Literacy Design Collaborative

What are the Advantages and Disadvantages of Social Media? Friend or Foe!

by Kathey R. Wilson

Adapted from "Default Argumentation Module: Prototype Skills Only"

Social Media. Create a brochure using column formatting. Four resources are provided and students must use at least two of the sources provided to fill the content of the brochure.

GRADES	DISCIPLINE	COURSE
7	**Other**	**Keyboarding**

Section 1: What Task?

Teaching Task

Task Template 6 - Argumentation

What are the advantages and disadvantages of Social Media? After reading various informational articles and viewing videos, write a brochure including a table in which you discuss Social Media and evaluate its advantages and disadvantages. Support your position with evidence from the text(s).

Common Core State Standards

Reading Standards for Informational Text

RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
RI.7.10	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.

Writing Standards

W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

> **W.7.1.b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

> **W.7.1.d** Establish and maintain a formal style.

> **W.7.1.c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

> **W.7.1.a** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

> **W.7.1.e** Provide a concluding statement or section that follows from and supports the argument presented.

W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7.5 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.

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

> **W.7.9.a** Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

> **W.7.9.b** Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

W.7.10 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.

Additional Standards

Custom Standards

CUSTOM   3.6 Explain column Documents 3.6.1Key Column Documents

CUSTOM   3.7 Table Documents 3.7.1 Key Table Documents

Texts

- ⚯ **How to Format a Brochure using Microsoft Word**
- ⚯ **How to Create a Brochure in Microsoft Word**
- ⚯ **Advantages and Disadvantages of Social Media**
- ⚯ **Article Advantages and Disadvantages of Social Media**
- ⚯ **How to insert tables within a document**
- ⚯ **Article - Creating Tables in Documents**
- ⚯ **Video - How to format Columns**
- ⚯ **Article - Create columns - Newsletters**

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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

Students have attained proper keyboarding skills and have learned text formatting. They have completed formatting memos, business letters, emails, and MLA Reports and can format a document properly.

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: Identify time schedule and any calendar conflict

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: 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 >FRONT PANEL: Identifying stance on an argument

DEVELOPMENT > DEVELOP 1ST DRAFT ON PANELS 2 - 6.: Ability to construct an initial brochure 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				
30 mins	**BRIDGING CONVERSATION > TASK ENGAGEMENT**: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	**CLASS DISCUSSION** After watching video the class will engage in discussion about the advantages and disadvantages of social media. Product: Classroom discussion following discussion guidelines	Check list - Make sure all students engage in discussion	1. Remind students of discussion guidelines 2. Video viewing procedure
	Standards: **CCSS.ELA-LITERACY.SL.7.1A** : Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.			
10 mins	**TASK AND RUBRIC ANALYSIS > TASK ANALYSIS**: Ability to understand and explain the task's prompt and rubric.	**SHORT RESPONSE WITH BULLETS (LDC PROTOTYPE)** In a quick write, record your first reaction to the task prompt. Add some notes of things you know about this issue.	*No Scoring*	• Link this task to earlier class content. • Discuss student responses. • Clarify timetable and support plans for the task.
	Standards: **CCSS.ELA-LITERACY.CCRA.R.2** : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
20 mins	**TASK AND RUBRIC ANALYSIS > TASK ANALYSIS**: Ability to understand and explain the task's prompt and rubric.	**RUBRIC ANALYSIS** *With members of your group, rewrite levels 3 and 4 of your area of the rubric in student-friendly language. Be prepared to explain the elements necessary for achieving each score in your area of the rubric.*	• Students will create posters and explain to the class the requirements for a 3 & 4 in each particular area of the rubric.	• *Divide students into random groups.* • *Give each student a copy of the rubric and assign areas of the rubric to each group.* • *Direct students to dictionaries and thesauruses as needed.* • *Provide help clarifying unfamiliar terms as needed.* • *Use questioning techniques to guide students during sharing phase as needed.*
	Standards: **CCSS.ELA-LITERACY.CCRA.W.4** : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CCSS.ELA-LITERACY.CCRA.SL.4** : 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. **CCSS.ELA-LITERACY.CCRA.R.1** : 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.			

