken, which makes the purpose of this article informative rather than persuasive.

Earn an A? Here's \$50.

By Carlos Sadovi, reporter
Chicago Tribune
 September 11, 2008

Facts → Up to 5,000 freshmen at 20 Chicago public high schools will get cash for good—and even average—grades as part of a new, Harvard-designed test program that city education leaders are rolling out Thursday.

Students will be measured every five weeks in math, English, social sciences, science and physical education. An A nets \$50, a B equals \$35 and a C still brings in \$20. Students will get half the money upfront, with the remainder paid upon graduation. **Example** → A straight-A student could earn up to \$4,000 by the end of his or her sophomore year.

Opinion → Critics suggest that what amounts to bribing students to get good grades isn't the right lesson to teach. "It's a terrible idea, because you're getting people to do things for the wrong reasons," said Barry Schwartz, a Swarthmore College psychology professor who has written on the issue. "They'll do well in school, maybe, but they won't take any of it out with them. Instead of trying to cultivate an interest in learning, curiosity . . . you are just turning this into another job."

Quotation → Jeremy Kellum, 14, a freshman, said that although he's accustomed to getting C's, especially in science and social studies, getting paid as much as \$4,000 is all the incentive he needs to hit the books harder.

Paraphrase

Facts → **Focus on freshmen**
 The program is aimed at freshmen because research shows a correlation between how well students do in 9th grade to overall high school success. During the first two years of high school, students are at most risk of dropping out, which is why the district's program covers students through the end of sophomore year.

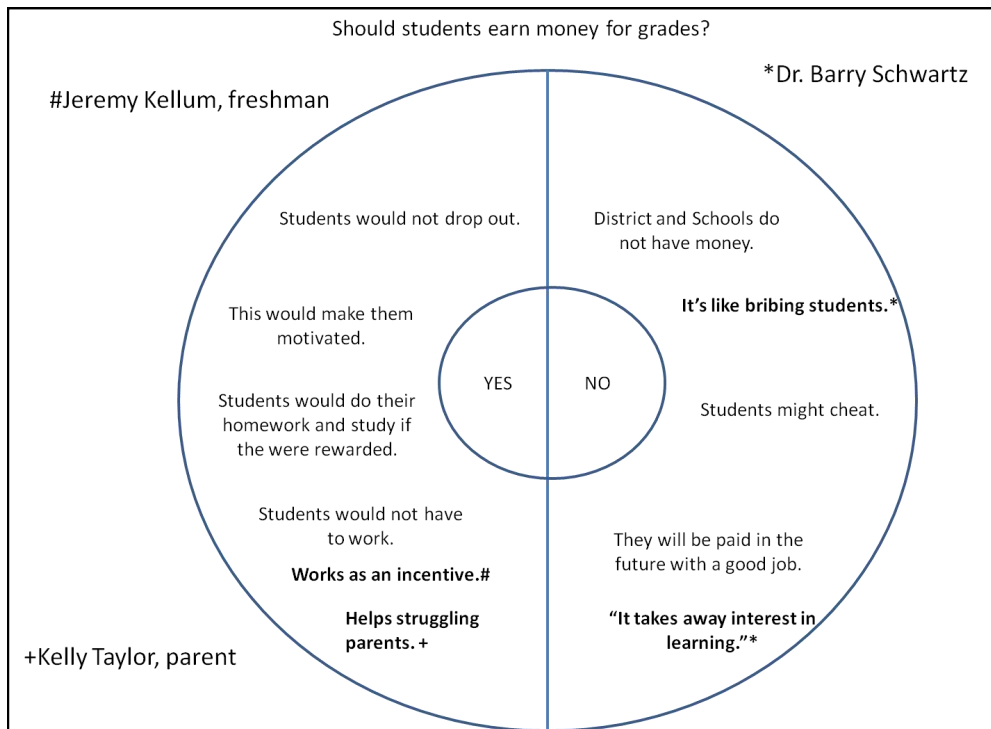
Under the reward plan, students who receive an F in any of the five courses won't get any money until they have scored a C or better in that failed subject either the following semester or in summer school.

Quotations → The Chicago Public Schools chief executive Arne Duncan said, "I see the freshman year as a life-changing experience; I want to keep those kids in school and reward them for doing the right thing. We can't do enough to put the spotlight on students who work very hard and overcome tough odds."

A parent's perspective

Kelly Taylor, a union carpenter who said he has been without work for four months because of the slow economy, had nothing but praise for the program at his daughter's high school. The program "gives the students something to really shoot for. She already likes school. It makes it better for her to meet her goals," Taylor said. "I can't afford to give \$50 for every A." His daughter, Amanda Navarro, 14, an Uplift freshman, said that although her father constantly tells her he's proud of her for getting good grades, the financial incentives offer an added reward. "I was already planning on going for the best and getting straight A's; this just gets me more excited to do it," Navarro said. "A 4.0 [grade point average] is good, plus \$2,000 is even better."

Next, have them go back to their Circle Map and add new details from the article which support both sides of the argument, making sure to put the source of information in the frame of reference.



Developing Language

After completing the Circle Map, ask students to write one sentence reporting a quote or opinion from each side of the map using appropriate academic language. Students should then share examples orally with a partner. **Resource 7**, adapted from Dr. Robin Scarcella at University California, Irvine, provides a list of academic reporting verbs which students can use to report on statements and opinions. You might also review rules for quotations from the Response to Literature Lesson. Remind students of the correct punctuation and syntactical patterns for direct quotes and paraphrasing.

Differentiation for English Learners

Depending on the level of your students, you might use the sentence starters like the one below to help them write their reporting sentences with academic language:

Intermediate ELD Standard: Edit basic grammatical structures.

- *Dr Barry Schwartz contends, “_____.” (quote).*
- *Student Jeremy Kellum maintains that _____ (paraphrase)*
- *Dr Barry Schwartz contends, “**It takes away an interest in learning.**” (quote).*
- *Student Jeremy Kellum maintains that **it works as an incentive.** (paraphrase)*

Differentiation for Advanced Learners

Challenge your advanced learners by having them do further research on the issue before beginning to write. Research might consist of using articles, data, opinion polls, or quotations from students and educators

W 9.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Lesson 4: Organizing Supporting Evidence

W 9.1a: Introduce precise claim(s), distinguish the claim(s) from alternate and opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Content Objective
Students will

- Take a stand on an issue and generate at least two reasons (arguments) and details which support this position.

Language Objective
Students will

- Generate a preliminary thesis statement which clearly states their position (claim) on an issue and reasons for this position.

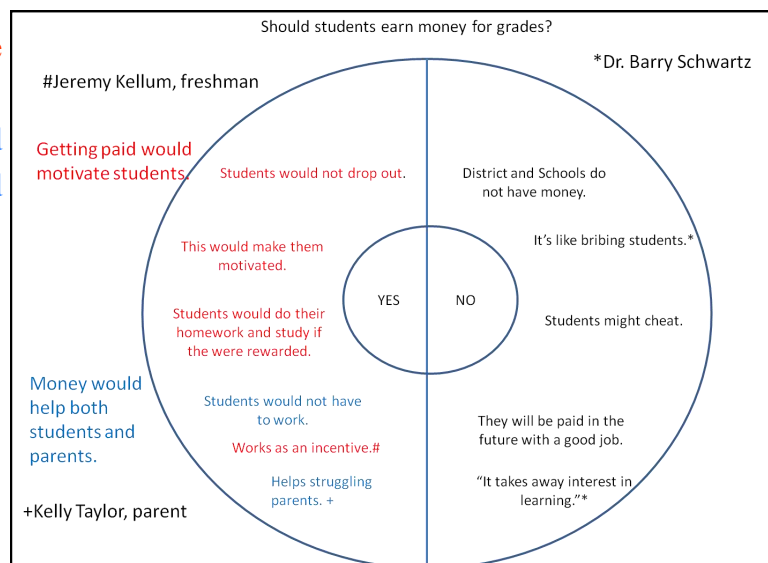
Refer students back to the prompt and the “do-what” chart.

Tell them that they will now be beginning to organize ideas for their persuasive essay. Remind them that in a persuasive essay they will take a stand on an issue, in this case whether students should be paid for good grades. Have them choose a stand to take (their claim), and create a Tree Map with at least three branches. The student’s claim should be written as the topic (Either “*Students should be paid for good grades.*” or “*Students should not be paid for good grades.*”).

