



**Literacy Design  
Collaborative**

# Module 2: Is there a place for cell phones in the middle school setting?

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*Adapted from "Default Argumentation Module: Prototype Skills & Mini-Tasks"*

In keyboarding, students will key model personal business letters by using correct format. Students must be able to identify correct letter terminology and spacing requirements. Students will compose and key a personal business letter after they have mastered the skills needed to key one. The assigned letter topic: Should cell phones be accessible to students throughout the school day; may they be used at the students' discretion? Four resources are provided, and students must use evidence from at least two of the four.

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GRADES

**6**

DISCIPLINE

**Other**

COURSE

 **Keyboarding**

## *Section 1: What Task?*

### **Teaching Task**

#### **Task Template 6 - Argumentation**

Is there a place for unrestricted student access to cell phones in the middle school? After reading various online and printed texts and viewing videos, write a personal business letter to a school official, in which you discuss student cell phone usage in the middle school and evaluate whether or not students should have free access to cell phones in the school setting.. Support your position with evidence from the text(s).

### **Standards**

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

##### **RI.6.1**

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### **RI.6.2**

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

##### **RI.6.4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

##### **RI.6.10**

By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

##### **W.6.1**

Write arguments to support claims with clear reasons and relevant evidence.

###### **W.6.1.a**

Introduce claim(s) and organize the reasons and evidence clearly.

###### **W.6.1.b**

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

###### **W.6.1.c**

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

###### **W.6.1.d**

Establish and maintain a formal style.

### W.6.1.e

Provide a concluding statement or section that follows from the argument presented.

### W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### W.6.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### W.6.9.a

Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

#### W.6.9.b

Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

### W.6.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Custom Standards**

#### Keyboarding

3.1.1 Prepare a list of terms with definitions

#### Keyboarding

3.5 Explain letter format for block style personal/business letter using open/mixed punctuation

#### Keyboarding

3.5.1 Key block style personal/business letter using open/mixed punctuation

### **Texts**

🔗 **Finally! Research-based proof that students use cell phones for LEARNING**

🔗 **Cell Phones in the Classroom Pros and Cons-Video 1, Video 2, and text handout**

📄 **4-square paragraph organizer**

 **Fact Sheet for PBL**

 **Student Review of Reading Materials Check Off**

 **Source #2 Handout**

 **Source #1 Handout**

 **Source #3 Handout**

 **Source #4 1st video and minimal text**

## LDC Student Work Rubric - Argumentation

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
<b>Focus</b>	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately and establishes a position, but focus is uneven. D: Addresses additional demands superficially.	Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. D: Addresses additional demands sufficiently	Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. D: Addresses additional demands with thoroughness and makes a connection to claim.
<b>Controlling Idea</b>	Attempts to establish a claim, but lacks a clear purpose.	Establishes a claim.	Establishes a credible claim.	Establishes and maintains a substantive and credible claim or proposal.
<b>Reading/Research</b>	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.	Accurately and effectively presents important details from reading materials to develop argument or claim.
<b>Development</b>	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.	Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.	Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.	Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.
<b>Organization</b>	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.	Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
<b>Conventions</b>	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
<b>Content Understanding</b>	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

***Background for Students***

Students have viewed and keyed model personal business letters prior to the writing process.

***Extension***

Not provided

## *Section 2: What Skills?*

### ***Preparing for the Task***

**BRIDGING CONVERSATION > TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

**TASK AND RUBRIC ANALYSIS > TASK ANALYSIS:** Ability to understand and explain the task's prompt and rubric.

**PROJECT PLANNING:** Plan your time frame for completing this module.

### ***Reading Process***

**PRE-READING > TEXT SELECTION:** Ability to identify appropriate texts.

**ACTIVE READING > ESSENTIAL VOCABULARY:** Ability to identify and master terms essential to understanding a text.

**ACTIVE READING > NOTE-TAKING:** Ability to select important facts and passages for use in one's own writing.

**POST-READING > ENHANCING COMPREHENSION:** Ability to identify the central point and main supporting elements of a text.

**POST-READING > ACADEMIC INTEGRITY:** Classroom discussion about the need for citing sources.

### ***Transition to Writing***

**BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS:** Ability to begin linking reading results to writing task.

### ***Writing Process***

**PLANNING > PLANNING THE WRITING:** Ability to develop a line of thought and text structure appropriate to an argumentation task.