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
10 mins	**PROJECT PLANNING**: Identify time schedule and any calendar conflict	**CALENDAR COMPLETE WITH STUDENT EVENTS** Using the calendar, you will add your daily events and keep track of due dates for homework, social events, school events and when brochure is due.	Check List	Provide students a calendar of upcoming task to be completed and due dates.

Additional Attachments:

% Calendar November and December 2014

Reading Process

| *30 mins* | **PRE-READING > TEXT SELECTION**: Ability to identify appropriate texts. | **SOURCE EVALUATION, OR "USE/DON'T USE"** Using one of the texts provided by the teacher, evaluate it for: 1. Readability: are you able to understand it? 2. Publisher/author: is this a .com, .you, .org, etc 3. What is their reputation/ what is their authority? 4. Accuracy: can this information be supported by other reputable sites? | Student is able to: - Justify whether text should be used or not, evaluation -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 | 1. Teacher or librarian 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 2. Students complete evaluation, answering all four questions. |

Standards:

CCSS.ELA-LITERACY.CCRA.W.8 : Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.7 : Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Additional Attachments:

% Evaluating Sources

What are the Advantages and Disadvantages of Social Media? Friend or Foe!

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
30 mins	**ACTIVE READING > ESSENTIAL VOCABULARY**: Ability to identify and master terms essential to understanding a text.	**VOCABULARY LIST (LDC PROTOTYPE)** In your notebook, list words and phrases essential to the texts. Add definitions, pictures and (if appropriate) notes on connotation in this context.	• Lists appropriate phrases. • Provides accurate definitions.	• After scoring, ask some students to share definitions of terms that others overlooked or misunderstood. • After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed. • Day 1 - 5 vocabulary • Day 2 - 5 vocabulary • Day 3 - 5 vocabulary • Day 4 - 5 vocabulary • Day 5 - 5 vocabulary

Standards:

CCSS.ELA-LITERACY.CCRA.R.4 : Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

What are the Advantages and Disadvantages of Social Media? Friend or Foe!

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
40 mins	**ACTIVE READING > NOTE-TAKING**: Ability to select important facts and passages for use in one's own writing.	**CORNELL NOTES: SM, COLUMNS, BROCHURES, TABLES** Take notes from Social Media, Columns, Brochures, and tables using the Cornell Notes handout by (A) Defining unknown words, (B) Asking thoughtful questions, (C) Using Abbreviations or symbols, (D) Writing a summary paragraph of the most important information from the text.	**ALWAYS:** • Defines unknown words from the text • Asks thoughtful questions about the text • Uses abbreviations/symbols in their notes when possible • Summarizes the most important information in a paragraph **SOMETIMES:** • Defines unknown words from the text • Asks thoughtful questions about the text • Uses abbreviations/symbols in their notes when possible • Summarizes the most important information in a paragraph **NEVER:** • Defines unknown words from the text • Asks thoughtful questions about the text • Uses abbreviations/symbols in their notes when possible • Summarizes the most important information in a paragraph	**WARM UP** 1. Ask students to answer individually - What is the purpose of taking notes? What are different note-taking strategies you use? 2. Ask students to turn to the person sitting next to them and share out. 3. Have the entire class share out their ideas. 4. As students share out, record their ideas on the white/chalk board or in a Powerpoint. Some students might say: - Pick out main ideas - Summarize with short phrases and keywords - Note important facts and vocabulary words - Use symbols and abbreviations - Put into your own words - Ask questions 5. Explain to students that the note-taking strategy they will be learning about today called Cornell Notes involves many of these skills. It helps people remember and organize new information. **MODELING** 1. Distribute the blank Cornell Notes handout and the Sample Article to students. 2. Using either an overhead projector or computer, display the blank handout. 3. Explain to students you will model how to fill in the handout while the class reads the article. 4. Have one student read aloud the article. 5. As the student reads, stop occasionally to complete the Cornell Notes handout (see the Sample Handout). Have students fill in the same information on their handout. 6. Ask students to turn to the person sitting next to them - How do I select what information I need to write down on a Cornell Notes form? What types of information do I need to write down on a Cornell Notes form? 7. Have the entire class share out their ideas. **PRACTICE** 1. Assign partners and have students take turns reading the new article. As students read they should annotate the Practice Article by (A) Writing a "B" next to information that is a Benefit and (B) Writing a "D" next to information that is a Disadvantage 2. Have students work individually to complete their Cornell Notes Handout.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
				3. Have students read to their partner.
				4. Ask each pair to discuss - What information did you think was important to include on your handout? Why?
				5. Have the entire class share out their ideas.
				CLOSING
				1. Ask students to respond individually - What was challenging/easy about the Cornell Notes activity? How might this strategy be helpful throughout the year?
				2. Have the entire class share out their ideas.
				Additional Instruction
				Cornell Notes can be used as the main method for students to develop their reading and writing skills through annotation of sources. This strategy can also be an effective means of formative assessment. While students are working, review their work; look for "trends" in misunderstandings (with either content or writing skills) and conduct a short mini-lesson with individuals, small groups, or the entire class.