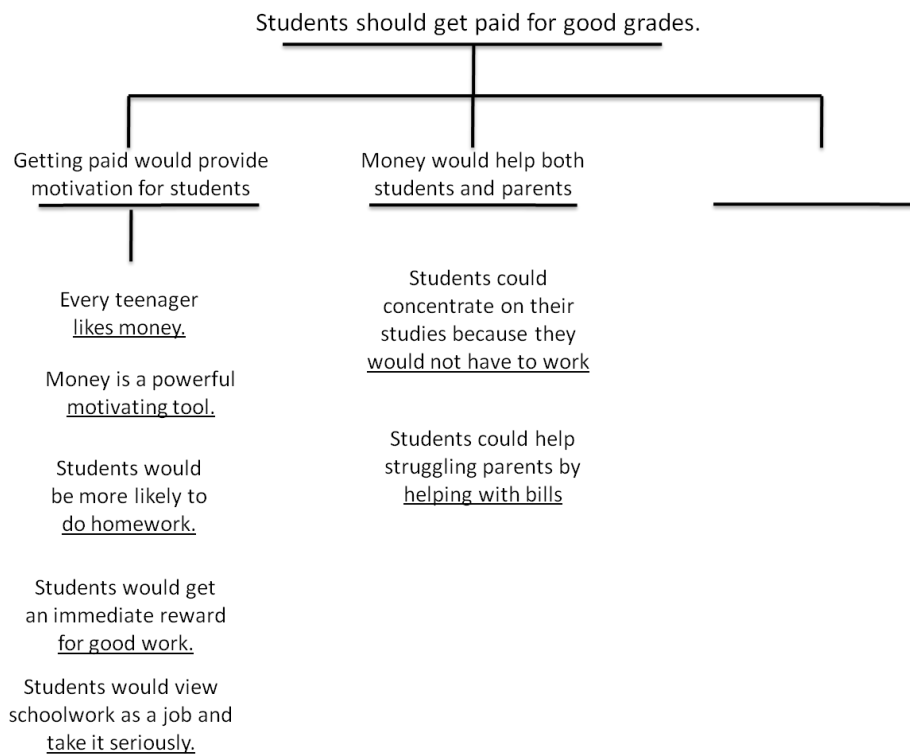
Do	What
Write	a persuasive essay and take a stand on an issue
Discuss	whether students should be paid for doing well in school
Provide	reasons for your response
Address	The concerns of those who may disagree

Have students go back to their Circle Maps and review the evidence they have collected. From the evidence, they should determine at least two reasons which support their claim and categorize supporting detail (evidence) which supports these reasons. This can be done by color-coding or using symbols to indicate relationships. The Circle Map below shows how details are categorized and color-coded to support two reasons (or arguments) why students should be paid for grades:

- Getting paid would provide motivation for students.
- The money students received would help both students and parents.



Next have students record these reasons and supporting details on the Tree Map. These details can come from the Circle Map or, if evidence appears inadequate, can be generated when students are developing the Tree Map. The Tree Map below shows how evidence is categorized the support two reasons from the brainstorming Circle Map. Note: The third branch will be left for a later activity.



Developing a Thesis

Remind students that in an argumentative paper, one will have to develop a claim and support it with evidence. The *claim* will be stated in a *thesis statement*. The thesis statement should not only state the claim, but should specifically state **why** or **how**. The next step in the writing process is for students to focus their ideas into a specific thesis statement. A sample specific thesis statement for the model Tree Map is provided below.

Claim

All schools should adopt the policy of paying students for good grades because money acts as a powerful motivator and cash payments can help struggling families support themselves

← Why (Reasons)

Have students write their preliminary thesis on piece of paper and share it with a partner. Partners then should identify orally the claim and reasons by reviewing the thesis statement.

Note: A mini-lesson on developing a thesis statement is provided in the **Response to Literature Lesson**.

Differentiation for English Learners

One way you can scaffold the activity is to give students a structured format for writing their thesis statement. A worksheet is provided in the Resource Section (**Resource 8**) which guides students through the process. Students will be asked to record their claim. Then they will have to provide *because statements*. Have students refer back to the reasons in their Tree Map to come up with their *because statements*. The claim and main ideas (because statements) can be then integrated into a one or two sentence thesis.

Intermediate ELD Standard: Write brief compositions that include a thesis.

Lesson 5: Addressing a Counterargument

W 9.1b: Develop claims and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

Content Objective

Students will

- Address possible counterarguments by offering an effective rebuttal.

Language Objective

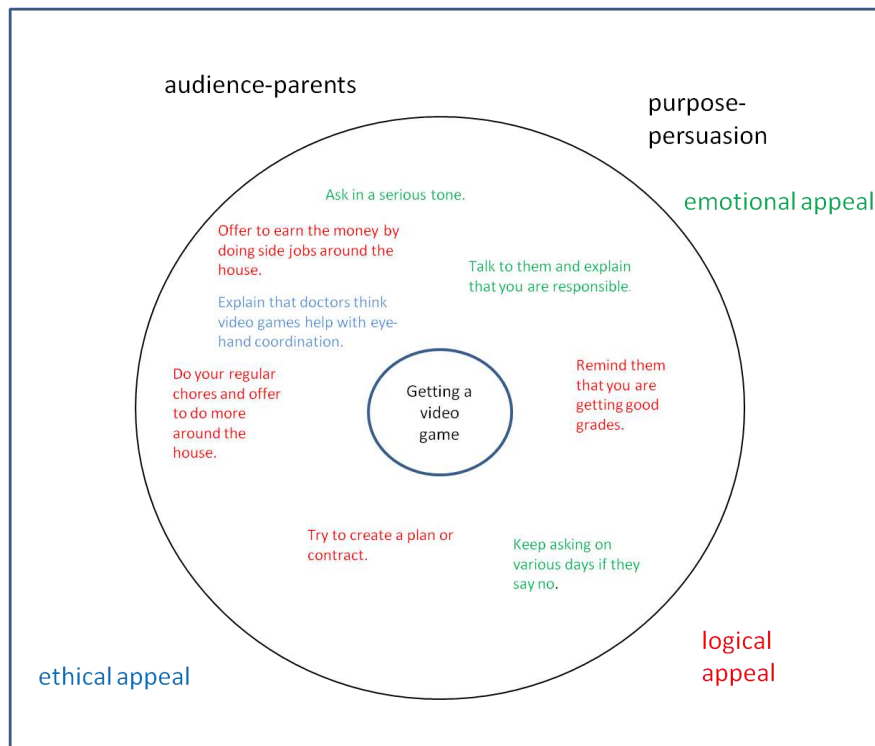
Students will

- Correctly use transitions to effectively address a counterargument.

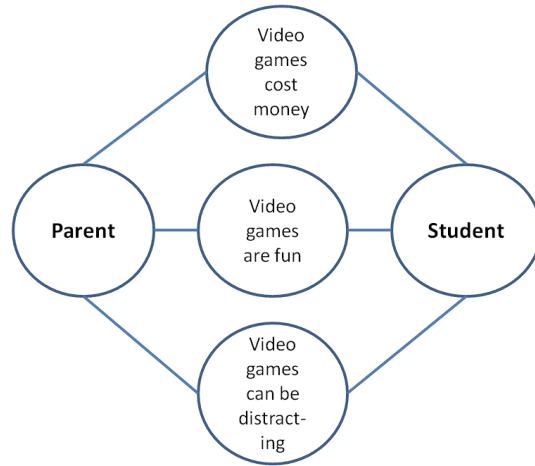
At this point, students have outlined their support for their claim. Now it is time for students to focus on addressing the reader’s concerns/biases or counterarguments. Some students have a difficult time with this concept, oftentimes bringing up the counterargument but not effectively rebutting it. When effectively addressed, introducing a counterargument makes the argument stronger because the writer has responded to any reader’s objections before the reader has finished reading the paper.

Modeling

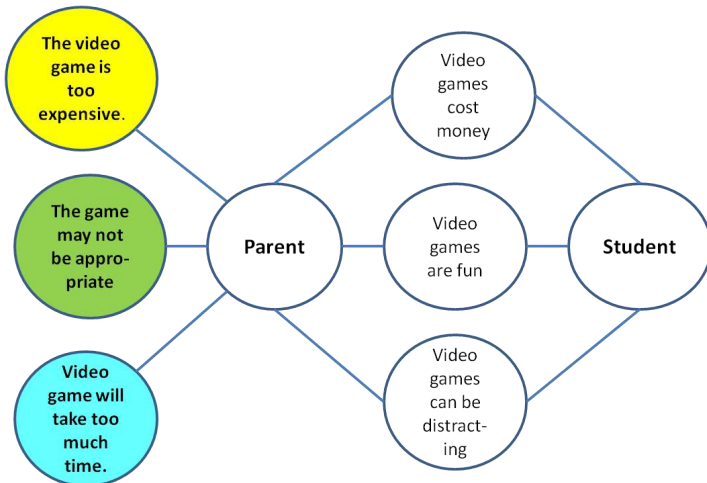
Remind students of the persuasive situation that they brainstormed in Lesson 1 at the beginning of the unit, and have them bring out the Circle Maps they created for this argument. Display on a document camera the map which was modeled earlier.



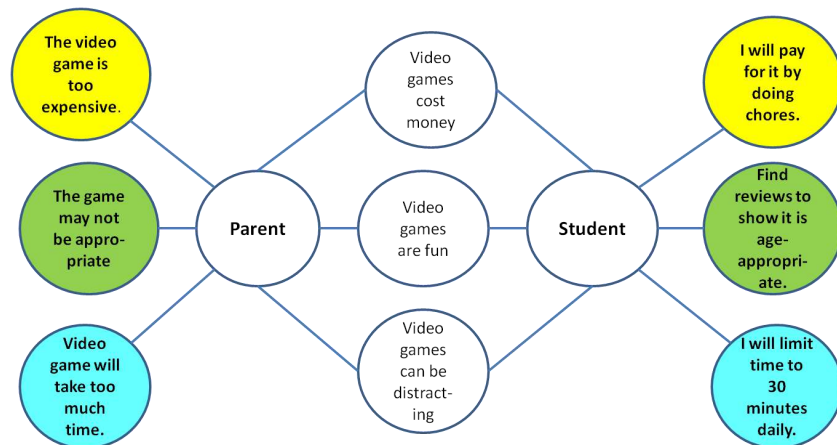
After looking at the modeled map, have students find any possible areas of common ground in this issue (in this case, buying a video game) or ideas with which both a parent and student could agree. Have them record these ideas in the center of a Double Bubble Map.



Next have them record any possible counterarguments that the parent may have to purchasing a video game and record these on the parent side of the map. Color-coding arguments will help them effectively address them in the next step. Possible counterarguments might include:



As a class, ask the students to address these counterarguments and record them on the other side of the map. Possibilities include:



Guided Practice

Next have them go back to their own Circle Maps they created in Lesson 1 and complete a Double Bubble where they will record ideas on which everyone can agree in the middle, counterarguments on one side, and rebuttals on the other. You might let students work in groups for this activity.