**DEVELOPMENT > INTRODUCTORY PARAGRAPH:** Ability to establish a claim and consolidate information relevant to task.

**DEVELOPMENT > BODY PARAGRAPHS:** Ability to construct an initial draft with an emerging line of thought and structure.

**REVISION, EDITING, AND COMPLETION > REVISION:** Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

**REVISION, EDITING, AND COMPLETION > EDITING:** Ability to proofread and format a piece to make it more effective.

**REVISION, EDITING, AND COMPLETION > FINAL DRAFT:** Ability to submit final piece that meets expectations.

## Section 3: What Instruction?

PACING SKILL AND DEFINITION PRODUCT AND PROMPT SCORING GUIDE INSTRUCTIONAL STRATEGIES

Preparing for the Task				
25 mins	<p><b>BRIDGING CONVERSATION &gt; TASK ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p><b>ANTICIPATION GUIDE</b> Prompt--After reading Mrs. McNeely's letter, evaluate the points identified by circling a number from 1-5 with 5 meaning high and 1 meaning low.  Product--Complete grading scale by each student.</p>	Completion of scale scoring	Not Provided
<p>Standards:</p> <p><b>RI.6.6</b> : Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>				

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15 mins	<p><b>TASK AND RUBRIC ANALYSIS &gt; TASK ANALYSIS:</b> Ability to understand and explain the task's prompt and rubric.</p>	<p><b>ANNOTATED TEACHING TASK</b></p> <p><b>Prompt: Annotate the teaching task by</b></p> <p>(1) underlining what you think the most important words and phrases are;</p> <p>(2) circling the words you do not know;</p> <p>(3) writing questions about the task below;</p> <p>(4) discussion to follow</p> <p>Product: Student annotated task</p>	<ul style="list-style-type: none"> <li>• Key words/phrases of the teaching task are identified.</li> <li>• Key words/phrases are properly defined.</li> <li>• Questions about the teaching task are properly answered and written down.</li> </ul>	<p><b>(A) MODELING</b></p> <ol style="list-style-type: none"> <li>1) Present a sample teaching task (not the one being used for the module) that contains difficult words and complex phrases (on a PowerPoint, SmartBoard, chart paper, or white/chalk board).</li> <li>2) Ask students to identify words/phrases that they think are most important.</li> <li>3) Ask students to identify words/phrases that they do not know.</li> <li>4) Ask students to pose questions they might want answers to about this teaching task.</li> </ol> <p>(For 2-4, if students don't generate adequate responses, teacher can model for them.)</p> <ol style="list-style-type: none"> <li>5) Ask students to provide definitions/explanations of the key words/phrases identified (optionally use dictionaries).</li> <li>6) Ask students to provide answers to the questions posed.</li> </ol> <p>(For 5-6, teacher can model definitions/answers for students).</p> <p><b>(B) STUDENT PRACTICE</b></p> <ol style="list-style-type: none"> <li>1) Give students handout with their teaching task (and "background" as well, optionally) OR have students write down the teaching task/background themselves.</li> <li>2) Students work individually to respond to this mini-task's Prompt A.</li> <li>3) Students trade with a partner and respond to Prompt B.</li> </ol> <p><b>(C) CLOSING</b></p> <ol style="list-style-type: none"> <li>1) Ask students to raise their hands if they have words/phrases they could not define.</li> <li>2) Ask rest of class to pose definitions/answers.</li> <li>3) Teacher models definitions/answers for ones unanswered by class.</li> <li>4) Teacher collects student work for formative assessment and to return to students with feedback.</li> </ol>
<p>Standards:</p> <p><b>CCR.R.2</b> : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>CCR.W.10</b> : Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>				

