



**Literacy Design
Collaborative**

U.S. Space Travel

by Jessica L. Horton

Adapted from "Default Argumentation Module: Prototype Skills Only"

Students will research the history of manned space flight missions in the United States in order to argue for or against government funding of such flights.

GRADES

6

DISCIPLINE

 **Science**

COURSE

Any

Section 1: What Task?

Teaching Task

Task Template 1 - Argumentation

Should the United States government continue to fund manned space flight missions?] After researching newspaper, magazine, and journal articles on manned space flights, write a letter to our Congressman in which you argue for or against government funding of manned space flights. Support your position with evidence from your research.

Standards

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

RST.6-8.1

Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.

RST.6-8.10

By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.

WHST.6-8.1

Write arguments focused on discipline-specific content.

WHST.6-8.1

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST.6-8.1.b

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

WHST.6-8.1.c

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

WHST.6-8.1.d

Establish and maintain a formal style.

WHST.6-8.1.e

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

WHST.6-8.4

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

WHST.6-8.5

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, focusing on how well purpose and audience have been addressed.

WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9

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

WHST.6-8.10

Write routinely over extended time frames (time for 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.

Science Curriculum Framework

ESS.10.6.2

Compare the distance of the following:

- from the sun to Earth (light minutes)
- from the next nearest star to Earth (light years)

ESS.10.6.3

Describe how astronomers measure distance to stars

ESS.10.6.4

Calculate the rate at which we would have to travel to other stars and planets in our solar system using current technology

ESS.10.6.9

Investigate careers, scientists, and historical breakthroughs related to the sun and space travel

Texts

 [Space Shuttle Launch Compilation](#)

 [Hank Green talks to NASA about the Space Shuttle](#)

 [Evaluating Sources](#)

 [Save the Pacific Northwest Tree Octopus](#)

 [National Geographic Puppy-Sized Spider](#)

 [websites_for_sources.pdf](#)

 [What is Plagiarism?](#)

 [How_to_Write_an_Argumentative_Essay_by_Shmoop20150118-3-1lazf6o.wmv](#)

 [Argumentative_essays_on_technology.pdf](#)

 [Pro School Uniforms Arg Essay.pdf](#)

 [Con School Uniforms Arg Essay.pdf](#)

LDC Student Work Rubric - Argumentation

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	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.
Controlling Idea	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.
Reading/Research	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.
Development	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.
Organization	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.
Conventions	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.
Content Understanding	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

We have just finished our nature of science and physical science units. We'll take the skills we learned during our previous studies and put them to use in our study of the history and future of space travel. You will examine the pros and cons of continuing government funding of manned space missions and create an argument based on scientific facts

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: Ability to develop a timetable for completion of the final product.

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 > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

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.

DEVELOPMENT > CONCLUDING PARAGRAPH: Ability to create a concluding paragraph.