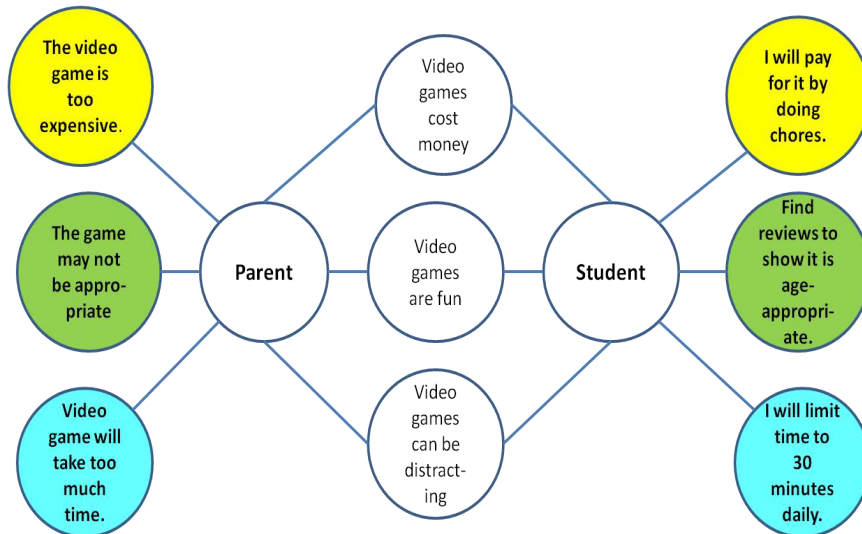
Developing Language

Once students have completed their Comparison Contrast/Double Bubble Maps, explain that in order to effectively address the counterargument, a writer has to use language which signals to the reader that a contrasting idea will be introduced. Signal words which show a contrast or change in direction can be found in **Resource 4**.

Contrast/Change in Direction

although/though	nevertheless	on the other hand	but	by/in contrast
nonetheless	conversely	on the contrary	whereas	regardless
even though	however	despite this/ in spite of	while	different than
as opposed to	yet	varies or differs from	rather	instead
*incidentally	even if	notwithstanding	unlike	

Have students address each of their counterarguments on their maps with a sentence using an appropriate transition or signal words. Model by using an example from the model Double Bubble Map:



*The video game costs a lot, **but** I will pay you back by doing chores.*

***Although** you may think the video game is too violent for me, the reviews in Electronic Gaming Monthly say it is appropriate for ages 14 and up.*

*I agree that video games can be distracting and can prevent me from studying; **however, I** have decided to limit myself to 30 minutes a day after studying.*

Differentiation for English Learners

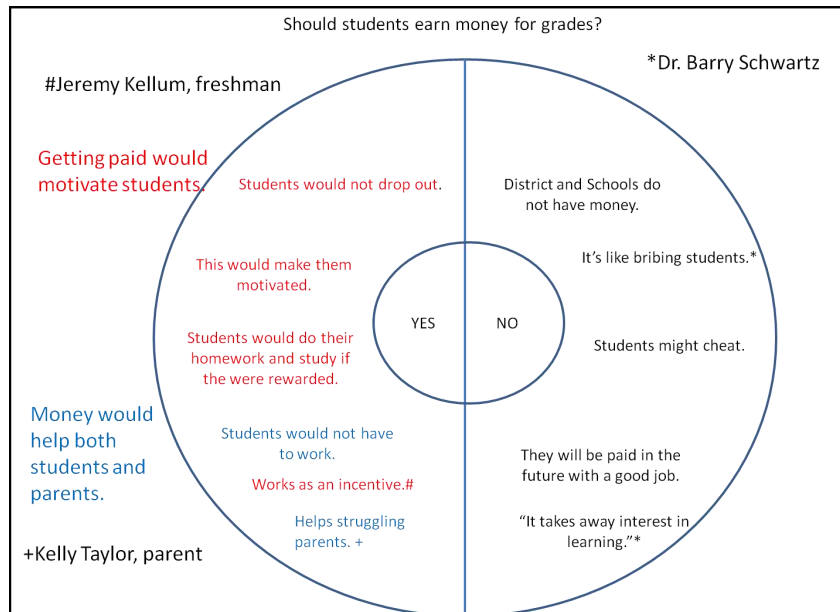
Intermediate ELD Standard: Edit basic grammatical structures.

Depending on the level of your students, you might focus on three signal words (*but, however, although*) and practice using these words with sentence frames which demonstrate the appropriate syntax and punctuation.

- _____ (counterargument) _____, **but** (rebuttal) _____.
- **Although** _____ (counterargument) _____, (rebuttal) _____.
- _____ (counterargument) _____; **however,** (rebuttal) _____.
- Some people may prefer orange juice, but pineapple juice has a tangy taste that is sure to wake you up in the morning.
- Although the news anchor has overall low ratings, she is the most watched anchor in the 20-30 age group.
- Electric cars save people money on gas; however, it is sometimes difficult to find a place to charge your car.

Application

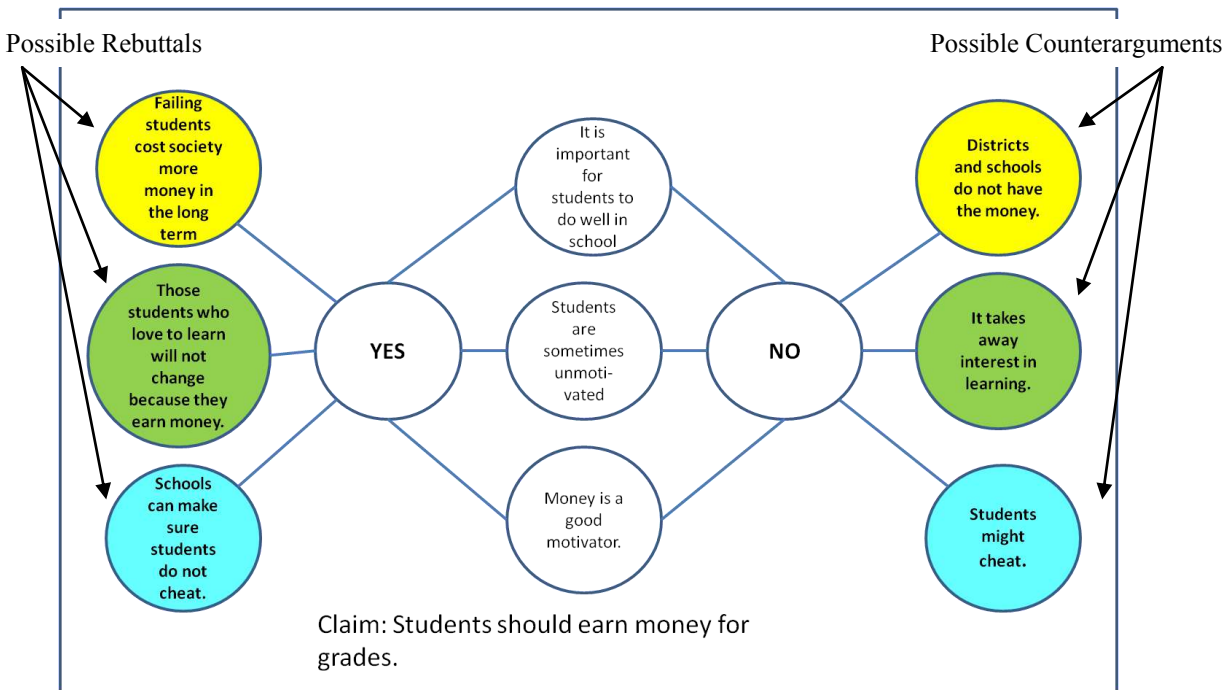
The next step is for students to go back to the prompt and anticipate any counterarguments that need to be addressed in their essay. Some of these arguments can be found on the opposite side of their initial brainstorming (Circle Map).



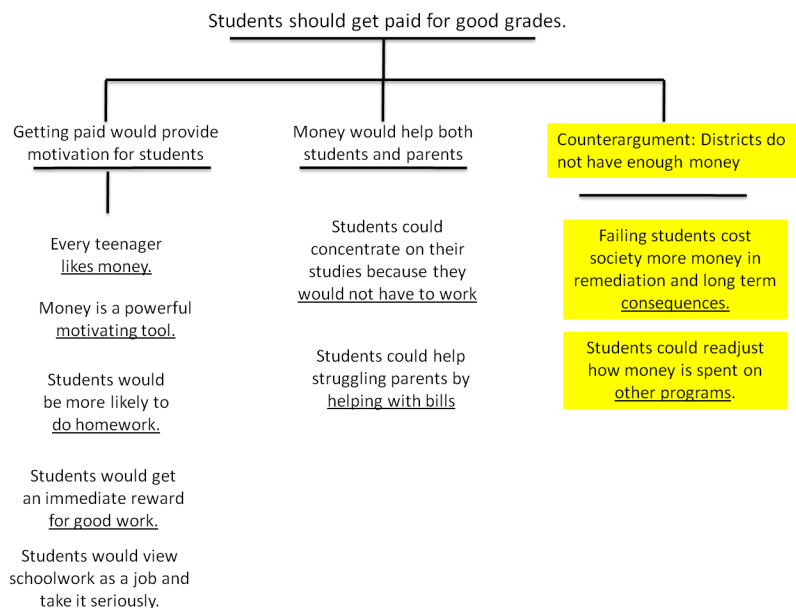
Have students first complete a Double Bubble listing the areas both sides can agree on. For example:

- *Students sometimes are unmotivated.*
- *Students sometimes have to work while they go to school.*

Next they should list any possible counterarguments and their responses on the map. Make sure for the frame of reference they are including their claim or perspective.