	Additional Attachments: <a href="#">LDC_AnnotationOfTask_MiniTask_Handout.docx</a> <a href="#">LDC_AnnotationOfTask_MiniTask_Handout.pdf</a>			
20 mins	<b>TASK AND RUBRIC ANALYSIS &gt; TASK ANALYSIS:</b> Ability to understand and explain the task's prompt and rubric.	<b>RUBRIC--EVALUATION OF STUDENT PRODUCT</b> PRODUCT: Annotated rubric and reworded levels 3 and 4  PROMPT: <ul style="list-style-type: none"> <li>Annotate a copy of the rubric</li> <li>Underline any unclear words or phrases</li> <li>Classroom discussion to clarify meaning of words and rubric</li> <li>Rewrite levels 3 and 4 of rubric in student, friendly terms</li> </ul>	Product meets expectation if students write initial ideas to one or more of the sentence starters in the prompt and engage in the sharing/listening of their ideas with a partner or small group	<b>The Set Up:</b>  Students may read a short text or text excerpt that raises the EQ or that attempts to answer it, or perhaps the teacher asks students about their personal experience with [topic of the EQ].  <b>Lesson:</b> <ol style="list-style-type: none"> <li>The teacher has the EQ posted on a PPT (or written on the blackboard).</li> <li>The preliminary thinking prompts are written under the EQ.</li> <li>Teacher might say, "For the next [duration of time] we will be studying [EQ topic]. We will be reading articles and developing our knowledge in _____. Take a few minutes now to record some preliminary ideas you have about [EQ topic]. I'll write with you. Let's write for ____ (10 minutes). If you finish your thoughts on one prompt, then try to respond to more prompts."</li> <li>When time is finished (or teacher sees students are finished), then share with a partner and debrief some ideas as a class.</li> </ol> Hudson Valley Writing Project @ SUNY New Paltz
	Standards:  <b>CCR.R.1</b> : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
	Additional Attachments:  <a href="#">Essential Questions Student Handout</a>			
20 mins	<b>PROJECT PLANNING:</b> Plan your time frame for completing this module.	<b>PROJECT PLANNING</b> Prompt: Complete a calendar showing student's events and project requirement dates; accommodate conflicts.  Product: Student calendar with all student activities listed and project dates listed	Check list	Not Provided
	Additional Attachments:			

**Reading Process**

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PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr and 20 mins	<p><b>PRE-READING &gt; TEXT SELECTION:</b> Ability to identify appropriate texts.</p>	<p><b>SOURCE EVALUATION, OR "USE/DON'T USE"</b> Prompt: Using one text provided by the teacher, evaluate it for:</p> <ol style="list-style-type: none"> <li>1. Readability: are you able to understand it?</li> <li>2. Publisher/author: is this a .com, .you, .org, etc</li> <li>3. Current: is it recent enough (last 3 years)?</li> <li>4. Bias: is it both pro/con?</li> </ol> <p>Product: Checkoff list</p> <p>Student will select at least 2 sources based on checkoff list to use for research. Only one video may be used as a source.</p>	<p>Student is able to: Checklist</p>	<ol style="list-style-type: none"> <li>1. Teacher will model how to select an appropriate text or video.</li> <li>2. Students complete evaluation, answering four questions.</li> </ol>
<p>Standards:</p> <p><b>CCR.W.8</b> : Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p><b>CCR.W.7</b> : Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><b>CCR.W.5</b> : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>				
<p>Additional Attachments:</p> <p> <b>Evaluating Sources</b></p>				
1 hr	<p><b>ACTIVE READING &gt; ESSENTIAL VOCABULARY:</b> Ability to identify and master terms essential to understanding a text.</p>	<p><b>SOURCE #1--PRINTED--PROVIDED BY TEACHER</b> Prompt:</p> <ul style="list-style-type: none"> <li>• Read the provided text (Handout 1)</li> <li>• Underline all terms that you can not define</li> <li>• Create a T chart and list terms you can not define on the left; define during classroom discussion</li> <li>• Write term on word wall if it is not a repeat</li> <li>• Circle 8 terms in text that are important to meaning of project</li> </ul> <p>Product: Students will have a completed T chart show unfamiliar words and definitions</p>	<p>10 pts. for completed T chart (words and definitions--at least 5 words)</p>	<p>Not Provided</p>

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1 hr and 10 mins	<p><b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing.</p>	<p><b>IDENTIFICATION OF A TEXT'S MAIN IDEA</b></p> <p>Prompt: Circle the main idea of each selected printed source. Underline or highlight details that support the identified main idea. Use a T chart to list unfamiliar vocabulary words which will later be defined as a class. Strengthening vocabulary will be an ongoing process during the reading and annotating process.</p> <p>Product: Student produced annotated text(s) and vocabulary T chart.</p>	<ul style="list-style-type: none"> <li>• Student accurately identifies the main idea of each assigned text.</li> <li>• Main idea is in student's own words.</li> <li>• Cited and paraphrased details align with student's identification of main idea.</li> </ul>	<ol style="list-style-type: none"> <li>1. Define "main idea." For 6th grade students, what is the main focus of the article?</li> <li>2. Read a simple short text with students and have them put it away and then ask them to state in a complete sentence what the main idea of the text was.</li> <li>3. Classroom Discussion</li> </ol>
<p>Standards:</p> <p><b>CCR.R.10</b> : Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><b>CCR.R.2</b> : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>CCR.R.1</b> : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>				
<p>Additional Attachments:</p> <ul style="list-style-type: none"> <li><a href="#">Determining Main Idea.docx</a></li> <li><a href="#">Mini-taskChecklistMainIdea.docx</a></li> <li><a href="#">6.4 Tantulium properties reading.doc</a></li> <li><a href="#">6.5 Main Idea from Article.doc</a></li> <li><a href="#">6.6 Main Idea from Article 2.doc</a></li> <li><a href="#">Determining Main Idea_TEMPLATE.docx</a></li> </ul>				
50 mins	<p><b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing.</p>	<p><b>EVIDENCE CHART--SELECTED VIDEO</b></p> <p>Prompt: Viewing #1 Preview and listen to the selected video to simply enjoy content. Viewing #2 Start and stop video to record content on "fact sheet" for possible inclusion in letter; identify vocabulary on T chart that needs clarification.</p> <p>Product: Student produced fact sheet and additional vocabulary on T chart</p>	<p>Completed fact sheets identify source number; complete T chart with defined vocabulary</p>	<p>Pair/share notes taken with shoulder partner to compare content.</p>