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				
30 mins	<p>BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>SPACE SHUTTLE OBSERVATIONS (DAY 1) Students will fill in an observation graphic organizer while viewing a video compilation on space shuttle lift-offs and landings, and then share with the class to compile observations into a single larger organizer.</p>	<p>Check for organizer completion.</p>	<ul style="list-style-type: none"> Students will watch a youtube video compilation of space shuttle lift-offs and landings. While watching the video, students will fill out a graphic organizer that outlines different observations (see, hear, feel, think). After video, students share their thoughts with shoulder partner After sharing with shoulder partner, students share out with class while teacher creates a classroom graphic organizer on the whiteboard/overhead.
Standards:				
<p>WHST.6-8.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>				
Additional Attachments:				
<p> Space shuttle launch compilation</p> <p> Observations Graphic Organizer</p>				
10 mins	<p>BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>SPACE SHUTTLE PROGRAM DISCUSSION WITH NASA (DAY 5) Use a graphic organizer while watching a short video clip (Hank Green's discussion of the end of the manned space shuttle program with various NASA scientists) in order to discuss the topic of manned space shuttle flights.</p>	<ul style="list-style-type: none"> Graphic organizer is completed 	<ul style="list-style-type: none"> Hand out the video graphic organizer, and instruct students on how to use the organizer while watching the video Show students the short video (Hank Talks to NASA) Short discussion over what students wrote on their organizers.
Standards:				
<p>RST.6-8.2 : Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p>				
Additional Attachments:				
<p> Hank Talks to NASA about the Space Shuttle</p> <p> Video graphic organizer</p>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
15 mins	<p>TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.</p>	<p>ANNOTATED TEACHING TASK (DAY 1)</p> <p>(A) Annotate the teaching task by</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>(B) Trade with a partner and try to</p> <p>(1) define all key words/phrases identified;</p> <p>(2) answer all questions posed.</p>	<ul style="list-style-type: none"> • Key words/phrases of the teaching task are identified. • Key words/phrases are properly defined. • Questions about the teaching task are properly answered and written down. 	<p>(A) MODELING</p> <ol style="list-style-type: none"> 1) Present a sample teaching task (not the one being used for the module) that contains difficult words and complex phrases (on a PowerPoint, chart paper, or whiteboard). 2) Ask students to identify words/phrases that they think are most important. 3) Ask students to identify words/phrases that they do not know. 4) Ask students to pose questions they might want answers to about this teaching task. <p>(For 2-4, if students don't generate adequate responses, teacher can model for them.)</p> <ol style="list-style-type: none"> 5) Ask students to provide definitions/explanations of the key words/phrases identified (optionally use dictionaries). 6) Ask students to provide answers to the questions posed. <p>(For 5-6, teacher can model definitions/answers for students).</p> <p>(B) STUDENT PRACTICE</p> <ol style="list-style-type: none"> 1) Give students handout with their teaching task (and "background" as well, optionally) OR have students write down the teaching task/background themselves. 2) Students work individually to respond to this mini-task's Prompt A. 3) Students trade with a partner and respond to Prompt B. <p>(C) CLOSING</p> <ol style="list-style-type: none"> 1) Ask students to raise their hands if they have words/phrases they could not define. 2) Ask rest of class to pose definitions/answers. 3) Teacher models definitions/answers for ones unanswered by class. 4) Teacher collects student work for formative assessment and to return to students with feedback.
<p>Standards:</p> <p>RST.6-8.4 : Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.</p>				
<p>Additional Attachments:</p> <p> Task Analysis Annotation Handout pdf</p> <p> Task Analysis Annotation Handout</p>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	<p>PROJECT PLANNING: Ability to develop a timetable for completion of the final product.</p>	<p>CALENDAR FOR THE MODULE (DAY 1) Review dates for completion of different sections of the module.</p>	None.	Give students calendar with due dates for each section of the module, so that students understand pacing of project.
Additional Attachments:				
 Calendar for Module				
Reading Process				
50 mins	<p>PRE-READING > TEXT SELECTION: Ability to identify appropriate texts.</p>	<p>SOURCE EVALUATION USING THE 5 W'S (DAY 3) Using one of the texts provided by the teacher, evaluate it for the 5 W's:</p> <ol style="list-style-type: none"> Who? (Who wrote the pages and are they an expert? Is a biography of the author included? How can I find out more about the author?) What? (What does the author say is the purpose of the site? What else might the author have in mind for the site? What makes the site easy to use? What information is included and does this information differ from other sites?) When? (When was the site created? When was the site last updated?) Where? (Where does the information come from? Where can I look to find out more about the sponsor of the site?) Why? (Why is this information useful for my purpose? Why should I use this information? Why is this page better than another?) 	<p>Student is able to:</p> <ul style="list-style-type: none"> - Justify whether text should be used or not -Summarize the text's main points (text-complexity is appropriate for that particular student) -Identify author/publisher and their authority -Identify when published or updated -Identify bias when applicable 	<ol style="list-style-type: none"> Teacher models evaluation of texts. Does “think aloud” to explain whether to use or not use, will use at least 2 texts: 1 that fails to meet criteria and 1 that meets criteria Students complete evaluation, answering all five questions.