Now students are ready to place the counterargument(s) on the organizing Tree Maps. There are different ways to address counterarguments in writing. Some say writers should devote an entire paragraph to fully addressing a counterargument, while others say writers should be addressing counterarguments throughout the essay. Really, it is a stylistic decision that the author must make. For this introductory lesson, we will have the students focus on choosing one counterargument and addressing it in the final (3rd body paragraph) of the essay; however, this is certainly not the only way to organize a persuasive essay.



Lesson 6: Writing a First Draft

W9.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Content Objective

Students will

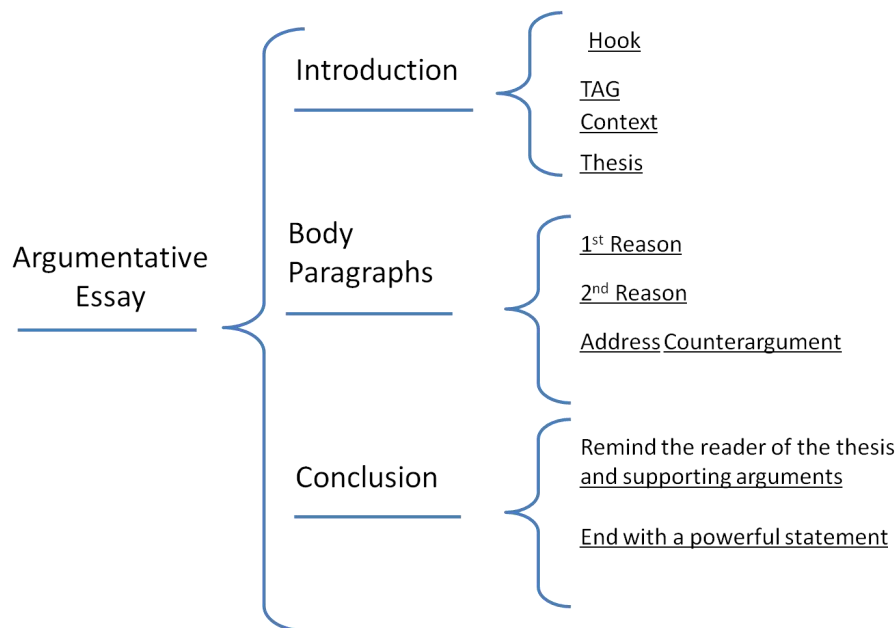
- Develop a claim by using valid reasoning and supporting evidence in a first-draft essay.

Language Objective

Students will

- Use effective organizational patterns in writing a first draft essay.

The next step is for students to begin writing the first draft of their essays. By using a Brace Map, tell students that a persuasive essay will include the following.



Note that this persuasive essay is also a response to a text, so a TAG is appropriate. However, not all persuasive essay will have a TAG.

Remind students that as they write their first draft, they should keep in mind the types of persuasive appeals they are using. You might review the “Writer’s Model” on pages 320-321 of *Holt Literature and Language Arts* which outlines the structure of the essay and persuasive appeals used in the model essay. These pages are also reproduced as **Resource 9**.

Note: At this point, students should be reviewing the elements of an argumentative essay. Explicit instructions and resources for crafting an introduction and conclusion for an argumentative essay are available in the **Response to Literature Lesson**.

Differentiations for English Learners

English Learners can also benefit by having a structure for writing provided for them. Frames for the essay can be provided such as the one in **Resource 10**.

Intermediate ELD Standard: Write brief compositions that include a thesis.

Lesson 7: Looking at Student Models

W9.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.

Content Objectives

Students will

- Use the SAUSD rubric to evaluate model essays in preparation for revision.

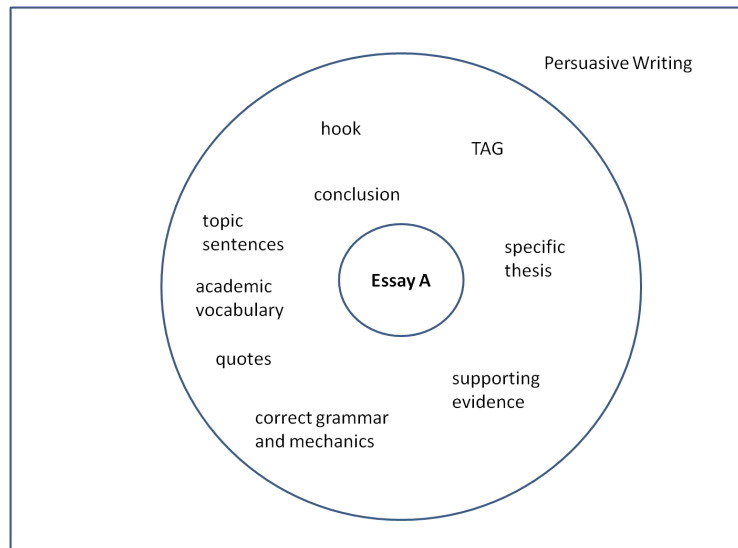
Language Objective

Students will

- Revise sample paper for appropriate tone and voice.

Modeling/Guided Practice

At this point, students should have been exposed to the SAUSD rubric throughout the year. Pass out a rubric, which is included as **Resource 11**, Sample Essay A (**Resource 12**), and the Evaluation Template (**Resource 13**). Explain that Sample Essay A is an example of an excellent first draft persuasive essay. As a class read through Essay A and on a Circle Map have students record what makes Essay A a good model. This activity can either be done as a class or in partners.



After creating the Circle Map, have students refer to the rubric and using the Evaluate template, score essay A looking at each of the rubric elements.

	Score and Rationale
Writing Task	Score 6: The paper insightfully addresses all the elements of the writing task including effectively addressing a counterargument.
Thesis and Support	Score 5-6: The essay includes a specific thesis which addresses all of the elements of the essay. The thesis is thoroughly supported with specific evidence and quotes.
Organization	5-6: Logical and seamless organizational structure. Uses topic and concluding sentences.
Audience	Score 6: The writer demonstrates a thorough sense of audience and academic tone and voice is used.
Sentences/ Vocabulary	Score 6: Complex sentence structures are consistently used. Quotes are effectively incorporated.
Conventions	Score 6: The essay has few, if any, grammatical errors.

Differentiation for English Learners

Organizational Patterns

A good scaffolding activity is having students identify the organizational pattern of the essay by underling or color-coding the thesis, topic sentences, concluding, sentences and counterarguments.

Rubric Elements

If you have chosen to introduce the rubric gradually during the first semester (Please see differentiation suggestions for Narrative Writing, Section 2), make sure all of the rubric elements have been addressed by this time.

Intermediate ELD Standard: Use basic strategies of notetaking, outlining, and the writing process to structure drafts of simple essays with consistent use of grammatical forms. (Some rules may not be followed).

After students have examined a model paper, pass out Essay B (**Resource 14**). Explain that Essay B attempts to address the prompt but needs improvement. As a class or in partners, have students read through Essay B and underline or highlight specific examples of non-academic writing or places which need improvement in Essay B.

Do I think students should get paid for getting good grades? I will say "yeah". They should because they could do well in school. Help out their parents in the economy. Also, because they could save up the money.

I say the you could do well in school because the money could be one of the reasons for kids to go to school. Like Barry S. said. They may be good, but they won't take it with them. Maybe she is right, but they do it and they may get something out of it and also in that way they learn.

Another way I say is that they could help their family in the economy. Let's say if the family doesn't have money, they could use their kid's money. That could be a blessing. So this is why I think it could help.

I also think it's a good idea because in this way they could save up money. They could save it up for college because what if they don't get a scholarship. They could have that money as a backup and in that case they could go to college. Another thing they could save it up for is for their future.

This is why I think giving money is a good idea. It's a good idea for many things as in what I said. I'm also going to say it is a good idea as it could be bad too. It all depends on the students. It depends how their going to use the money. This is my point of view.

Run-ons. Thesis should be incorporated in one sentence

Idea needs more support.

Pronouns do not have clear antecedents.

Counterargument is not effectively addressed.

Weak ending.

Now, have students evaluate Essay B on the rubric using the Evaluation Template (**Resource 13**).

Essay B

	Score and Rationale
Writing Task	3-Does not provide enough evidence or adequately address a counterargument.
Thesis and Support	3-Attempts a specific thesis; however, thesis needs to be rewritten. More support is needed.
Organization	3: Essay uses some transitions, but bringing up counterargument without rebuttal makes essay lose focus.
Audience	3: Essay lacks academic voice and tone.
Sentences/ Vocabulary	3: Essay has many fragments and simple sentences.
Conventions	3: Many errors especially pronoun references.

Ask students how this student could improve his/her essay:

- Rewrite thesis
- Add more supporting details
- Use academic language
- Effectively address a counterargument

At this point, have students work on revising the essay by restating the thesis, effectively rebutting the counterargument, and revising sentences using academic language. A directed worksheet for this activity is provided as **Resource 15**.

Differentiation for English Learners

Students may need additional support for the revision activity. Use the frames provided earlier in the lesson to guide them in writing a thesis and rebuttal. Additional exercise on pronoun references can be found in *Holt Universal Access: Language and Sentence Skills Practice*

Intermediate ELD Standard: Edit basic grammatical structures.

Lesson 8: Peer Editing

W9.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.

Content Objectives

Students will

- Use the SAUSD rubric to evaluate student essays in preparation for revision.

Language Objective

Students will

- Reflect on writing performance and formulate a written plan for revision.