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<p>Standards:</p> <p><b>CCR.R.1</b> : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>CCR.SL.4</b> : Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>CCR.SL.1</b> : Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>				
<p>Additional Attachments:</p> <ul style="list-style-type: none"> <li> <b>Comparison of 3 Religions Chart</b></li> <li> <b>Religious Text Comparisons</b></li> <li> <b>3 Religions Evidence Chart</b></li> <li> <b>Abrahamic Religions</b></li> </ul>				
<i>Not provided</i>	<p><b>POST-READING &gt; ENHANCING COMPREHENSION:</b> Ability to identify the central point and main supporting elements of a text.</p>	<p><b>POST READING/ENHANCING COMPREHENSION</b> Prompt: Student reflection of "fact sheets" from sources. Determine the main idea and determine facts relevant to the objective of the letter. Cross through facts that will not be included.</p> <p>Product: Fact sheets that show only facts that will be included in the writing.</p>	<p>Check off for completion</p>	<p>Discuss how to eliminate nonessential data. Explain that quality content is essential.</p>
	<i>30 mins</i>	<p><b>POST-READING &gt; ACADEMIC INTEGRITY:</b> Classroom discussion about the need for citing sources.</p>	<p><b>ACADEMIC INTEGRITY</b> Prompt: Define sources. Who wrote the content in our sources? Did you? Define "plagiarism" and list ways to avoid it. Define citation and how to create a citation.</p> <p>Product: Written definitions and sample citation.</p>	<ul style="list-style-type: none"> <li>● Provides accurate definition.</li> <li>● Lists several appropriate strategies.</li> </ul>
<b>Transition to Writing</b>				

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<i>Not provided</i>	<p><b>BRIDGING CONVERSATION &gt; IDENTIFYING SIGNIFICANT ELEMENTS:</b> Ability to begin linking reading results to writing task.</p>	<p><b>IMPORTANCE OF BUSINESS LETTERS DISCUSSION</b></p> <p>The ability to write and key a letter correctly is very important. One may need to write a business letter for any of they following:</p> <ul style="list-style-type: none"> <li>● request information</li> <li>● complaint</li> <li>● provide information</li> <li>● persuade</li> <li>● letter of recommendation</li> <li>● requesting services</li> </ul> <p>The tone, content, and appearance of a letter are very important and may/will determine if the letter will be taken seriously.</p>	Not Provided	Not Provided
<b>Writing Process</b>				
<i>Not provided</i>	<p><b>PLANNING &gt; PLANNING THE WRITING:</b> Ability to develop a line of thought and text structure appropriate to an argumentation task.</p>	<p><b>OUTLINE/ORGANIZER</b></p> <p>Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.</p>	<ul style="list-style-type: none"> <li>● Creates an outline or organizer.</li> <li>● Supports opening claim.</li> <li>● Uses evidence from texts read earlier.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide and teach one or more examples of outlines or organizers.</li> <li>● Invite students to generate questions in pairs about how the format works, and then take and answer questions.</li> </ul>
<i>Not provided</i>	<p><b>PLANNING &gt; PLANNING THE WRITING:</b> Ability to develop a line of thought and text structure appropriate to an argumentation task.</p>	<p><b>4-SQUARE ORGANIZER</b></p> <p>Prompt: Review and analyze fact sheets; eliminate facts that are not consistent with your stand on the use of cell phones in middle school.</p> <p>Product: Complete 4 square sheet for paragraph(s)</p>	Peer evaluated 25 pts.	Guide students in formatting a structured paragraph: topic sentence, supporting details, closing. Provide example.

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Not provided	<p><b>DEVELOPMENT &gt; INTRODUCTORY PARAGRAPH:</b> Ability to establish a claim and consolidate information relevant to task.</p>	<p><b>OPENING PARAGRAPH</b> Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition.</p>	<ul style="list-style-type: none"> <li>Writes a concise summary statement or draft opening.</li> <li>Provides direct answer to main prompt requirements.</li> <li>Establishes a controlling idea.</li> <li>Identifies key points that support development of argument.</li> </ul>	<ul style="list-style-type: none"> <li>Offer several examples of opening paragraphs.</li> <li>Ask class to discuss what makes them strong or weak.</li> <li>Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).</li> </ul>
50 mins	<p><b>DEVELOPMENT &gt; BODY PARAGRAPHS:</b> Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p><b>INITIAL DRAFT</b> Write an initial draft complete with all letter parts, an opening, development, and closing; insert and cite textual evidence as explained and demonstrated earlier.</p>	<ul style="list-style-type: none"> <li>Provides complete draft with all parts.</li> <li>Supports the opening in the later sections with evidence and citations.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to re-read prompt partway through writing, to check that they are on track.</li> </ul>
Not provided	<p><b>REVISION, EDITING, AND COMPLETION &gt; REVISION:</b> Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p><b>MULTIPLE DRAFTS</b> Prompt: Refine sentence and paragraph structure; eliminate unnecessary wording. Decide what to include and what not to include. Peer review with shoulder partner.</p>	<ul style="list-style-type: none"> <li>Provides complete draft with all parts.</li> <li>Supports the opening in the later sections with evidence and citations.</li> <li>Improves earlier edition.</li> </ul>	<ul style="list-style-type: none"> <li>Sample useful feedback that balances support for strengths and clarity about weaknesses.</li> <li>Assign students to provide each other with feedback on those issues.</li> </ul>
Not provided	<p><b>REVISION, EDITING, AND COMPLETION &gt; EDITING:</b> Ability to proofread and format a piece to make it more effective.</p>	<p><b>CORRECT DRAFT</b> Revise draft to have correct spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text. Peer edit with shoulder partner.</p>	<ul style="list-style-type: none"> <li>Provides draft free copy free from distracting syntax for grammar errors.</li> <li>Uses correct business letter format that supports purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Briefly review selected skills that many students need to improve.</li> <li>Review previously taught proofreading marks.</li> <li>Assign students to proofread each other's texts a second time.</li> </ul>

## Module 2: Is there a place for cell phones in the middle school setting?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<i>Not provided</i>	<b>REVISION, EDITING, AND COMPLETION &gt; FINAL DRAFT:</b> Ability to submit final piece that meets expectations.	<b>FINAL PIECE</b> Prompt: Turn in your complete set of drafts plus the final keyed version of your personal business letter.  Product: Quality Personal Business Letter	<ul style="list-style-type: none"><li>• Fits the “Meets Expectations” category in the rubric for the teaching task.</li><li>• Rubric for personal business letter</li></ul>	Correct submission procedures

### *Instructional Resources*

No resources specified

## *Section 4: What Results?*

### ***Student Work Samples***

No resources specified

### ***Teacher Reflection***

Not provided

## ***All Attachments***

🔗 **Finally! Research-based proof that students use cell phones for LEARNING :**

<https://s ldc.org/u/bgdz0esxogghwyps1t9md6ii0>

🔗 **Cell Phones in the Classroom Pros and Cons-Video 1, Video 2, and text handout :**

<https://s ldc.org/u/39crobzaymifcki7v3iiyfavm>

📄 **4-square paragraph organizer :** <https://s ldc.org/u/nvbspqiqbuela4n13hix1e0y>

📄 **Fact Sheet for PBL :** <https://s ldc.org/u/4p89574laf02tfsdiql5fnobb>

📄 **Student Review of Reading Materials Check Off :** <https://s ldc.org/u/5ro7rnzefemvy651km84cv2fo>

📄 **Source #2 Handout :** <https://s ldc.org/u/8qrioawketw9zo3ym6cjykn4k>

📄 **Source #1 Handout :** <https://s ldc.org/u/4m6g8hr8yszjht0klkazmcif3>

📄 **Source #3 Handout :** <https://s ldc.org/u/balxg1mkxpvi37ig4pilseka>

📄 **Source #4 1st video and minimal text :** <https://s ldc.org/u/5bk8swbaa6wggjy3incu35r6j>