	<p>Standards:</p> <p>RST.6-8.2 : Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.8 : Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>Additional Attachments:</p> <ul style="list-style-type: none">  Puppy Sized Spider  Save the Pacific Northwest Tree Octopus  5 W's of Evaluating Sources  Evaluating Sources 			
<p><i>Not provided</i></p>	<p>ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.</p>	<p>FRAYER MODEL VOCABULARY (DAY 5 AND 6)</p> <p><i>Product:</i> Frayer Models</p> <p><i>Prompt:</i> During your research, you will identify 5 content-specific vocabulary words that you have read, and complete a Frayer Model for each word. Be prepared to present this information to your peers.</p>	<p><i>Meets expectations if:</i></p> <p>Provides accurate definitions and or explanations.</p>	<ol style="list-style-type: none"> 1. Model the use of a Frayer Model (a word mapping strategy), by identifying one essential vocabulary word from the template task and thinking aloud how you complete each step of the Frayer Model and filling in the Student Handout. 2. Give students the task prompt. For each word they come across, they need to complete the steps of the Frayer model (write a definition, offer examples, write characteristics and non-characteristics of the word). Students will be using technology to complete research, but alternative would be to provide students with dictionaries or thesauri if necessary. 3. Each student will turn in the five Frayer models with his or her final draft of the final product. Also, create a place in the classroom where students can display the content-specific words that they have come across on small strips of colored paper for their peers to see.
	<p>Standards:</p> <p>RST.6-8.7 : Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>RST.6-8.4 : Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.</p> <p>Additional Attachments:</p> <ul style="list-style-type: none">  Frayer Model Graphic Organizer 			

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr and 30 mins	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>RESEARCH (DAYS 5 AND 6) Students will decide whether or not the U.S. government should fund manned space missions, and complete research to find evidence with which to back up their claim.</p>	<p>Product meets expectations if:</p> <ul style="list-style-type: none"> -The student's argument plan has 2 clearly defined key points, each with 2 pieces of evidence to support the points, and opposing evidence presented -Sufficient notes to support position 	<ol style="list-style-type: none"> 1. Go over the Argument Plan Organizer with students, and make sure they still have the citation sheet from the previous lesson as well as the 5 w's handout (for assessing valid sites). 2. Instruct them to view the list of resources available to them (this can be printed out, posted on the overhead, or shared via Google), and begin their research using the Chromebooks. 3. Remind them that they will be required to use at least three valid sources. 4. Teacher should circulate constantly to ensure that students are completing their research in a productive manner and that students are filling out the Argument Plan Organizer thoroughly.
<p>Standards:</p> <p>WHST.6-8.1.C : Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.6-8.1.B : Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>WHST.6-8.1 : Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>WHST.6-8.1 : Write arguments focused on discipline-specific content.</p> <p>RST.6-8.8 : Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>RST.6-8.6 : Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p>RST.6-8.2 : Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.1 : Cite specific textual evidence to support analysis of science and technical texts.</p>				
<p>Additional Attachments:</p> <ul style="list-style-type: none">  Possible websites for sources  Argument Plan Organizer 				
40 mins	<p>POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.</p>	<p>CITATION OF SOURCES/ AVOIDING PLAGIARISM (DAY 4) Define "plagiarism" and list ways to avoid it.</p> <p>Use online resources to help you create proper citations of sources.</p>	<p>Students have correctly cited four sources.</p>	<ul style="list-style-type: none"> ● Distribute and review the handout (What is plagiarism?) from The Writing Center at UNC. ● Give students access to the Online Writing Lab (OWL) at Purdue University to assist them with creating citations. ● <i>Optional</i> - students can use an online citation generator (e.g. Son of Citation, EasyBib, BibMe, etc.) ● Discuss academic penalties for plagiarism. <p>You might also consider giving a mini quiz on types of plagerism and how to avoid them based on the What is Plagiarism site.</p>

Standards:

WHST.6-8.8 : Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

RST.6-8.1 : Cite specific textual evidence to support analysis of science and technical texts.

Additional Attachments:

[🔗 Research and Citation Resources](#)

[🔗 What is plagiarism?](#)

Transition to Writing

15 mins	BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.	STRUCTURE OF A BUSINESS LETTER (DAY 7) Not Provided	Not Provided	Not Provided
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Writing Process

50 mins	PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.	INTRODUCTION TO ARGUMENTATIVE WRITING (DAY 2) Analyze a text in order to determine the claim, evidence, and counter-claim (if available).	Product meets expectations if: -Students have correctly annotated the argumentative essay handouts.	<ol style="list-style-type: none"> 1. Students will watch a <i>Shmoop</i> video titled "How to Write an Argumentative Essay" as an introduction to argumentative essays. 2. Hand out video review sheet for students to keep as a reference. 3. Hand out Evidence-Based Argument Checklist half-sheet. 4. Read through the argumentative pieces (pros and cons of school uniforms) with students, using the "think-aloud" technique to determine claim, evidence, counter-claim and conclusion and check off the list. 5. Hand out various argumentative essays (from the technology prompt)--these are differentiated, with the #1 being the lower level text and the #3 the highest level text-- and have students practice with shoulder partner to determine claim, evidence, counter-claim and conclusion using the checklist.
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Standards:

WHST.6-8.2.B : Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.1.D : Establish and maintain a formal style.

WHST.6-8.1.E : Provide a concluding statement or section that follows from or supports the argument presented.

WHST.6-8.1.C : Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1.B : Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

WHST.6-8.1 : Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

RST.6-8.8 : Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RST.6-8.1 : Cite specific textual evidence to support analysis of science and technical texts.

Additional Attachments:

-  [Differentiated argumentative essays on technology](#)
-  [Shmoop Video Review fill-in](#)
-  [Essay Con School Uniforms](#)
-  [Essay Pro School Uniforms](#)
-  [Evidence-Based Argument Checklist](#)
-  [How To Write an Argumentative Essay Video](#)

30 mins

DEVELOPMENT > INTRODUCTORY PARAGRAPH:

Ability to establish a claim and consolidate information relevant to task.

WRITING AN INTRODUCTORY PARAGRAPH (DAY 7)

Develop an effective and engaging introduction paragraph for your letter, incorporating a hook, explanation, and thesis (claim).

Meets expectations if:

- Hook is engaging and relevant
- Explanation successfully bridges hook and argument.
- Thesis is specific, well articulated, and the actual topic of the paper.

1. Using the handout, do a think aloud in which you walk through the steps to develop an introduction paragraph. Think about several hooks, and choose the best one (emphasizing that the first idea isn't always the best).
2. Allow students to complete the handout independently.
3. Finish with a share, either class wide or between partners.

Standards:

- WHST.6-8.2.A** : Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- WHST.6-8.1.D** : Establish and maintain a formal style.
- WHST.6-8.1.C** : Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- WHST.6-8.1** : Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

	<p>Additional Attachments:</p> <ul style="list-style-type: none">  Handout for Introductory Paragraph creation  Intro Handout 			
<p>40 mins</p>	<p>DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p>BODY PARAGRAPH OUTLINE (DAY 8) Write an outline for your body paragraphs including (A) Topic Sentence; (B) Two Pieces of Textual Evidence with Sources; (D) Analysis; and (E) Summary.</p>	<ul style="list-style-type: none"> ● Includes a clear topic sentence that states one of your reasons. ● Includes at least 2 pieces of textual evidence with sources. ● Includes a min. of 3 sentence analysis of the textual evidence, answering the questions ?so what? ● Includes a min. 2 sentence summary that connects the reason back to your claim. 	<p>WARM UP:</p> <ol style="list-style-type: none"> 1. Ask students to respond individually - How do you organize your ideas before you write? Why is it important to organize your ideas? 2. Ask students to turn to the person sitting next to them and share their response. 3. Ask students to share out responses as a whole class. 4. Explain to students the objective for the day. Students will organize their ideas into an outline that acts as a road map for their body paragraph. <p>MODELING:</p> <ol style="list-style-type: none"> 1. Distribute handouts of the sample outline to the students OR project the sample outline. 2. Read aloud the outline. 3. Ask students to turn and talk to the person sitting next to them - What is the topic sentence of the paragraph? What evidence explains or supports the topic sentence? Why is my evidence important? How can you summarize the main ideas of this body paragraph? 4. Ask students to share out responses as a whole class. <p>INDIVIDUAL PRACTICE:</p> <ol style="list-style-type: none"> 1. Have students work individually to complete their outlines. (2 body paragraphs required per student) 2. Ask students to share their outline with another classmate. Have each student grade their partner?s outline using the rubric (write the rubric on the while/chalk board or project it). 3. Ask students to read aloud sections of their outline to the class. <p>CLOSING:</p> <ol style="list-style-type: none"> 1. Ask students to turn and talk to the person sitting next to them - What are the different components of a body paragraph outline? How does an outline allow a person to organize their ideas effectively? 2. Ask students to share out responses as a whole class.

	<p>Standards:</p> <p>WHST.6-8.10 : Write routinely over extended time frames (time for 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.</p> <p>WHST.6-8.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.2.E : Establish and maintain a formal style and objective tone.</p> <p>WHST.6-8.2.D : Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>WHST.6-8.2.C : Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>WHST.6-8.2.B : Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>WHST.6-8.2.A : Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.6-8.1.D : Establish and maintain a formal style.</p> <p>WHST.6-8.1.C : Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.6-8.1.B : Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>WHST.6-8.1 : Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>RST.6-8.1 : Cite specific textual evidence to support analysis of science and technical texts.</p>			
	<p>Additional Attachments:</p> <ul style="list-style-type: none">  Student Work Sample  Outline for Body Paragraphs  Sample Body Paragraph Outline.pdf  Body_Paragraph_Outline.doc 			
<p>20 mins</p>	<p>DEVELOPMENT > CONCLUDING PARAGRAPH: Ability to create a concluding paragraph.</p>	<p>CONCLUDING PARAGRAPH CREATION (DAY 8) Not Provided</p>	<p>Not Provided</p>	<p>Not Provided</p>
	<p>Standards:</p> <p>WHST.6-8.2.F : Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>WHST.6-8.2.E : Establish and maintain a formal style and objective tone.</p> <p>WHST.6-8.2.D : Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>WHST.6-8.1.D : Establish and maintain a formal style.</p> <p>WHST.6-8.1.E : Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.6-8.1.C : Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>RST.6-8.2 : Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.1 : Cite specific textual evidence to support analysis of science and technical texts.</p>			

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	<p>REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p>SPEED REVISION (DAY 9) Students will read over classmates' letters and make suggestions about possible revisions in regards to specifics of the original assignment.</p>	<p>Students will revise papers of and be revised by four other students. The revision graphic organizer will be completed.</p>	<p>*All desks should be placed in the room so that each four desks face four others.</p> <ul style="list-style-type: none"> ● Pass out the revision graphic organizer and have students put their name at the top next to "author". ● Tell students that they will be giving quick revision suggestions to their classmates today. ● Pass out the revision assignment slips (make sure that each job gets assigned to one of the four people in each row). ● Tell students that their ONLY job today is to read over their classmate's letter, and give suggestions that relate to the job on their slip. They will not be looking for grammatical errors, or spelling errors (those will come tomorrow), only the job listed on their slip. ● Set a timer for 5 minutes. The students will pass their letter and revision graphic organizer to the person sitting across from them, and use the next five minutes to <ul style="list-style-type: none"> ○ read classmate's letter ○ write suggestion in appropriate box on the graphic organizer ○ when both partners are done reading/writing, quickly discuss (if time allows) their suggestions ● When the timer goes off (no matter if they are done discussing or not), ONE row of students from each group of 8 gets up (taking their papers and jobs with them) and moves to the next seat to the left. ● Set the timer for 5 minutes again, and the process starts all over. ● Once all students have moved through all four partners, if time allows they may go back to their seats and start looking over all of their suggestions for revision. ● Teacher may require a re-write of the paper using the day's revisions before proofreading speed session begins.
<p>Standards:</p> <p>WHST.6-8.5 : 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, focusing on how well purpose and audience have been addressed.</p>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	<p>REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.</p>	<p>SPEED EDITING (DAY 10) Students will read over classmates' letters and make suggestions about possible revisions in regards to grammatical choices, punctuation and capitalization, spelling, and sentence structure.</p>	<p>Students will revise papers of and be revised by eight other students. The revision graphic organizer will be completed.</p>	<p>*All desks should be placed in the room so that each eight desks face eight others.</p> <ul style="list-style-type: none"> • Pass out the proofreading graphic organizer and have students put their name at the top next to "author". • Tell students that they will be proofreading for their classmates today. • Pass out the proofreading assignment slips (make sure that each job gets assigned to one of the eight people in each row). • Tell students that their ONLY job today is to read over their classmate's letter, and give suggestions that relate to the job on their slip. They will not be looking for missing parts of the letter, or missing evidence (those were yesterday), only the job listed on their slip. • Set a timer for 4 minutes. The students will pass their letter and proofreading graphic organizer to the person sitting across from them, and use the next five minutes to <ul style="list-style-type: none"> ◦ read classmate's letter ◦ write suggestion in appropriate box on the graphic organizer ◦ when both partners are done reading/writing, quickly discuss (if time allows) their suggestions • When the timer goes off (no matter if they are done discussing or not), ONE row of students from each group of 8 gets up (taking their papers and jobs with them) and moves to the next seat to the left. • Set the timer for 4 minutes again, and the process starts all over. • Once all students have moved through all eight partners, if time allows they may go back to their seats and start looking over all of their suggestions for revision. • Teacher may require a re-write of the paper using the day's revisions before proofreading speed session begins, or assign as homework.
<p>Standards:</p> <p>WHST.6-8.5 : 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, focusing on how well purpose and audience have been addressed.</p>				
30 mins	<p>REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.</p>	<p>FINAL DRAFT CREATION (DAY 11) Using Google Drive, type the final draft of the argumentative letter (using the revisions from the previous day).</p>	<p>Finished product will be score using the rubric.</p>	<p>Students will log on to Google drive and type their finished letter into a Google doc to be shared with the teacher.</p>

Standards:

WHST.6-8.10 : Write routinely over extended time frames (time for 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.

WHST.6-8.8 : Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.7 : Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.5 : 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, focusing on how well purpose and audience have been addressed.

WHST.6-8.6 : Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.1.E : Provide a concluding statement or section that follows from or supports the argument presented.

WHST.6-8.1.D : Establish and maintain a formal style.

WHST.6-8.1.C : Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1.B : Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

WHST.6-8.1 : Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST.6-8.1 : Write arguments focused on discipline-specific content.

RST.6-8.1 : Cite specific textual evidence to support analysis of science and technical texts.

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided

All Attachments

- 🔗 **Space Shuttle Launch Compilation** : <https://s ldc.org/u/gusu9xqz9r7l37l7s45tziwi>
- 🔗 **Hank Green talks to NASA about the Space Shuttle** :
<https://s ldc.org/u/8zf1oz7wxcy55nrhd69i9t5qq>
- 🔗 **Evaluating Sources** : <https://s ldc.org/u/ddv68d2b0c4xy2z8gfwx6k1pn>
- 🔗 **Save the Pacific Northwest Tree Octopus** : <https://s ldc.org/u/7riw5a47gn4y8qnvngx8u5f3s2>
- 🔗 **National Geographic Puppy-Sized Spider** : <https://s ldc.org/u/3vn7y9peqinda71pw503bc1iz>
- 📄 **websites_for_sources.pdf** : <https://s ldc.org/u/5vupugm0jxekstn1w9l1dspa8>
- 🔗 **What is Plagiarism?** : <https://s ldc.org/u/9lbbrg6nbj25iv0rvc67b83fe>
- 📄 **How_to_Write_an_Argumentative_Essay_by_Shmoop20150118-3-1lazf6o.wmv** :
<https://s ldc.org/u/er65v7c8iy8f3mx2z5vdsg8kq>
- 📄 **Argumentative_essays_on_technology.pdf** : <https://s ldc.org/u/6jx8dl7b5zftsrml1y0zy9qwve>
- 📄 **Pro School Uniforms Arg Essay.pdf** : <https://s ldc.org/u/1lbvkb8nzygy6nm8reriwuy4m>
- 📄 **Con School Uniforms Arg Essay.pdf** : <https://s ldc.org/u/56v2gpjdim6t0g6qjt9lz70yr>