Pass out the peer evaluation sheets (**Resource 16**) and explain that the students will be evaluating the first drafts of their essays. Note: It is sometimes a good idea to have each student place his student ID number or other code on his/her paper so the evaluation can be done anonymously. Have the students write their names (or code) on the evaluation sheet and staple this to the back of their paper. Then, collect each essay with the evaluation sheet for peer evaluation.

Have students form groups of 4. Pass out the first drafts (essays and evaluations) at random to the groups. The first evaluator should score each rubric element and write a rationale for this score on the sheet (**Resource 3**). You might also have students underline or color-code the thesis, each of the reasons provided (topic sentences), and counterarguments. After students have finished evaluating the first essay, they should then exchange papers (both the essay and evaluation sheet) with another student in their group. Each paper should have at least 2 evaluations. Pass back paper to the student authors.

After peer editing, students should reflect on their performance and how they will plan to revise. A reflection journal is provided in the Resource Section (**Resource 17**). Have students complete the questions for Part 1 of the Reflection Journal (below). Ask them to keep their reflection for a later activity.

Differentiation for English Learners

Depending on the level of your students, you might want to provide sentence frames to use during the reflection activity. Some examples are provided:

- *My peer editors gave my essay a score of _____ . I received this score because _____ .*
- *I will revise my essay by _____ .*

Intermediate ELD Standard: Use basic strategies of notetaking, outlining, and the writing process to structure drafts of simple essays with consistent use of grammatical forms. (Some rules may not be followed).

Lesson 9: Revising and Publishing

W9.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Content Objectives

Students will

- revise and publish persuasive essays.

Language Objective

Students will

- Use academic reporting verbs and appropriate transitions to rebut a counterargument in a persuasive

Now students will begin to revise and edit their drafts. In this lesson, both of these steps are combined; however, if your students need additional guidance in this process, it might be best to separate the steps during the revision/editing process. Please see Narrative Writing Lesson, Section 2 for more information on revising and editing.

As students are revising their papers, have them focus on the incorporation of supporting detail and effectively addressing a counterargument. This is also a good time to review academic language and tone with the students. Have students refer to **Resources 4 (Signal Words)** and **7 (Reporting Verbs)** when revising their essays. Ask them to include at least 2 academic reporting verbs and 3 transitional words in their final drafts.

Resource 18 provides a review of MLA format for publishing essays. You might provide 1-2 class periods for the revision process depending on the level of your students and their access to word processing programs. You might also ask students to underline the following elements if their final essays to help them revise and you in the evaluation process: 1) thesis, 2) topic sentences, 3) counterargument, 4) reporting verbs, 5) transitions

Have students complete Part Two of the Reflection Journal (**Resource 17**) which asks students to answer the following questions:

Part 2: Reflect on the improvement in your revised essay. Compare your first and final draft. What improvement do you see? Why do you think there was improvement? What did you do differently in your final draft?

Differentiation for English Learners

Depending on the level of your students, you might want to provide sentence starters to use during the reflection activity. Some examples are provided:

Intermediate ELD Standard: Use basic strategies of notetaking, outlining, and the writing process to structure drafts of simple essays with consistent use of grammatical forms. (Some rules may not be followed).

Comparing my first and final draft, I think there was improvement because

_____ . *In my final draft, I changed* _____

_____ .

Final Evaluation

W9.1: Write arguments to support claims in an analysis of substantaive topics or texts, using valid reasoning and relevant and sufficient evidence.

Teachers should use the SAUSD 6-point rubric to evaluate student papers. You can provide feedback by highlighting boxes on the rubric which indicate student performance levels.

After returning the final essays, have students complete the final box of their reflection journal (**Resource 17**) which asks them the following questions.

Part 3: Reflect on the final score/grade of your essay. Did you do as well as you thought you did? Why or why not? What will you focus on when you write your next essay?

Differentiation for English Learners

Depending on the level of your students, you might want to provide sentence starters to use during the reflection activity. Some examples are provided:

Intermediate ELD Standard: Use basic strategies of notetaking, outlining, and the writing process to structure drafts of simple essays with consistent use of grammatical forms. (Some rules may not be followed).

*On my final draft, I did/did not do as well as I thought I would because _____
_____. While writing my next essay, I will
focus on the following:_____.*

Resource 1

Target Vocabulary: Persuade

Directions: Read and answer all of the questions below with your partner. Please commit this term to memory. You will be held accountable for knowing this term and will be practicing it during your daily exercises.

word	meaning	examples
<p>persuade per-suade (verb)</p> <p>_____</p>	<p>To use argument or discussion to do or thin something</p>	<p>The salesperson _____ persuaded Mary to buy a used car.</p>

word	meaning	examples
<p>persuasive per-sua-sive (adj)</p> <p>_____</p>	<p>good at persuading</p>	<p>The _____ salesperson sold Mary a used car.</p>

word	meaning	examples
<p>persuasion per-sua-sion (noun)</p> <p>_____</p>	<p>an effort to persuade someone of something</p>	<p>The salesperson used _____ to get Mary to buy a new car.</p>

**Practice writing and saying!**

Write the correct form of the word in each of the blanks and then read the sentences aloud to your partner.

- Julia _____ her father to buy a new cell phone. (past tense)
- It is good to use _____ when you want to convince someone.
- The class tried to be _____ when they asked their teacher to postpone the test.

Resource 2



Academic Author!

On the lines below, write your own grammatically correct sentence using the word *persuade*. Be prepared to share your sentence with the class.

On the lines below, write your own grammatically correct sentence using the word *persuasion*. Be prepared to share your sentence with the class.

On the lines below, write your own grammatically correct sentence using the word *persuasive*. Be prepared to share your sentence with the class.



Fast Finishers: Write one more grammatically correct sentence using any of the words for extra credit.



Does Your Husband Look Younger than You do?

You may side-step the tragedy that overtakes so many wives . . .

Glance about among your friends. How many of the wives look older than their years . . . and tragically older than their husbands?

Unfair though it may be, the tiny lines, the trace of wrinkles, the loss of skin tone and color, matter very little in the measure of a man's attractiveness . . . but they can make a heart-breaking difference in a woman's.

Yet thousands of women over thirty have learned to stop living by the calendar. They have found a way to defy the years . . . to combine the poise of maturity with a fresher, radiantly confident younger look. Their secret lies in the daily use of a famous cream—

Dorothy Gray Cellogen Cream. And it can help you side-step the tragedy of the middle years.



A natural way to look younger after 30

Noted specialists have proved that estrogenic hormones applied to the skin can help women look younger. And the hormones in Cellogen

Cream are natural substances, working in the most natural way in the world to counteract the effects of the gradual loss of your own beautifying hormones. They literally get under your skin . . . work from beneath to "plump up" dimpling lines and wrinkles, give skin a softer, fresher, *truly* younger look.



Happy results reported by women everywhere. Thousands have written gratefully to Dorothy Gray, reporting actual results of Cellogen Cream. Here is a typical comment: "After using one jar of Cellogen Cream, my skin appeared much softer and smoother, the lines were less noticeable . . . my complexion appeared much more youthful and supple."



CELLOGEN CREAM. Every jar contains 10,000 International Units of natural estrogenic hormones. Smooth Cellogen Cream into your face faithfully every night, leaving on overnight when possible. Very soon you'll see results reflected in your own mirror . . . and in your husband's look of renewed interest.
\$3.50 and \$5.00 plus tax.

CELLOGEN LOTION . . . companion to Cellogen Cream, with the same active hormone ingredient. Smooth over neck, hands, elbows; use as a powder base for effective 24-hour treatment.
\$5.00 plus tax.

HORMONE HAND CREAM. A silky vanishing cream, sustaining both hormones and emollients . . . ideal for telltale hands. Use daily.
\$2.00 plus tax.



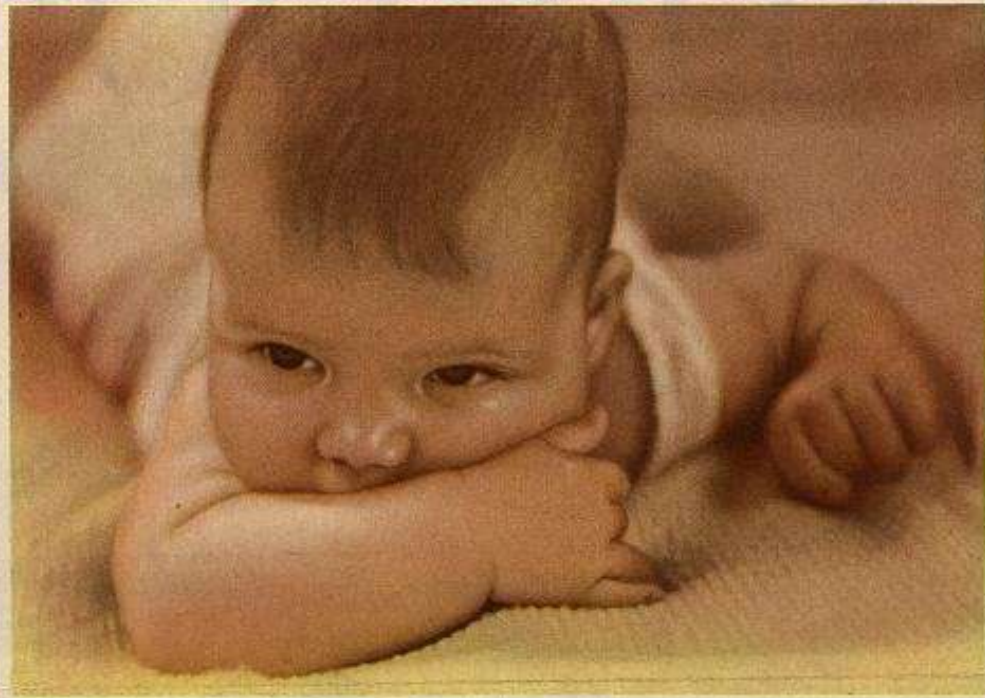
DOROTHY GRAY SALON

445 Park Avenue, New York 22, New York

Visit the Dorothy Gray Salon and let our salon experts demonstrate the famous Dorothy Gray beauty methods. Or call PLaza 5-6110 for an appointment.

Company: Dorothy Gray Salon Date:1951 Published in *New York Herald Tribune*

Duke University's Digital Collections <http://library.duke.edu/digitalcollections/adaccess>



THIS MAN ASKS HIS DOCTOR

when he wants advice on a certain BATH PROBLEM

Try to think of anything cleaner or sweeter or fresher than a baby after an Ivory bath! There just isn't.

And yet babies have their bath problem! Let's be very frank about it. Babies—even the most rosy-checked miracles of babies—are not always free from what advertising men have called body odor.

Babies, however, are better off than many adults. For they don't worry about such things! They consult their doctors—immediately. And doctors—in recommending for a baby's bath, say, "Use a pure, mild soap." Most of

them say, "Use Ivory." They do not advise fancy colored or scented soaps.

Doctors, of course, are right about this. Ivory's pure, odorless lather ends body odors completely, pleasantly and efficiently. When you step all glistening and wet from Ivory's refreshing suds, you can feel sure that Ivory's

pleasant *odorless* lather has left you completely clean and fresh and sweet.

And remember—Ivory floats—it is so pure doctors recommend it and hospitals use it—for babies—and yet Ivory costs you less than other bath soaps. Why not plunge into your bath tonight with a big white cake of Ivory?



★ Doctors will tell you it is not necessary to use strong smelling soaps to end body odor. Ivory's pure *odorless* lather ends body odors. If you're six months old and your skin is sensitive to strong soap—if you're twenty-six or sixty and prefer a pure odorless soap . . . you are safe with Ivory. Ivory ends body odors pleasantly and *completely*. 29 11/162 3/4 PURE . . . IT FLOATS

The pleasant odorless way to be completely clean **IVORY SOAP**

Company: Procter and Gamble Co. Date:1933 Published in *Saturday Evening Post*

Duke University's Digital Collections <http://library.duke.edu/digitalcollections/adaccess>

THERE'S NO MAGIC ABOUT IT!
IT'S JUST
Electronics
AT WORK



AIR CLEANING *By Electricity*

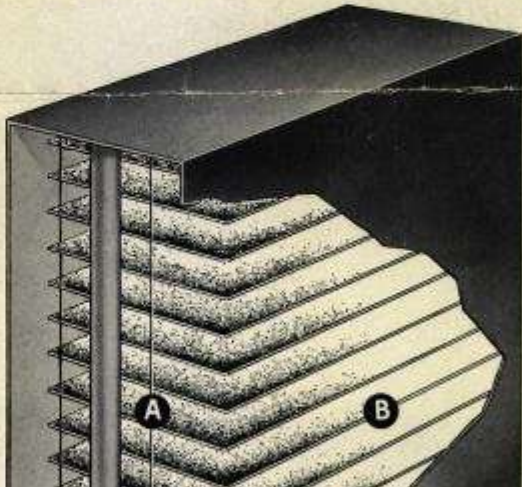
gets more than 90% of ALL particles down to 1/250,000 of an inch

There is no mystery about PRECIPITRON*—the new Westinghouse air cleaner that operates by electricity. Yet it whisks smoke, haze and dirt out of the circulating air as if by magic. Even tobacco smoke, smallest of air-borne particles, is quickly "grounded" by the Precipitron.

Electronics is the secret of Precipitron's exceptional efficiency. Sealed within the ventilating duct so that all air must pass through it, the Precipitron operates silently, effectively, with no more moving parts than a storage battery. At the front of the unit (or cell), two fine tungsten wires and three grounded rods create a strong electrostatic field. As each particle of dust or smoke passes through this field, it receives a positive charge of electricity.

A series of collector plates are located back of the electrostatic field and as the charged particles pass into this area, they are drawn to the oppositely charged plates where they are deposited and adhere. These plates are then cleaned with water and the deposit flushed harmlessly down the drain.

Precipitron's efficiency, far above that of ordinary mechanical air filters, has given a new meaning to industrial air cleaning. For full information write Westinghouse Electric & Mfg. Company, Edgewater Park, Cleveland, Ohio. Ask for folder B-3083.



A. Electrostatic field at the front of the *Precipitron*. Here all dirt and dust particles are given a positive charge of electricity.

B. Series of collector plates, to which charged dirt particles are attracted and adhere.

*Trade-mark registered in U. S. A.



Westinghouse Precipitron
Electronics at Work

PLANTS IN 25 CITIES
 OFFICES EVERYWHERE

Company: Westinghouse Electronics Date:1943 Published in *Architectural Forum*

Duke University's Digital Collections <http://library.duke.edu/digitalcollections/adaccess>

Resource 3

Persuasive Techniques in Advertising

The persuasive strategies used by advertisers who want you to buy their product can be divided into three categories: **pathos**, **logos**, and **ethos**.

Pathos: an appeal to emotion.

An advertisement using **pathos** will attempt to evoke an emotional response in the consumer. Sometimes, it is a positive emotion such as happiness: *an image of people enjoying themselves while drinking Pepsi*. Other times, advertisers will use negative emotions such as pain: *a person having back problems after buying the "wrong" mattress*. **Pathos** can also include emotions such as fear and guilt: *images of a starving child persuade you to send money*.

Logos: an appeal to logic or reason.

An advertisement using **logos** will give you the evidence and statistics you need to fully understand what the product does. The **logos** of an advertisement will be the "straight facts" about the product: *One glass of Florida orange juice contains 75% of your daily Vitamin C needs*.

Ethos: an appeal to credibility or character.

An advertisement using **ethos** will try to convince you that the company is more reliable, honest, and credible; therefore, you should buy its product. **Ethos** often involves statistics from reliable experts, such as *nine out of ten dentists agree that Crest is the better than any other brand* or *Americas dieters choose Lean Cuisine*. Often, a celebrity endorses a product to lend it more credibility: *Catherine Zeta-Jones makes us want to switch to T-Mobile*.

Practice labeling **pathos**, **logos**, and **ethos** by placing a **P**, **L**, or **E** in the blank :

- _____ A child is shown covered in bug bites after using an inferior bug spray.
- _____ Tiger Woods endorses Nike.
- _____ Sprite Zero is 100% sugar-free.
- _____ A 32-oz. bottle of Tide holds enough to wash 32 loads.
- _____ A commercial shows an image of a happy couple riding in a Corvette.
- _____ Cardiologists recommend Ecotrin more than any other brand of aspirin.
- _____ Advil Liqui-Gels provide up to 8 hours of continuous pain relief.
- _____ Miley Cyrus appears in Oreo advertisements.
- _____ People who need more energy drink Red Bull Energy Drink.
- _____ A magazine ad shows people smiling while smoking cigarettes.

Resource 4

SIGNAL WORDS AND PHRASES

Addition

besides	also	in addition	and	as well
so too	moreover	another	further	additionally
furthermore	other	add to	more than that	beyond

Analysis

consider	suggests	this means	examine	investigate
scrutinize	analyze	explore		

Cause and Effect

accordingly	since	*as a result	so	*consequently
then	*hence	*therefore	thus	*it follows, then
because	then, so	leads to/led to	due to	for this reason/purpose
if...then	which in turn	even if...would	*before	*after

Comparison

likewise	similarly	in the same way	compared to	equally
just as	just like	along the same lines	corresponds	in comparison
like/alike	same			

Concession

admittedly	granted	although it is true that	naturally	of course
I concede that	to be sure	*indeed		

Conclusion

*as a result	so this tells us..	*consequently	*hence	*in short/in brief
*therefore	thus, it can be said..	in conclusion	to sum up	in sum, then
*it follows, then	to close	to summarize	to conclude	to wind up
to wrap up	to finish	the upshot of all this is that	to end	on the whole
in summary	*above all	after all	*finally	

Contrast/Change in Direction

although/though	nevertheless	on the other hand	but	by/in contrast
nonetheless	conversely	on the contrary	whereas	regardless
even though	however	despite this/ in spite of	while	different than
as opposed to	yet	varies or differs from	rather	instead
*incidentally	even if	notwithstanding	unlike	

Definition/Elaboration

refers to	means	is the same as	that is	consists of
*in other words	stands for	synonymous with	is equal to	simply put
put differently	in essence	to put it bluntly	by extension	to clarify
to put it another way	actually	to put it more succinctly	*incidentally	*in short
*ultimately				

Emphasis

more importantly	*above all	without a doubt	undeniably	remember this
essentially	truly	without question	basically	certainly
in fact	*indeed	*in other words		

Example

to take a case in point	for instance	specifically	for example	including
as an illustration	such as	to illustrate	is like	in particular
in this case/theory/example				

Sequence

first, second...last	next	before	later	secondly, etc.
until	after	*finally	preceding	*ultimately
since	then	following	now	previously
succession	formerly	subsequently	recently	for many years
to begin with	while	earlier	initially	a few years ago
in July/2006...	today			

* Denotes multiple functions

-Adapted from Kate Kinsella, Harvey & Goudvis, and Graff & Birkenstein

Resource 5**Earn an A? Here's \$50.**

By Carlos Sadovi, reporter
Chicago Tribune
September 11, 2008

Up to 5,000 freshmen at 20 Chicago public high schools will get cash for good—and even average—grades as part of a new, Harvard-designed test program that city education leaders are rolling out Thursday.