Standards:

CCSS.ELA-LITERACY.CCRA.R.1 : 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.

CCSS.ELA-LITERACY.CCRA.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.CCRA.R.2 : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
	Additional Attachments: 🔗 **Article - SM** 🔗 **Article - SM** 🔗 **Video - SM** 🔗 **Video - SM** 🔗 **Article - Creating Tables** 📄 **Brochure** 📄 **Article - Adv & Dis of SM** 🔗 **Article - Columns** 📄 **Cornell_Note_Taking_System - Sample.pdf** 📄 **Practice Article.pdf** 📄 **Sample Article .pdf** 📄 **Cornell Notes-student work.pdf** 📄 **Cornell_Note_Taking_System.pdf** 📄 **Cornell_Note_Taking_System.doc**			
1 hr and 30 mins	**POST-READING > ENHANCING COMPREHENSION**: Ability to identify the central point and main supporting elements of a text.	**KEY COLUMN DOCUMENTS** Turn to page 425 in your books and you will be completing a columns activity.	25 points for correctly completed columns activity.	In text - Century 21 Input Technologies - Students will follow directions on pages 425 through 432.
1 hr and 30 mins	**POST-READING > ENHANCING COMPREHENSION**: Ability to identify the central point and main supporting elements of a text.	**KEY TABLE DOCUMENTS** We will begin learning tables within documents. Turn to page 382 in your textbook - Basic Tables	25 point for correctly completed table.	In the text 21st Century Input Technologies - Students will follow directions on pages 381 - 387.
20 mins	**POST-READING > ACADEMIC INTEGRITY**: Ability to use and credit sources appropriately.	**DEFINITION AND STRATEGIES (LDC PROTOTYPE)** Define "plagiarism" and list ways to avoid it.	• Provides accurate definition. • Lists several appropriate strategies.	• Discuss respect for others' work to assemble evidence and create texts. • Discuss academic penalties for stealing others thoughts and words.

What are the Advantages and Disadvantages of Social Media? Friend or Foe!

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
	Standards: **CCSS.ELA-LITERACY.RI.7.7** : Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).			
40 mins	**POST-READING > ACADEMIC INTEGRITY**: Ability to use and credit sources appropriately.	**CITATION OF SOURCES/ AVOIDING PLAGIARISM** Define "plagiarism" and list ways to avoid it using citations.	Students have correctly cited two sources in the final product.	• Distribute and review the handout (What is plagiarism?) from The Writing Center at UNC. • Discuss academic penalties for plagiarism. • Refer to citations handout. You might also consider giving a mini quiz on types of plagerism and how to avoid them based on the What is Plagiarism site.
	Standards: **CCSS.ELA-LITERACY.CCRA.W.8** : Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. **CCSS.ELA-LITERACY.CCRA.R.1** : 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: % **What is plagiarism?** % **Research and Citation Resources**			
Transition to Writing				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr	**BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS**: Ability to begin linking reading results to writing task.	**IDENTIFICATION OF GOOD EVIDENCE TO SUPPORT A CLAIM** Part 1 - Identify good pieces of evidence from your articles and notes. Part 2 - Select evidence from many pieces of evidence to support your claim of the advantages and disadvantages of Social Media.	Student is able to write a paragraph with... • a compelling and debatable claim • three pieces of solid and relevant evidence.	This will probably take several class periods: 1. Without worksheets: I do: Present an example report on the projector. Think aloud as you find the claim (review) and evidence. Define evidence as "information that supports a claim." Put this on chart paper on the wall for reference. 2. Discuss the different types of evidence. Put this on chart paper on the wall for reference. Go back to your model report and identify the evidence type. Then have students complete 7.2 in pairs. 3. Go over 7.2, asking students to present answers. 4. Have students independently complete 7.1; go over 3. Revisit your sample brochure. Use it to make and support an argument. Model writing this argument and thinking aloud. Talk about how to choose "best" evidence. Good evidence is...relevant, specific, and usually more fact than opinion. Put this on chart paper on the wall for reference. 4. Independent practice: students complete 7.4, or Social Media article. This is a graded assessment. Additional Instruction * The content specific articles and videos aren't attached, but the instructions are very clear and the important scaffolding around finding supporting evidence is there.