Students will be measured every five weeks in math, English, social sciences, science and physical education. An A nets \$50, a B equals \$35 and a C still brings in \$20. Students will get half the money upfront, with the remainder paid upon graduation. A straight-A student could earn up to \$4,000 by the end of his or her sophomore year.

Critics suggest that what amounts to bribing students to get good grades isn't the right lesson to teach. "It's a terrible idea, because you're getting people to do things for the wrong reasons," said Barry Schwartz, a Swarthmore College psychology professor who has written on the issue. "They'll do well in school, maybe, but they won't take any of it out with them. Instead of trying to cultivate an interest in learning, curiosity . . . you are just turning this into another job."

Jeremy Kellum, 14, a freshman, said that although he's accustomed to getting C's, especially in science and social studies, getting paid as much as \$4,000 is all the incentive he needs to hit the books harder.

Focus on freshmen

The program is aimed at freshmen because research shows a correlation between how well students do in 9th grade to overall high school success. During the first two years of high school, students are at most risk of dropping out, which is why the district's program covers students through the end of sophomore year.

Under the reward plan, students who receive an F in any of the five courses won't get any money until they have scored a C or better in that failed subject either the following semester or in summer school.

The Chicago Public Schools chief executive Arne Duncan said, "I see the freshman year as a life-changing experience; I want to keep those kids in school and reward them for doing the right thing. We can't do enough to put the spotlight on students who work very hard and overcome tough odds."

A parent's perspective

Kelly Taylor, a union carpenter who said he has been without work for four months because of the slow economy, had nothing but praise for the program at his daughter's high school. The program "gives the students something to really shoot for. She already likes school. It makes it better for her to meet her goals," Taylor said. "I can't afford to give \$50 for every A." His daughter, Amanda Navarro, 14, an Uplift freshman, said that although her father constantly tells her he's proud of her for getting good grades, the financial incentives offer an added reward. "I was already planning on going for the best and getting straight A's; this just gets me more excited to do it," Navarro said. "A 4.0 [grade point average] is good, plus \$2,000 is even better."

Resource 6 Using Supporting Detail

An author must support his point by using supporting details. These specific details explain, elaborate on, or prove the main idea. These details may include sensory details, facts, examples, analogies or comparisons, and paraphrases, quotations, or opinions from authorities. All boxed examples are reproduced in **Resource 6** for use on the document camera.

Sensory Details When you use words that appeal to one or more of the five senses—sight, hearing, touch, taste, and smell—you are using **sensory details**. Vivid sensory details help your reader form a clear image of the subject. The following sensory details elaborate on a description of a beach party:

- **Sight** *The multi-colored string lights cast a dreamy glow on the dancing teens.*
- **Hearing** *When the first notes of the Rhianna song came through the speakers, my friends and I rushed to the dance floor.*
- **Touch** *As I lunged to serve the volleyball, my toes plunged through the soft, warm sand.*
- **Taste** *I bit into the juicy burger, savoring the melted cheese and sweet pickle.*
- **Smell** *The salty sea air carried on the warm breeze was relaxing.*

Facts A **fact** is a statement that can be proved true by direct observation or by checking a reliable reference source. For example, if you say cheeseburgers were served at the party, you state a fact that can be proven by direct observation. However, if you say that the cheeseburgers at the party were tastier than In-N-Out’s cheeseburgers, you state an *opinion*. **Opinions** are statements that cannot be proved.

Examples Examples are specific instances or illustrations of a general idea. In the following paragraph, the writer gives examples of how the party guests were enjoying themselves.

Justin and Taylor never left the dance floor. Carly, Miguel, and Brittany laughed so hard they spilled their punch. By the end of the evening, I noticed that my cheeks hurt from smiling so much.

Comparisons and Analogies A **comparison** explains similarities between two things, often to explain an idea new to readers in terms they will understand. An **analogy** is a type of comparison that explains one specific similarity found in both a familiar and an unfamiliar thing. The following examples explain the game of volleyball.

Comparison

Both the game of volleyball and the game of tennis require that a ball be hit across a net, back and forth between two players or teams.

Analogy

Like the child's game, "Hot Potato," in volleyball, you want to hit the ball when it comes your way, as quickly as you can..

Paraphrases, Quotations, and Expert Opinions Support for ideas may come from outside sources, such as books and articles, television programs, and interviews or speeches. To include this information, you can **paraphrase**, explaining the ideas in your own words, or use a direct **quotation**, putting the words of the source inside quotation marks.

Information from other sources may include factual information on a topic, or it may represent the **opinion** of an authority on the subject. Here is how a writer might quote or paraphrase a supporting opinion from an authority about throwing parties for teenagers.

Quotation

In her article, "Teen Party Games for Fun Parties for Teens," Denise Witmer states, "It's true that teens like to socialize and think they want to just 'hang out' throughout a party, but birthday parties without party games tend to get boring and are often overtaken by

Paraphrase

Author Denise Witmer considers party games to be essential to a successful, interesting party where all guests participate and have fun.

Resource 7**Using Academic Language: Reporting Verbs****Academic verbs used to report on what someone states:**

acknowledge	suggest
add	emphasize
affirm	stress
comment	maintain
remark	explain

Examples:

- The author comments, “_____.” (quote)
- Dr. Fielding maintains that _____.
(paraphrase)

Academic verbs used to report on a person’s opinion:

advocate	recommend
argue	advocate
assert	maintain
believe	propose
claim	suggest
contend	conclude
insist	

Examples:

- The author asserts, “_____.” (quote)
- Dr. Mendez suggests that _____.
(paraphrase)

Adapted from Dr. Robin Scarcella, Pathway Project (CPEC), University of California, Irvine

Resource 8

Name _____
Topic: _____

Thesis Statement Worksheet

Claim _____

Finalized main ideas /or “because statements.” These ideas form the "kernels" of topic sentences for each body paragraph. You should have at least 2. If you have too many, try to combine ideas.

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Now, combine your claim and your main ideas/or “because statements” to create a thesis. You may generate two related sentences that function together as a statement of purpose for your essay.

First Draft: Write a draft of your thesis below and underline key words from your thesis that refer back to your main ideas/or because statements. Then share with a partner or in a small group.

5. After sharing ideas, finalize a working thesis/proof statement and write it here:

Resource 9

Writer’s Model from Holt Literature and Language Arts, 3rd Course (pages 320-321)

A Writer’s Model

Do Something Good for the Earth

Garbage! It smells bad and looks disgusting. Most people think about trash only when they take it out. People in the United States should be thinking about garbage more, however, because they throw away 40 percent of all the garbage in the world. The solution to this problem is recycling. Recycling is the best way to preserve natural resources and to reduce the costs of processing garbage.

By recycling, we can prevent our country from being buried in trash. Much of the garbage that is now tossed out could be recycled. Of the 200 million tons of garbage that U.S. citizens produce yearly, about 42 percent is paper (from trees), 8 percent is glass, 9 percent is metal (from ore, a natural resource), 7 percent is plastic (from petroleum, a natural resource), 8 percent is food waste, and 18 percent is yard waste. Government officials estimate that 60 percent of all this trash could be recycled. Environmentalists suggest a much higher figure—as much as 70 to 90 percent.

Recycling more of our garbage can also save precious resources. My grandfather says the thick forests that once surrounded my hometown have nearly vanished. By recycling newspapers, we can rescue trees from destruction. For example, recycling could help save some of the fifty thousand trees that are sacrificed every week to produce Sunday newspapers in the United States. We can also save water and energy by recycling. Recycling paper instead of making it from trees reduces the amount of water used to make the paper by 60 percent and the amount of energy by 70 percent. Aluminum cans show the biggest savings from recycling. To produce a can from recycled aluminum takes 95 percent less energy than from ore.

Recycling more can reduce the mountains of garbage we produce—and reduce the costs associated with all the landfills where the garbage is dumped. Garbage does not just disappear after it is hauled away. It usually goes into landfills—many of which have created toxic pollution problems and enormous cleanup costs. People often object to recycling by saying that it costs too much. Brenda Platt of the Institute for Local Self-Reliance says, “Studies have concluded that recycling costs less than traditional trash collection and disposal when communities achieve high levels of recycling.” Therefore, people should understand that recycling actually saves money by reducing waste and by eliminating the costs that go along with solid-waste disposal and landfill cleanup.

Much of what is thrown away now can be recycled. Anyone who loves the earth can help make it a better place by recycling. Garbage makes our shared home, this planet, less livable for the people of today and for the children of tomorrow. People have caused this garbage crisis, and only people can solve it. Do you care enough to do your part by recycling?

INTRODUCTION
Attention getter
Background information

Opinion statement

BODY/ Reason 1:
Emotional appeal
Evidence: Statistics

Reason 2: Logical appeal
Evidence: Anecdote

Evidence: Example

Evidence: Facts and statistics

Reason 3: Ethical appeal

Evidence: Facts
Counterclaim addressed

Evidence: Expert opinion

CONCLUSION

Restated opinion
Summary of reasons

Call to action

Resource 10

Strategic Differentiation-Essay Frame

In the (genre) _____, (title) _____, (author) _____ writes about (context-
brief statement about the plot of the story) _____

(Claim) _____ because (Reasons from Tree Map) _____

The first reason _____

(Supporting detail) _____

(Supporting detail) _____

(Supporting detail) _____

Concluding Sentence _____

The second reason _____

(Supporting detail) _____

(Supporting detail) _____

(Supporting detail) _____

Concluding Sentence _____

Although (counterargument) _____.

(Statement of rebuttal) _____.

(Detail supporting rebuttal) _____.

(Detail supporting rebuttal) _____.

Concluding Sentence _____.

(Restatement of thesis and reasons) _____.

(Powerful ending statement) _____.

SANTA ANA UNIFIED SCHOOL DISTRICT HIGH SCHOOL WRITING ASSESSMENT SCORING GUIDE

	6 This essay demonstrates advanced writing ability.	5 This essay demonstrates highly proficient writing ability.	4 This essay demonstrates proficient writing ability.	3 This essay demonstrates basic writing ability.	2 This essay demonstrates below basic writing ability.	1 This essay demonstrates far below basic writing ability.
Writing Task	Inshighfully addresses all parts of the writing task.	Thoroughly addresses all parts of the writing task.	Adequately addresses the elements of the writing task.	Addresses only parts of the writing task.	Addresses only one part of the writing task.	Does not address the writing task.
Thesis and Support	Contains a meaningful thesis which is thoroughly supported with specific and relevant examples and textual evidence (if applicable).	Contains a thesis which is well supported with details and examples.	Contains a central idea or thesis which is adequately supported with details.	Contains a central idea which is supported with limited details.	May lack a central idea and uses limited details.	May lack a central idea or does not include supporting details.
Organization and Focus	Maintains a logical and seamless organizational structure, includes coherent paragraphs, and effective transitions between ideas.	Maintains a logical organizational structure, includes paragraphs, and transitions between ideas.	Maintains a mostly logical structure, includes paragraphs and some transitions between ideas.	Offers an inconsistent organizational structure and may not include paragraphs or transitions (or transitions are awkward).	Lacks an apparent organizational structure and transitions, but reader may still follow overall argument.	Lacks an organizational structure which greatly hinders understanding.
Audience	Consistently demonstrates a clear sense of audience.	Demonstrates a clear sense of audience.	Demonstrates a general sense of audience.	Demonstrates some sense of audience.	Demonstrates little sense of audience.	May demonstrate no understanding of audience.
Sentence Structure and Language	Consistently provides a variety of complex sentence types and uses sophisticated and descriptive language.	Consistently provides a variety of sentence types and uses precise and descriptive language.	Provides a variety of sentence types and uses some descriptive language.	Includes little variety of sentence types but demonstrates some understanding of sentence structure. Uses basic or predictable language.	Demonstrates little understanding of sentence structure but meaning is evident. Often uses limited or confusing vocabulary.	Demonstrates no understanding of basic sentence structure and uses vocabulary which lacks ability to convey meaning.
Written Conventions	Contains very few or no errors in conventions and demonstrates an excellent command of the language.	Contains few errors in conventions and demonstrates a good command of the language.	Contains some errors but these do not interfere with overall understanding.	Contains many errors in conventions but overall meaning is evident.	Contains many errors in language which often interfere with understanding.	Contains many serious errors in conventions which consistently interfere with understanding.

0=Non-scorable: Blank, Illegible, Off Topic, Language Other than English Revised 11/18/09 Secondary Education, Educational Services, SAUSD

Resource 12

Model Essay A

Getting good grades in school is a good thing, but being paid for them is even better! According to Carlos Sadovi in a *Chicago Tribune* article, twenty public schools in Chicago, Illinois will be paying students for receiving at least a C in their classes. This program is aimed toward freshmen and sophomore students as an incentive to stay in school, because statistics show a connection between success in ninth grade and overall accomplishment in high school. This program should be allowed in schools because it will provide an incentive for students to do better and help families that are struggling due to the current economic crisis.

Sometimes, students who are struggling in school do not improve because they lack motivation. The Chicago cash-incentive program can provide that motivation to do better in school. For example, freshman Jeremy Kellum would, “hit the books harder,” if there was \$4,000 at stake. Students like Kellum know that they can do better, but focus on being able to pass with the smallest amount of work possible. Receiving cash bonuses for performance would definitely motivate those students to do better. This is important because research demonstrates that the time when students are at the highest risk of dropping out are the first two years of high school. Giving them an incentive can make students want to stay in school if they can get paid for grades. The program does not allow a student to have any failing grades to receive money, so any student who wants to earn money will have to bump their grades up to a passing level, and thereby also increase graduation rates. Higher graduation rates is a positive for students, schools, and society.

Under the sagging economy, many families are being hard-pressed to earn money so they can feed themselves. A cash-incentive like this one allows students to help out with their households. Kelly Taylor, a carpenter who has been without work for four months praises the program because it can offer his daughter a reason to do well in school, something that he cannot do because of his unemployment. This program can certainly help Mr. Taylor and his family until the economy picks up or he can find work. Also, because of their family situation, many students are forced to find jobs as soon as they become eligible. A cash incentive would help them earn money while focusing on the most important job of all, their education.

Some may believe that paying students for grades is morally incorrect and rewards students for the wrong reasons; however, giving incentives will help teach students to do better and reward them at the same time. Swarthmore College psychology professor Barry Schwartz believes that the drive to do better will increase in high school, but “they won’t take anything out with them...you are just turning this into another job.” I disagree with Schwartz because school is a place to ready you for a future career. Knowing what it feels like to be rewarded for hard work is just what students need to convince them to go to college and earn a high paying job. Critics of the program might also argue that while students will not drop out of high school because of the cash, they will drop out of college with no similar incentive. I disagree; there is an incentive in college and that is to graduate so that students can start earning money from high paying careers rather than part-time manual labor that they could find as dropouts.

Given the current dropout rate, the incentive program is the best move that the Chicago School District and any other school district in the country could make. It not only provides the motivation to work harder at school, but can also lower dropout rates and help struggling families in this economic downfall. Now all students around the nation have hope. If this program spreads we can start receiving cash for our grades.

Resource 13

Examining Model Student Papers

Circle the score for each rubric element and provide a rationale below the score.

	Model A	Model B
Writing Task:	1 2 3 4 5 6	1 2 3 4 5 6
Thesis Statement and Support	1 2 3 4 5 6	1 2 3 4 5 6
Organization and Focus	1 2 3 4 5 6	1 2 3 4 5 6
Audience	1 2 3 4 5 6	1 2 3 4 5 6
Sentence Variety/ Structure and Vocabulary	1 2 3 4 5 6	1 2 3 4 5 6
Written Conventions	1 2 3 4 5 6	1 2 3 4 5 6
Overall Score	1 2 3 4 5 6	1 2 3 4 5 6

Resource 14**Model Essay B**

Do I think students should get paid for getting good grades? I will say “yeah”. They should because they could do well in school. Help out their parents in the economy. Also, because they could save up the money.

I say the you could do well in school because the money could be one of the reasons for kids to go to school. Like Barry S. said. They may be good, but they won’t take it with them. Maybe she is right, but they do it and they may get something out of it and also in that way they learn.

Another way I say is that they could help their family in the economy. Let’s say if the family doesn’t have money, they could use their kid’s money. That could be a blessing. So this is why I think it could help.

I also think it’s a good idea because in this way they could save up money. They could save it up for college because what if they don’t get a scholarship. They could have that money as a backup and in that case they could go to college. Another thing they could save it up for is for their future.

This is why I think giving money is a good idea. It’s a good idea for many things as in what I said. I’m also going to say it is a good idea as it could be bad too. It all depends on the students. It depends how their going to use the money. This is my point of view.

Resource 15

Revising Essay B

Rewrite the thesis statement in one sentence:

I will say “yeah”. They should because they could do well in school. Help out their parents in the economy. Also, because they could save up the money.

Revise the quote using academic language:

Like Barry S. said. They may be good, but they won't take it with them.

Revise the sentences providing an antecedent for the underlined pronouns.

Another way I say is that they could help their family in the economy.

I also think it's a good idea because in this way they could save up money.

Revise the counterargument in one-two sentences:

I'm also going to say it is a good idea as it could be bad too. It all depends on the students. It depends how their going to use the money.

Revise the concluding sentence:

This is my point of view.

Resource 16

Author's Name/Code _____ **Period** _____

Peer Evaluation

Circle the score for each rubric element and provide a rationale below the score.

	Evaluator 1 Name _____	Evaluator 2 Name _____
Writing Task:	1 2 3 4 5 6	1 2 3 4 5 6
Thesis Statement and Support	1 2 3 4 5 6	1 2 3 4 5 6
Organization and Focus	1 2 3 4 5 6	1 2 3 4 5 6
Audience	1 2 3 4 5 6	1 2 3 4 5 6
Sentence Variety/ Structure and Vocabulary	1 2 3 4 5 6	1 2 3 4 5 6
Written Conventions	1 2 3 4 5 6	1 2 3 4 5 6
Overall Score	1 2 3 4 5 6	1 2 3 4 5 6

Resource 17

Reflection Journal

Part 1: Looking at the SAUSD rubric and your score on the first draft, reflect on why you received the score you did? How do you plan to improve your next draft?

Part 2: Reflect on the improvement in your revised essay. Compare your first and final draft. What improvement do you see? Why do you think there was improvement? What did you do differently in your final draft?

Part 3: Reflect on the final score/grade of your essay. Did you do as well as you thought you did? Why or why not? What will you focus on when you write your next essay?

Resource 18

1" ↑
↓

Your Name

Instructor's Name ← double space text

Class information (English 1A)

Date

Center Title of Essay

Begin your paragraph one double-spaced line below ← 1"

← 1" your centered title; the paragraph should begin with a 1/2" tabbed indent. The paper's heading goes in the upper-left corner of the first page only. Use 1" margins all around. Double space everything, including blocked quotes. Do not justify the right margin. → double space text

1" ↑
↓

1/2" ↑
↓

last name and pg #

On all consecutive pages, place a header in the upper right-hand corner; the header should include your last name followed by the page number. All the text on these pages should be double spaced, including any blocked quotes. Paragraphs should be separated by a single space--do not add extra spaces between paragraphs.

← 1" → 1"

When you quote an author or use her ideas, be sure to document your source correctly with a parenthetical reference. → double space text