Standards:

CCSS.ELA-LITERACY.CCRA.R.1 : 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.

CCSS.ELA-LITERACY.CCRA.W.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.CCRA.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Additional Attachments:

- 🔗 **Video - SM**
- 🔗 **Video - SM**
- 🔗 **Article - SM**
- 🔗 **Article - DA - MS**
- 📄 **Article - SM**
- 📄 **7.3 Appearance and Taste Evidence.docx**
- 📄 **7.2 Smell and Taste Evidence.docx**
- 📄 **7.1 Picky Eaters Evidence.docx**

Writing Process

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
45 mins	**PLANNING > PLANNING THE WRITING**: Ability to develop a line of thought and text structure appropriate to an argumentation task.	**BROCHURE OUTLINE** Create an outline for a brochure based on your notes and reading in which you state your controlling idea, sequence your points, and note your supporting evidence.	• Creates an outline. • Supports controlling idea. • Uses evidence from texts read earlier.	• Provide and teach one or more examples of outlines. • Invite students to generate questions in pairs about how the format works, and then take and answer questions.
40 mins	**DEVELOPMENT >FRONT PANEL**: Identifying stance on an argument	**BROCHURE FRONT PANEL** On front panel of brochure, include title, one picture, and state your claim in a balanced manner.	• Establishes a controlling idea. • Identify your claim of Advantages or Disadvantages of Social Media.	• Offer several examples of opening brochure front panels. • Ask class to discuss what makes them strong or weak.
	Standards: **CCSS.ELA-LITERACY.CCRA.W.5** : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **CCSS.ELA-LITERACY.CCRA.W.4** : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CCSS.ELA-LITERACY.CCRA.W.1** : Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
1 hr and 30 mins	**DEVELOPMENT > DEVELOP 1ST DRAFT ON PANELS 2 - 6.**: Ability to construct an initial brochure draft with an emerging line of thought and structure.	**ROUGH DRAFT COPY OF COMPLETED BROCHURE** Create inside panels of the brochure with evidence to support their claim on panels 2-4, a table to represent their advantages and disadvantages on panel 5, and resources, citation, name, date, and class period on panel 6.	30 points for a correctly completed rough draft.	• Provide examples of panels 2-6 of various brochures. • Provide a list of required content for each panel.
40 mins	**REVISION, EDITING, AND COMPLETION > REVISION**: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	**PEER REVISION W/REVISION CHECKLIST** Refine brochure's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.	• Rough draft brochure with revision suggestions from student grader.	• Provide a list of revision components to address. • Assign students to provide each other with feedback on those issues.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
	Standards: **CCSS.ELA-LITERACY.CCRA.W.5** : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **CCSS.ELA-LITERACY.CCRA.W.4** : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CCSS.ELA-LITERACY.CCRA.W.1** : Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
40 mins	**REVISION, EDITING, AND COMPLETION > EDITING**: Ability to proofread and format a piece to make it more effective.	**EDITING WITH PROOFREADER MARKS'** Use your proofreaders marks to edit your peers brochure.	Points for brochure peers proofreader marks and name.	Remind students of proofreader marks from past lessons.
1 hr and 30 mins	**REVISION, EDITING, AND COMPLETION > FINAL DRAFT**: Ability to submit final piece that meets expectations.	**FINAL BROCHURE** Using peer revision and editing marks you will create your final brochure for printing.	150 points for correctly completed and printed brochure.	Final product will be scored using LDC Rubric and Brochure Rubric.
	Additional Attachments: % **Rubric for Brochure**			

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided