

Triple Q

Argument Writing for Middle School

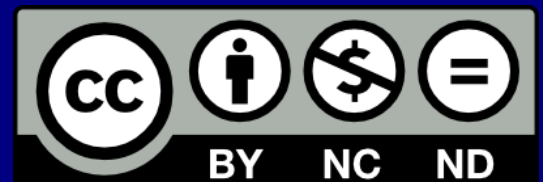
Junk Food Wars

UNIT 1

*What policy should your
school follow about
school lunches?*

Teacher's Guide

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US Dept of Education, IES Award R305A160403
Pennsylvania State University and University of Pittsburgh





Argument Writing for Middle School

Notes on using Triple Q materials

Welcome to Triple Q! The following pages detail substantive information about the content of Triple Q and the flow of the lessons. These notes are to provide some detail about the formatting of the materials.

Printing and assembling materials

**** Both Student and Teacher materials are meant to be printed 2-sided. ****

The Student materials were designed as a notebook binder for each student, organized as sets of materials behind tabs. In our various tryouts with the materials, this seemed the most usable arrangement, because many of the materials are used in several lessons – so simply having pages ordered according to lessons did not work well.

A tab page in the Student notebook marks each set of materials. For example, there is a tab for texts, for worksheets, for essay planning. Each tab page has a highly visible border on the right-hand side, to make it easier to locate activity sheets in each set. You could also have students place post-it flags on the tab pages to make them stand out more.

Many of the pages in the Student Notebook need to be pulled out for students to work on, so the best ways for bundling the packets are with a large clip or punching a hole in the left corner and using a large binder ring.

There are some items used in the program that are not included in the materials here.

- Several large charts and argument maps need to be created. We used chart paper and large post-it notes to create them in our work. Small versions of these charts appear in the Teacher Guide, so you will be well prepared about their contents.
- We also provided students with small post-it notes in several lessons, as described in the Teacher Guide Overview. Of course simple slips of paper can suffice here.
- We provided students with “response slips” for text discussion lessons and in Lesson 6 for writing claims. These were simply strips of blank paper for recording quick responses.

Related Resources

Triple Q is based on three types of queries, as described in the Teacher Guide Introduction. These were drawn from elements in our prior research. A sampling of publications about that work is below, should you like further information.

Beck, I. L, McKeown, M. G, & Sandora, C. A. (2020). *Robust Comprehension Instruction with Questioning the Author: 15 Years Smarter*. New York: Guilford Press.

Crosson, A.C. & Lesaux, N.K. (2013). Connectives: Fitting another piece of the vocabulary instruction puzzle. *The Reading Teacher*, 67, 193-200.
doi:10.1002/TRTR.1197

Crosson, A.C. & Lesaux, N.K. (2013). Does knowledge of connectives play a special role in the reading comprehension of English learners and English-only students? *Journal of Research in Reading*, 36, 241-260. doi:10.1111/j.1467-9817.2011.01501.x

Matsumura. L. C., Wang, E., & Correnti, R. (2016). Text-based writing assignments for college readiness. *The Reading Teacher*, 70(3), 347-351.

Matsumura. L. C., & Correnti, R., & Wang, E. (2015). Classroom writing tasks and students' analytic text-based writing skills. *Reading Research Quarterly*, 50(4), 417-438.

McKeown, M. G., & Beck, I. L. (1999). Getting the discussion started. *Educational Leadership*, 57 (3), 25-28.

References and Acknowledgements

We would appreciate the inclusion of the following citation should you need a reference for our Triple Q work for proposals and internal or external documentation:

McKeown, M.G., Crosson, A.C., Sartoris, M., Matsumura, L.C., & Correnti, R. (2020). *Triple Q: Argument writing for middle school (Units 1-3)*. Pittsburgh, PA. University of Pittsburgh.

We gratefully acknowledge the Institute for Education Sciences (IES) of the US Department of Education for its support of the research for which these materials were developed. The work does not necessarily reflect the views of the IES, and no official endorsement should be inferred.

Argument Writing for Middle School

Overview of Unit 1 – Junk Food Wars

| Lesson | Activities | Teacher Materials | Student Materials |
|--------|---|---|---|
| 1 | <p>Discussion of <i>Keep Healthy Meals in Schools</i> (PRO Text)</p> <ul style="list-style-type: none"> ○ 10 min – Teacher sets up the concept of argument and provides a quick overview of the unit. Students learn that they will read and discuss some argument texts and then write their own argument in response to the following prompt: <i>What policy should your school follow about school lunches?</i> ○ 20 min – Teacher introduces Questioning the Author (QtA) and gives examples of gist queries. Leads whole group discussion of PRO text using QtA gist queries. ○ 10 min – Quickwrite: <i>Do you agree with this author about the school nutrition standards? Explain why or why not.</i> (Students write & share answers.) | <ul style="list-style-type: none"> ○ Lesson Script ○ Definitions Chart (small) ○ Argument Essay Chart (small) | <ul style="list-style-type: none"> ○ Notebook – Used in all lessons. (Student materials are in notebook unless noted.) ○ Text: <i>Keep Healthy Meals in Schools</i> -Tab 1 ○ Quickwrite 1 - Tab 2 |
| 2 | <p>Discussion of <i>Eliminate School Nutrition Standards</i> (CON Text)</p> <ul style="list-style-type: none"> ○ 5 min – Brief review of QtA. ○ 20 min – Whole group discussion of CON text using QtA gist queries. ○ 15 min – Quickwrite: <i>What does each of these authors want you to think about this topic?</i> (Students write & share.) | <ul style="list-style-type: none"> ○ Lesson Script | <ul style="list-style-type: none"> ○ Text: <i>Eliminate School Nutrition Standards</i> -Tab 1 ○ Quickwrite 2 - Tab 2 |
| 3 | <p>Argument Map: PRO Text</p> <ul style="list-style-type: none"> ○ 5 min – Teacher introduces argument elements: claim, reasons & evidence. ○ 10 min – Teacher models mapping an argument about breakfast being the most important meal. ○ 25 min – Teacher uses QtA argument queries to help students identify elements in PRO text. During this discussion, teacher creates a map of the PRO text and students mark their text copy. | <ul style="list-style-type: none"> ○ Lesson Script ○ Definitions Chart (large) ○ Chart Paper ○ Large Post-Its ○ Sample Marked PRO Text | <ul style="list-style-type: none"> ○ PRO Text -Tab 1 |
| 4 | <p>Argument Map: CON Text</p> <ul style="list-style-type: none"> ○ 15 min – Teacher uses QtA argument queries to analyze and map the CON text argument. ○ 10 min – Teacher introduces counter-reason and rebuttal. Students examine and discuss examples in both texts. ○ 15 min – Quickwrite: <i>What is the most convincing reason each of these authors gave? In your own words, briefly describe each reason and evidence the author provided to support it.</i> (Students write & share.) | <ul style="list-style-type: none"> ○ Lesson Script ○ Definitions Chart (large) ○ Chart Paper ○ Large Post-Its | <ul style="list-style-type: none"> ○ PRO & CON Texts -Tab 1 ○ PRO & CON Argument Maps -Tab 3 ○ Quickwrite 4 - Tab 2 |

| Lesson | Activities | Teacher Materials | Student Materials |
|--------|--|--|---|
| 5 | <p>Discussion of <i>Assorted Evidence</i></p> <ul style="list-style-type: none"> ○ 30 min – Students adopt a position on the standards. They then examine assorted snippets of evidence and select pieces that support their position. In a whole-class discussion, students present their evidence and respond to questions and challenges from their listeners. ○ 10 min – Quickwrite: <i>Suppose you were put in charge of school food for a large district. What’s the first thing you would do to help students eat healthier foods? Explain why you think doing this would help.</i> (Students write and share.) | <ul style="list-style-type: none"> ○ Lesson Script | <ul style="list-style-type: none"> ○ Table: <i>Assorted Evidence</i> -Tab 1 ○ Quickwrite 5 - Tab 2 |
| 6 | <p>Compare Claims</p> <ul style="list-style-type: none"> ○ 10 min – Students examine essay criteria and brainstorm possible responses to the prompt. ○ 10 min – Teacher models two possible claims and students decide which is stronger. ○ 5 min – Each student writes a strong and a weak claim. ○ 15 min – Teacher reads some claims and class decides whether each is strong or weak. | <ul style="list-style-type: none"> ○ Lesson Script ○ Argument Essay Chart (large) ○ Large Post-Its | <ul style="list-style-type: none"> ○ Argument Essay Criteria -Tab 4 |
| 7 | <p>Work on Claim</p> <ul style="list-style-type: none"> ○ 10 min – Students write a rough draft of their own claim and circle evidence they can use to support it. ○ 10 min – A few students present their claim and evidence, and the class gives feedback on whether the evidence supports the claim. ○ 20 min – Students meet in pairs to review each other’s claim and provide feedback. | <ul style="list-style-type: none"> ○ Lesson Script | <ul style="list-style-type: none"> ○ Outline Template -Tab 4 ○ PRO & CON Texts; AE Table -Tab 1 ○ Peer Feedback 1 -Tab 4 ○ Small Post-Its (Not in binders.) |
| 8 | <p>Begin Argument Outline</p> <ul style="list-style-type: none"> ○ 10 min – Students examine evidence sources and identify three types of evidence. ○ 10 min – Teacher models outlining a claim, reason and evidence. ○ 20 min – Students start working on their own argument outline. | <ul style="list-style-type: none"> ○ Lesson Script ○ Chart Paper ○ Large Post-Its | <ul style="list-style-type: none"> ○ Texts & AE Table -Tab 1 ○ Outline Template -Tab 4 ○ Small Post-Its (Not in binders.) |
| 9 | <p>Finish Outline</p> <ul style="list-style-type: none"> ○ 5 min – Given sentences about a familiar topic, students separate reasons from counter-reasons. ○ 5 min – Teacher models adding a counter-reason and rebuttal to the teacher’s outline. ○ 30 min – Students finish their own outline. | <ul style="list-style-type: none"> ○ Lesson Script ○ Large Post-Its ○ Teacher Outline Chart from Lesson 8 | <ul style="list-style-type: none"> ○ Outline Template -Tab 4 ○ Small Post-Its (Not in binders.) |

| Lesson | | Activities | Teacher Materials | Student Materials |
|--------|-------------------|--|--|---|
| 10 | Language Choice | <ul style="list-style-type: none"> ○ 10 min – Teacher uses sentences about a familiar topic to introduce the concept of signal words. ○ 20 min – Teacher uses QtA language choice queries to help students examine signal words in context and decide what they signal. ○ 10 min – Students and teacher work together to chart examples of commonly used signal words. | <ul style="list-style-type: none"> ○ Lesson Script ○ Signal Words Chart | <ul style="list-style-type: none"> ○ Worksheet: <i>Signal Words</i> - Tab 2 ○ PRO Text -Tab 1 |
| 11 | Begin First Draft | <ul style="list-style-type: none"> ○ 15 min – Students meet in pairs to review each other’s outline and provide feedback. ○ 10 min – Teacher models using an outline to write a first draft. ○ 15 min – Teacher goes over essay requirements and students start working on the first draft of their argument essay. | <ul style="list-style-type: none"> ○ Lesson Script ○ Teacher Outline Chart | <ul style="list-style-type: none"> ○ Peer Feedback 2 -Tab 4 ○ Small Post-Its ○ Teacher’s Model Draft -Tab 5 ○ Self Checklist - Tab 5 ○ Paper – Draft - Tab 5 |
| 12 | Work on Draft | <ul style="list-style-type: none"> ○ 40 min – Students continue working on their first draft. Teacher looks for and shares example sentences from students’ essays. | <ul style="list-style-type: none"> ○ Lesson Script | <ul style="list-style-type: none"> ○ Paper – Draft - Tab 5 |
| 13 | Finish Draft | <ul style="list-style-type: none"> ○ 10 min – Teacher uses a sample marked essay to help students understand how to mark argument elements and how to interpret the marks. ○ Students finish their first draft. ○ Students meet in pairs to read each other’s draft and mark the claim, reasons, and evidence. ○ Students begin revising their draft and preparing to write their final essay. | <ul style="list-style-type: none"> ○ Lesson Script | <ul style="list-style-type: none"> ○ Sample Marked Essay -Tab 5 ○ Students’ Drafts |
| 14 | Begin Final Essay | <ul style="list-style-type: none"> ○ 5 min – Teacher uses the scoring rubric to briefly review essay requirements. ○ 15 min – Teacher offers ideas for getting started on the revision process, and students examine revisions marked in a sample draft essay. ○ 20 min – Students begin revising their draft and writing their final essay. | <ul style="list-style-type: none"> ○ Lesson Script | <ul style="list-style-type: none"> ○ Scoring Rubric - Tab 5 ○ Sample Draft & Final Essay -Tab 5 ○ Students’ Drafts ○ Paper – Final - Tab 5 |
| 15 | Finish Essay | <ul style="list-style-type: none"> ○ Students finish their essay and complete the Self Checklist. ○ If time permits, volunteers present their essays to the class. | <ul style="list-style-type: none"> ○ Lesson Script | <ul style="list-style-type: none"> ○ Students’ Essays ○ Paper – Final - Tab 5 ○ Self Checklist - Tab 5 |



Introduction to the Unit 1 Teacher's Guide

Project Overview

This is the first of three units developed by the *Triple Q* project. The goal of this sequence of units is to help students develop argument writing skills. Each unit begins by engaging students in content-focused discussions of model argument texts. Next, students examine the features and quality of the arguments in the texts. Quickwrites that elicit written responses to the texts are included in many lessons, and each unit culminates in students writing their own argument essay supported by evidence from the model texts.

The approach to questioning and discussion in these units is called Questioning the Author. The project name, *Triple Q*, refers to three types of queries that are used to guide classroom discussions and support students as they are planning, drafting, and revising their argument essays:

- **Gist Queries** help students develop deep-level comprehension of a text. Portions of the text are read aloud while the class follows along. After each portion, the teacher asks questions like, *What is the author saying here?* and *How does this fit with what she said earlier?* The goal is to guide students through the comprehension process and make that process explicit and public. As they talk about what they are reading and listen to each other's ideas, students work together to build a strong understanding of what the author is saying. When students write their own essays, gist queries can help them think about how to explain their ideas clearly. Examples include, *Why are you telling your readers this?* and *How does this connect to what you wrote before?*
- **Argument Queries** help students examine and assess the quality of argument elements. The teacher uses these queries to guide students in analyzing the structure and specific features of an author's argument. Examples include, *What is the author's claim? What reasons does the author give? What evidence does the author provide?* and *Is this evidence convincing?* During the writing process, these queries help students focus on and strengthen the elements that make up their argument. Examples include, *How does this reason connect to your claim?* and *How does this evidence support your argument?*
- **Language Choice Queries** help students examine how authors use specific words to influence the reader's reaction. Unit 1 focuses on the use of signal words to help the reader follow the logic of the argument. Examples include, *How does the author signal that this sentence disagrees with the previous sentence?* and *What words does the author use to let us know that she is presenting her first reason?* When students are writing and revising their essays, language choice queries help them choose words that make their argument clearer and more convincing. For example, *What words could you use to signal that this is more evidence for your first reason?*

Unit Overview

The title of this unit is *Junk Food Wars*. The two model argument texts are about school meals. Specifically, they are about the nutrition standards that require schools to serve healthy foods and limit calories. These standards were enacted when Congress passed the *Healthy Hunger-Free Kids Act* in 2010. The first model text argues for the standards, and the second text argues against them. There is also a table with assorted evidence about the standards and additional efforts to promote healthy food choices. The writing prompt for the final essay is *What policy should your school follow about school lunches?* In their essays, students are expected to provide a clear claim that responds to the prompt. In addition, they are to provide two reasons why they believe their claim and to support each reason with at least one piece of evidence from the texts or table. Students may go beyond the texts to find additional evidence, but they should say where they got their information so the reader can decide whether it's convincing.

The unit includes 15 lessons. In Lessons 1 through 4, students read and discuss the PRO and CON texts, analyze arguments within and across the texts, and work collaboratively to create an argument map for each text. In Lesson 5, students adopt a position on the standards, then examine the *Assorted Evidence* table and identify evidence that supports their position. Except for Lesson 3, all of these lessons contain quickwrites that ask students to respond to the texts.

Students begin planning their argument essay in Lesson 6. The lesson begins with students brainstorming claim ideas that answer the writing prompt. The teacher then models writing a claim, and students compare and evaluate sample claims. In Lesson 7, students write a rough draft of their own claim, then meet in pairs and provide feedback on each other's claim. In Lesson 8, the teacher models outlining a claim, reasons, and evidence, and students begin their own argument outline. The student binder includes an outline template to help them organize their argument. In Lesson 9, the teacher models adding a counter-reason and rebuttal to the teacher's outline, and students finish their outline.

Lesson 10 introduces signal words, and students examine how authors use them to help readers follow the logic of their argument. In Lesson 11, students meet in pairs and provide feedback on each other's outline. The teacher then models using an outline to write a first draft. Students work on their draft in Lessons 11 and 12. They finish their draft in Lesson 13, then pair up and mark the claim, reasons, and evidence in each other's draft. Students examine a sample draft revision in Lesson 14, then begin revising their draft and writing their final essay. They finish their essay and complete a *Self Checklist* in Lesson 15.

The Teacher's Guide contains lesson scripts that support the teacher in facilitating discussions and activities. The scripts include stopping points in the text or activity, queries to initiate discussion, and follow-ups that encourage students to clarify and elaborate their ideas and respond to the ideas of their peers. The scripts enable teachers to provide explicit supports for students' writing by modeling such processes as mapping an argument, writing a claim, creating an outline, and using the outline to write a first draft. They also suggest problems to watch for and feedback to offer while students are planning, writing, and revising their essays.

Triple Q Argument Writing for Middle School

Contents: Unit 1: Junk Food Wars

Tab 1 - Texts

- Keep Healthy Meals in Schools
- Eliminate School Nutrition Standards
- Assorted Evidence Table

Tab 2 – Worksheets

- Lesson 1 Quickwrite
- Lesson 2 Quickwrite
- Lesson 4 Quickwrite
- Lesson 5 Quickwrite
- Lesson 10 Signal Words

Tab 3 – Argument Maps

- Map of PRO text (Keep Healthy Meals in Schools)
- Map of CON text (Eliminate School Nutrition Standards)

Tab 4 – Planning your essay

- Essay Criteria
- Outline Template
- Peer Feedback 1
- Peer Feedback 2

Tab 5 – Writing your essay

- Teacher's Model Draft
- Self-Checklist
- Draft paper
- Sample Marked Essay
- Scoring Rubric
- Sample Draft & Final
- Final essay paper



Lesson 1 – Discussion of *Keep Healthy Meals in Schools* (PRO Text)



Bird's Eye View

Introducing the Unit (Parts 1 & 2) – 10 minutes

This lesson begins with a brief discussion to set up the concept of argument and provide a quick overview of the unit.

Text Discussion (Parts 3 & 4) – 20 minutes

Each portion of text is then read aloud and discussed using Questioning the Author gist queries.

Quickwrite (Part 5) – 10 minutes

Students then write about whether they agree with the author and why.

Introducing the Unit



Information

In Parts 1 and 2, you will introduce two charts that will be added to in later lessons. Use magnets or tape to display the charts in a prominent place in your classroom.

Part 1 – Set Up the Concept of Argument

Hand out student binders.

Introduce topic:

Let's think about how we use arguments. Not the kind of argument when you just have a fight with someone, but when you want to persuade someone to adopt your idea. In that kind of argument, you say what you think and provide reasons why you think so.

So for example, if your family was planning to get a new dog and you had an idea about what kind to get, what could you say to convince your family to get that kind of dog?

Allow students to share ideas for a minute or two. As they share, ask follow-up questions to help them focus on convincing their family rather than talking about the kind of dog they want. Examples:

- *Why would that be good for your family?*
- *How do you know that's true?*
- *Would that be convincing?*

Show students the Definitions Chart and tell them this is the definition we'll use in this unit.

Ask: *What makes a good argument?*

Allow students to share ideas about this question for a minute or two.

No conclusions need to be reached at this point, but listen for and reinforce ideas related to the need for strong reasons and/or some kind of evidence.

Introduce idea of importance:

When might it be important to argue well?

Help students generate examples of important arguments. These could involve issues from school, home, the news, etc., such as:

- a lawyer trying to convince a judge or jury
- a teacher who believes social studies is important and should be taught
- students trying to change the school's dress code
- candidates running for office

Summarize importance of a convincing argument:

Important changes often come from people making arguments that convince others to follow their ideas.

Part 2 – Introduce the Unit

Describe unit:

Over the next few weeks we'll be working together around a topic called "Junk Food Wars." We'll read and discuss some texts, and we'll do some writing about the arguments in the texts. Then you will write your own argument about school lunches. For your argument essay, you will be asked to respond to this prompt:

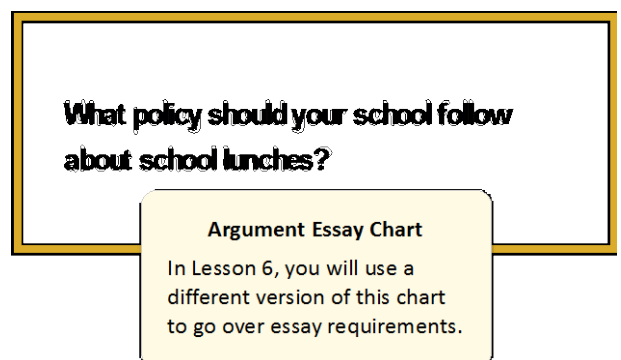
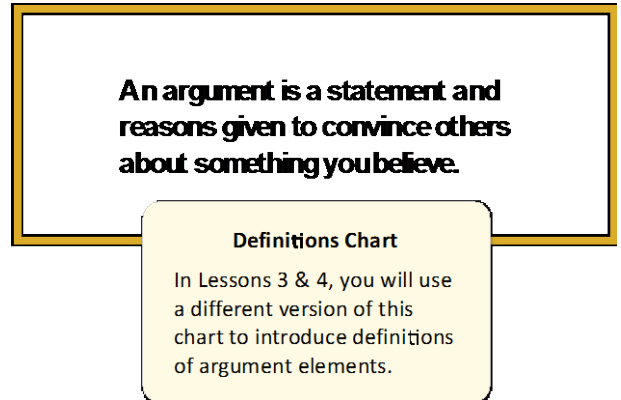
Show students the Argument Essay Chart.

Read the prompt, then ask: *What's a policy?*

Allow students to share ideas, then help them agree that a policy is a plan of action or set of guidelines for how something should be done. For example, a dress code is a policy about what people should wear or how they should dress.

Conclude intro:

So as we read and discuss, be thinking about the kind of argument you want to make.



Text Discussion

Part 3 – Introduce Questioning the Author

Describe what students will do:

Today we'll read our first text about Junk Food Wars. When we read and discuss our texts, we're going to do something called "Questioning the Author." In this activity, someone will read part of the text aloud while everyone follows along. Then we'll stop and talk about what the author is telling us in that part of the text.

Give examples of QtA gist queries:

When we question the author, we ask things like:

- *What is the author trying to say?*
- *Why is that important?*
- *What does the author mean by that?*
- *How do those ideas connect to the rest of the text?*

Explain the purpose:

The idea behind QtA is to figure out what an author is trying to say – because that can take some work. When I ask questions like "What is the author trying to say?" I want to hear what you think the author means. By sharing what we think and listening to each other's ideas, we will work together to get a good understanding of the author's message.

I might call on people who haven't raised their hands, because I'd like to hear from everyone. I'm not looking for a "correct" answer but trying to get us all to talk about what the text is saying. It's all about thinking together and putting together ideas.

Later in the unit when you start writing your own essays, you will use the same kinds of questions to give each other feedback about your writing.

Part 4 – Discuss PRO Text

Major Ideas Students Should Understand Through this Discussion

The Healthy Hunger-Free Kids Act of 2010 included strict nutrition standards that require schools to offer healthy foods and limit portion sizes. In this essay, Sara Martin argues that we should keep the standards in force and give them time to work. She believes they are already making a difference and will make even more of a difference over time. She uses expert opinion, evidence from research, and data from surveys and government reports to support her view of the standards and refute critics who say students are wasting food rather than eating it. She concludes by warning that getting rid of the standards would put students at risk because school meals are the only access some children have to healthy foods.



Guiding a QtA Discussion

Using Gist Queries to Promote Comprehension

Questioning the Author gist queries are designed to help students figure out what the author is trying to say. Suggested responses are provided with each query. As students identify a major idea, write it on the board. This will help students remember what was stated and provide visual support for understanding the author's message.

Troubleshooting Problems

Students' initial responses are likely to be incomplete or incorrect. They may misinterpret the text or offer ideas that don't come from the text. To develop strong understanding of the text, follow up the responses to help students clarify, elaborate, or refocus their ideas:

Reread a key line or two and repeat the query.

Or use follow-up questions such as:

- *What makes you think that?*
- *Is that what the author told us?*
- *What lines in the text say that?*
- *How does that connect to what we said earlier?*

Some students answer gist queries by reading text sentences verbatim, often without thinking about what the words mean. When this happens, prompt students to say it in their own words. For example, "That's what the author said but what does the author mean?"

When students use their own words without being prompted, provide reinforcement by saying something like, "You did a great job of saying that in your own words."

Response Slips

If students do not respond to a question or if only a few students participate, have everyone write a one-sentence response. To make sure students are prepared to do so, you might have slips of paper ready to provide. After students write, you can have them read what they wrote or you can collect the slips and read a few answers. If you establish this as a routine, students may be more likely to respond orally.

Introducing Unfamiliar Words

The words that are highlighted in your copy of the text are terms that might be unfamiliar to your students. Definitions can be found on page 6. Please provide brief explanations of these and other unfamiliar words as they arise during the reading.

Have students turn to the first text under Tab 1 in their binders.

Conduct a discussion based on the questions indicated on pages 5 and 6.

Keep Healthy Meals in Schools

by Sara Martin

1 In 2010, Congress passed the *Healthy Hunger-Free*
 2 *Kids Act*. This new law updated the nutrition
 3 standards for school meals in an effort to help
 4 students eat healthier foods. For decades, school
 5 cafeterias have served mostly processed foods.
 6 These foods are easy to prepare, but they tend to be
 7 high in calories and low in nutrients. The new
 8 standards require schools to offer more fruits,
 9 vegetables, whole-grains, and foods that are low in
 10 sugar, fat and salt. They also require schools to limit
 11 portion sizes so students don't get more calories than
 12 they need. School meals should be healthy, so it is
 13 important to keep the standards and give them time
 14 to work.

(lines 1-12) *What's the author telling us about?*

- Congress updated the nutrition standards for school meals. So now schools have to serve healthy foods & limit portion sizes.

15 One reason to keep the standards is that they are
 16 beginning to make a difference. Former First Lady
 17 Michelle Obama, a **key player** in getting the law
 18 passed, wrote this two years after the standards
 19 went into effect:

(12-14) *What is the author claiming here?*

- She says we should keep the standards and give them a chance to work.

20 Today, 90 percent of schools report that they are
 21 meeting these new standards. As a result, kids
 22 are now getting more fruits, vegetables, whole
 23 grains and other foods they need to be healthy.

(15-23) *What reason does the author give for keeping the standards?*

- Because they're starting to make a difference.

Mrs. Obama says kids are getting more healthy foods. How does that connect to the idea that the standards are making a difference?

- It tells *how* they are making a difference (e.g., school meals are getting healthier).

24 A three-year study from the University of
 25 Washington shows that the standards are helping
 26 students make better food choices. Researchers
 27 analyzed the food items selected by middle- and
 28 high school students. They found that students are
 29 now choosing more foods that are high in protein,
 30 iron, calcium and vitamin C. They are also choosing
 31 more foods that are low in calories.

(24-31) *What is the author saying about this study?*

- It found that kids are choosing healthier foods than they did before the standards.

How does this fit with what the author wants us to believe?

- It shows more about how the standards are making a difference.

32 Another reason to keep the standards is that they will
 33 make even more of a difference as schools and
 34 students adjust to them. This is not an easy
 35 adjustment, but many organizations are helping. The
 36 United Fresh Produce Association is helping schools
 37 buy and use fresh produce. The U.S. Department of
 38 Agriculture (USDA) is helping schools purchase
 39 kitchen equipment needed to prepare healthy meals.
 40 It is also providing toolkits with strategies for
 41 helping kids choose healthy foods.

(32-41) *How does this paragraph connect to what the author has been saying?*

- It gives another reason to keep the standards: they will work even better as schools and students get used to them.

What makes the author think schools and students will get used to them?

- Schools are getting help to provide healthy meals and help kids choose healthy foods.

42 Critics claim that students are refusing to eat the
 43 healthy foods and that more food is being wasted.
 44 However, according to a survey conducted by the
 45 Berkeley School of Public Health, nearly 90 percent
 46 of students said they like the taste of some or all of
 47 the new foods. In addition, the University of
 48 Connecticut’s Rudd Center conducted a study in
 49 which they collected data before and after the
 50 standards went into effect. They found that students
 51 are eating more fruits and vegetables and throwing
 52 away less food than they did before the standards
 53 were updated.

54 Finally, weakening or **eliminating** the standards
 55 would put students at risk. The American Heart
 56 Association (AHA) vigorously opposes any attempt
 57 to abolish or roll back the standards. AHA's Nancy
 58 Brown writes that doing so “puts our children's
 59 health in jeopardy and sets them on an early path to
 60 heart disease, stroke, disability, and early death.”
 61 According to the Center for Disease Control, one in
 62 three U.S. children is at risk for diet-related health
 63 problems such as heart disease, high blood pressure,
 64 and diabetes. Given these facts, abolishing or
 65 weakening the standards would be a grave mistake.

(Read first sentence.) *The author says, “Critics claim...” What is she doing here?*

- Giving us the other side of the issue.

The next sentence starts, “However,” – What do you think the author is going to say next?

- She’ll present facts to show the critics are wrong.

(44-53) *Remind us – What is the author trying to convince us about?*

- Keeping the standards.

How does the idea that students are eating more fruits and vegetables connect with keeping the standards?

- It shows more ways that the standards are helping.

(54-65) *What’s the author saying in this paragraph?*

- Getting rid of the standards would be dangerous for kids.

What makes the author think it would be dangerous?

- Many kids are already at risk for diet-related health problems.

How does that connect back to the standards?

- If we keep the standards, kids will eat healthier food and have fewer health problems.

key player – an important person in an activity or field

eliminating – getting rid of; abolishing

Part 5 – Quickwrite

Have students turn to the Lesson 1 Quickwrite under Tab 2. Tell them they are to decide if they agree with Sara Martin about the school nutrition standards and explain why or why not.

Give students 3-4 minutes to complete the task, then ask a few students to share what they wrote.



Lesson 2 – Discussion of *Eliminate School Nutrition Standards* (CON Text)



Bird's Eye View

Review Questioning the Author (Part 1) – 5 minutes

This lesson begins with a brief review for students about QtA.

Discuss CON Text (Part 2) – 20 minutes

Each portion of text is then read aloud and discussed using Questioning the Author gist queries.

Quickwrite (Part 3) – 15 minutes

Students then respond to both texts by describing what each author wants the reader to think about this topic.

Part 1 – Review Questioning the Author

Describe what students will do:

Today we'll read our second text about Junk Food Wars. As with the first text, we'll read and discuss the text using "Questioning the Author."

Review examples of QtA gist queries:

Do you remember what kinds of questions we ask when we question the author?

Add to the questions students recall if needed:

- *What is the author trying to say?*
- *Why is that important?*
- *What does the author mean by that?*
- *How do those ideas connect to the rest of the text?*

Review the purpose:

Do you remember why we use this technique?

Add if needed:

By listening to each other's ideas about these kinds of questions, we will work together to get a good understanding of the author's message.

Part 2 – Discuss CON Text

Major Ideas Students Should Understand Through this Discussion

Joe Michaels argues against the school lunch standards. He believes that decisions about what students eat should be made by parents and local officials. He also says that, because of the standards, food is being wasted, students aren't getting enough to eat, and schools are struggling to provide healthy foods that taste good and don't cost too much. He uses examples, expert opinion, survey data, and research reports to support his view of the standards and argue against those who say improving school meals will keep students healthy.



Guiding a QtA Discussion

Using Gist Queries to Promote Comprehension

Each portion of text is read aloud, then you ask gist queries to help your students figure out what the author is trying to say. Suggested responses are provided with each query. Record major ideas on the board as students identify them.

Troubleshooting Problems

Follow up students' responses to help them clarify, elaborate, or refocus their ideas:

Reread a key line or two and repeat the query.

Or use follow-up questions such as:

- *What makes you think that?*
- *Is that what the author told us?*
- *What lines in the text say that?*
- *How does that connect to what we said earlier?*

Encourage students to describe what the text says in their own words rather than reading sentences verbatim.

Introducing Unfamiliar Words

Provide brief explanations of highlighted and other unfamiliar words as they arise during the reading. Definitions for highlighted words are on page 4.

Have students turn to the second text under Tab 1 in their binders.

Conduct a discussion based on the questions indicated on pages 3 and 4.

Eliminate School Nutrition Standards

by Joe Michaels

1 In 2010, Congress passed a law that established
 2 strict nutrition standards to promote healthy eating.
 3 The standards require schools to limit portion sizes,
 4 serve more fruits, vegetables, and whole grains, and
 5 reduce sugar, fat, and salt. These standards should
 6 never have been passed in the first place, and
 7 experience has shown that they do not work.
 8 The standards should be eliminated or, at the very
 9 least, **modified** to address the real-world needs of
 10 students and schools.

(1-10) COMMENT: *This is the same law we read about in the first text.*

What does the author think about the standards?

- They should never have been passed, they don't work, and we should get rid of them or make them more realistic.

11 The federal government has no business telling
 12 schools what to offer in their cafeterias and vending
 13 machines. In the words of Congressman Steve King
 14 of Iowa, "It's a gross **overreach** of the federal
 15 government to step in and ration food to kids."
 16 According to Daren Bakst, a research fellow at the
 17 Heritage Foundation, decisions about school food
 18 should be left to parents and local school officials.
 19 He says, "Parents concerned about the food provided
 20 to their children at school are much better off going
 21 to local officials to address these issues. They will
 22 generally get the chance to meet with the officials
 23 and have their voices heard."

(11-23) *What has the author told us now?*

- Some people think that what students eat should be up to parents and local officials, not the federal government.

24 Many students are refusing to eat the "healthy"
 25 meals. According to the School Nutrition
 26 Association (SNA), roughly 1 million kids have
 27 stopped eating school lunches since the standards
 28 went into effect. In addition, about \$3.8 million
 29 worth of produce is thrown away every day in
 30 schools across America. It does no good to serve
 31 healthy foods if students won't eat them.

(24-31) *What is the author doing here?*

- Giving another reason for why the standards aren't working: Students aren't eating the healthy meals, so food is being wasted.

32 Students who do eat the meals complain that they
 33 are not getting enough to eat. For example, at a high
 34 school in Kansas, the cafeteria reduced portion sizes
 35 of chicken nuggets and other popular foods in order
 36 to meet the standards. Students voiced their outrage
 37 in a music video called *We Are Hungry*. Their video
 38 has been viewed more than 1.6 million times on
 39 YouTube.

(32-39) *What does this add to what the author is saying?*

- Another problem with the standards is that students aren't getting enough to eat because the portion sizes are too small.

Why does the author tell us about the video the kids made?

- To show how he knows kids are complaining.

40 According to the U.S. Department of Agriculture,
 41 the standards limit middle school lunches to 700
 42 calories. This is about a third of what the average
 43 student needs each day. However, the Union of
 44 Concerned Scientists points out that school lunch is
 45 the only complete meal some students get all day.
 46 The 700 calorie limit is much too low for those
 47 students as well as students who are more active
 48 than average.

(40-48) *What does the author tell us about the calorie limit?*

- The limit is too low because school lunch is the only complete meal some kids get and many kids are more active than average.

49 Supporters of the standards say improving school
 50 meals will keep kids healthy. However, the problem
 51 is not what kids eat at school. The problem is that
 52 most kids eat too much junk food and don't get
 53 enough exercise. Researchers from the National
 54 Cancer Institute found that nearly 40 percent of the
 55 calories children consume are empty calories from
 56 sugary drinks, cookies, donuts, and ice cream.
 57 According to the President's Council on Fitness,
 58 only one in three children are physically active every
 59 day. Worse, the average child spends almost eight
 60 hours a day in front of a screen watching television,
 61 using a computer, or playing video games. Because
 62 the standards cannot change what kids do at home,
 63 they have created more problems than they solve.
 64 If they cannot be modified to address these
 65 problems, they should be eliminated altogether.

(Read first sentence.) *What is the author doing here?*

- He's bringing up what supporters say, then he's going to show they're wrong.

(50-61) *What has the author added here?*

- Kids eat too much junk food, and they sit around too much.

How does that fit in with what the author wants us to believe?

- The standards are not helping the problem of kids being unhealthy.

(61-65) *How does the author wrap things up?*

- He says the standards have created more problems than they solve and they should be abolished.

modified – changed; corrected

overreach – taking your authority too far

Part 3 – Quickwrite

Introduce Quickwrite:

Have students turn to the Lesson 2 Quickwrite under Tab 2 in their binders. Tell them they are to describe what each author wants the reader to think about this topic.

Emphasize that they should **use their own words** to describe the author's ideas rather than copying sentences from the text.

Give students 3-4 minutes to complete the task, then ask a few students to share what they wrote.

Introduce PRO & CON labels:

We'll be working with both of these texts over the next few days. To make it easy to identify which one we're talking about, we'll use nicknames. Since Sara Martin is for the standards, we'll call her essay the PRO text. Joe Michaels is against the standards, so we'll call his essay the CON text.

If you finish this lesson before the end of the period, continue to Part 1 of Lesson 3.

(This worksheet is under Tab 2 in the student notebook.)

Lesson 2

Quickwrite!

In response to both texts

What does each of these authors want you to think about this topic?

Keep Healthy Meals in Schools
by Sara Martin

Eliminate School Nutrition Standards
by Joe Michaels

NOTES:

Some students may say that Sara Martin wants schools to serve healthy meals. This is imprecise but fairly accurate. However, the same students will often say that Joe Michaels does not want schools to serve healthy meals. He wants to get rid of healthy foods, or he thinks healthy school meals are bad. When someone offers that kind of description, ask if that's *really* what Joe Michaels is saying.



Lesson 3 – Argument Map: PRO Text



Bird's Eye View

Introducing Argument Elements (Part 1) – 5 minutes

This lesson begins by defining *claim*, *reasons* and *evidence*.

Mapping a Familiar Argument (Part 2) – 10 minutes

The teacher then models mapping an argument about breakfast being the most important meal of the day.

Mapping the PRO Text (Part 3) – 25 minutes

The teacher and students then work together to create an argument map of the PRO text.

Part 1 – Introducing Argument Elements

Connect back to texts:

We just read two texts about school food. Let's think about the big idea from each – the idea that each author is trying to convince us of. That was really what you wrote about in the Quickwrite we did yesterday. Let's remind ourselves about those.

Review a few strong QW responses that clearly state each big idea – the PRO author wants to keep the standards; the CON author wants to eliminate them.

Define claim, reasons & evidence:

We talked about an argument being a statement and reasons. The statement in an argument is called the claim. The claim is the big idea that the author wants to convince you about.

(Uncover claim definition and have students restate the claim for each text.)

To support the claim, the author provides reasons that explain why you should believe it. (Uncover definition.)

The other important piece of an argument is having evidence for your reasons. Evidence shows how you know each reason is true. (Uncover definition.)

Add to chart as you say each one:

*Your claim is **What you believe**.
Reasons are **Why you believe it**.
Evidence is **How you know it's true**.*

An argument is a statement and reasons given to convince others about something you believe.

The claim is a statement of an argument's big idea.
What you believe

Reasons explain why you believe the claim
Why you believe it

Evidence is information that shows your reason is true.
How you know

Definitions Chart

Post this chart before class. Keep the definitions covered until needed. You will uncover counter-reason and rebuttal in Lesson 4.

A counter-argument is a statement that goes against the claim.

A rebuttal is evidence that shows the counter-argument is wrong.





Guiding an Argument Discussion

Returning to Definitions

It may help students differentiate claims, reasons, and evidence if you frequently return to the Definitions Chart, saying things like:

- *The claim is what you believe. What does this author believe about the standards?*
- *Reasons explain why you believe the claim. Why does the author believe we should keep the standards?*

Part 2 – Mapping a Familiar Argument

I'm going to build an argument about eating breakfast. When we talk about arguments, we often talk about building an argument – that means putting together the reasons and evidence that you think will convince people about your claim.

For my argument about eating breakfast, I have two possible claims.

- Breakfast is the most important meal of the day.
- Many people skip breakfast.

Which one seems like a better big idea that I could convince people about? Why?

Elicit from students that the first sentence is a better claim because people might disagree with it and you can find evidence to convince them. The other sentence is simply a fact.

I'm going to make a kind of map so you can see how I build my argument. The map will show how reasons and evidence fit together to support my claim.

Place the claim post-it on the board. (A completed map is shown on page 3.)

What reasons could I use to explain why I believe this claim?

Accept a few reasons from students, then randomly pick one of the reason post-its, read it to the students, and help them decide whether it's a reason that supports the claim. Repeat for each of the four reason post-its. If students accept an incorrect reason, guide them to understand that this reason does not support the claim.

What about evidence? Where might I look for that?

Accept a few suggestions, then hold up the JADA evidence post-it.

Tell me if this is evidence and which reason it goes with: A study in the Journal of the American Dietetic Association found that eating breakfast can improve brain function.

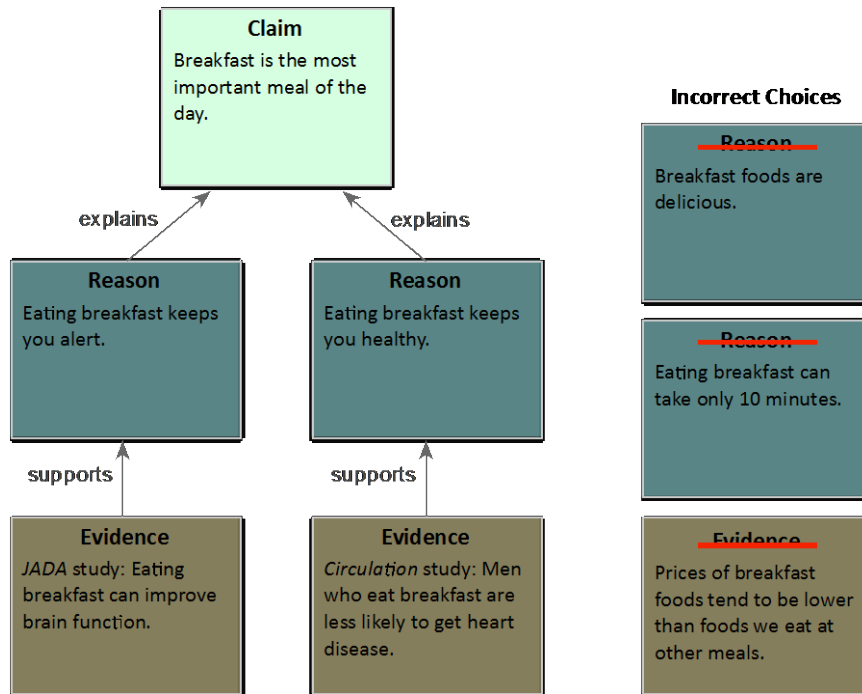
Guide students to agree that it is evidence that supports the “keeps you alert” reason.

What about this one: A study in the journal Circulation found that men who eat breakfast are less likely to get heart disease than men who don't eat breakfast.

Guide students to agree that it is evidence that supports the “keeps you healthy” reason.

How about this: Prices of breakfast foods tend to be lower than foods we eat at other meals.

Guide students to agree that it is not evidence because it doesn't provide specific information and it isn't relevant to any of the reasons.



PRO Text Argument Discussion & Mapping

As you go through the text and identify the claim, each reason, and each piece of evidence:

- Place the corresponding post-it on the chart (see page 6), and
- Have students bracket and label their text (see last page).

Students have copies of these maps to use after they have completed Lesson 4.

Part 3 – Mapping the PRO Text

Identify claim:

Now let's take a look at how Sara Martin built her argument in the PRO text.

Have students turn to the first text under Tab 1 in their binders.

What claim is Sara Martin making? She says, 'I claim...' Who can finish that sentence?

"I claim that we should keep the standards and give them time to work."

Find where in the text she tells us her claim and read those lines.

Guide students to identify lines 12-14.

Now that we have a claim, I'll start making a map of this argument.

Read the claim post-it, then add it to the chart.

Notice that it doesn't have the whole sentence. It's like making notes, so we can remember the general idea. It also has line numbers so we can find it in the text. On your copy of the text, draw a bracket to mark lines 12 to 14 and write "C" beside it.

Claim

Keep the standards
and give them time to
work.

[lines 12-14]

Keep Healthy Meals in Schools

by Sara Martin

1 In 2010, Congress passed the *Healthy Hunger-Free*
2 *Kids Act*. This new law updated the nutrition
3 standards for school meals in an effort to help
4 students eat healthier foods. For decades, school
5 cafeterias have served mostly processed foods.
6 These foods are easy to prepare, but they tend to be
7 high in calories and low in nutrients. The new
8 standards require schools to offer more fruits,
9 vegetables, whole-grains, and foods that are low in
10 sugar, fat and salt. They also require schools to limit
11 portion sizes so students don't get more calories than
12 they need. School meals should be healthy, so it is
13 important to keep the standards and give them time
14 to work.

(lines 1-14) *The author tells us her claim in lines 12-14. What is she doing in the rest of this paragraph?*

- She provides background info about the standards so we'll know what she's talking about.

15 One reason to keep the standards is that they are
16 beginning to make a difference. Former First Lady
17 Michelle Obama, a key player in getting the law
18 passed, wrote this two years after the standards
19 went into effect:

(15-23) *What does the author do next to build her argument?*

- In lines 15-16, she gives a reason that explains her claim: the standards are beginning to make a difference.

Then the author tells us what Michelle Obama said. How does that fit into her argument?

- The quote is evidence that the standards are beginning to work.

(Add Reason 1 and Evidence 1a to the chart, then have students bracket and label lines 15-16 as "R1" and lines 16-23 as "E1a.")

20 Today, 90 percent of schools report that they are
21 meeting these new standards. As a result, kids
22 are now getting more fruits, vegetables, whole
23 grains and other foods they need to be healthy.

(24-31) *What do you see in lines 24-31 that fits into the author's argument?*

- A study found that kids are making better food choices.

How does this fit with the author's argument?

- Schools are giving kids healthier choices because of the standards. This is more evidence that the standards are working.

(Add Evidence 1b to the chart and have students mark it in the text.)

24 A three-year study from the University of
25 Washington shows that the standards are helping
26 students make better food choices. Researchers
27 analyzed the food items selected by middle- and
28 high school students. They found that students are
29 now choosing more foods that are high in protein,
30 iron, calcium and vitamin C. They are also choosing
31 more foods that are low in calories.

32 Another reason to keep the standards is that they will
33 make even more of a difference as schools and
34 students adjust to them. This is not an easy
35 adjustment, but many organizations are helping. The
36 United Fresh Produce Association is helping schools
37 buy and use fresh produce. The U.S. Department of
38 Agriculture (USDA) is helping schools purchase
39 kitchen equipment needed to prepare healthy meals.
40 It is also providing toolkits with strategies for
41 helping kids choose healthy foods.

(32-41) *What does the author do next with her argument?*

- She adds another reason: they will work even better as everyone gets used to them.

What else does she give us in this section?

- She gives evidence that schools will adjust because they're getting help from different places.

(Add Reason 2 and its evidence and have students mark them in the text.)

42 Critics claim that students are refusing to eat the
 43 healthy foods and that more food is being wasted.
 44 However, according to a survey conducted by the
 45 Berkeley School of Public Health, nearly 90 percent
 46 of students said they like the taste of some or all of
 47 the new foods. In addition, the University of
 48 Connecticut’s Rudd Center conducted a study in
 49 which they collected data before and after the
 50 standards went into effect. They found that students
 51 are eating more fruits and vegetables and throwing
 52 away less food than they did before the standards
 53 were updated.

NOTE: This paragraph will be discussed in Lesson 4, Part 2.

54 Finally, weakening or eliminating the standards
 55 would put students at risk. The American Heart
 56 Association (AHA) vigorously opposes any attempt
 57 to abolish or roll back the standards. AHA's Nancy
 58 Brown writes that doing so “puts our children's
 59 health in jeopardy and sets them on an early path to
 60 heart disease, stroke, disability, and early death.”
 61 According to the Center for Disease Control, one in
 62 three U.S. children is at risk for diet-related health
 63 problems such as heart disease, high blood pressure,
 64 and diabetes. Given these facts, abolishing or
 65 weakening the standards would be a grave mistake.

(54-65) *What does the author do next to build her argument?*

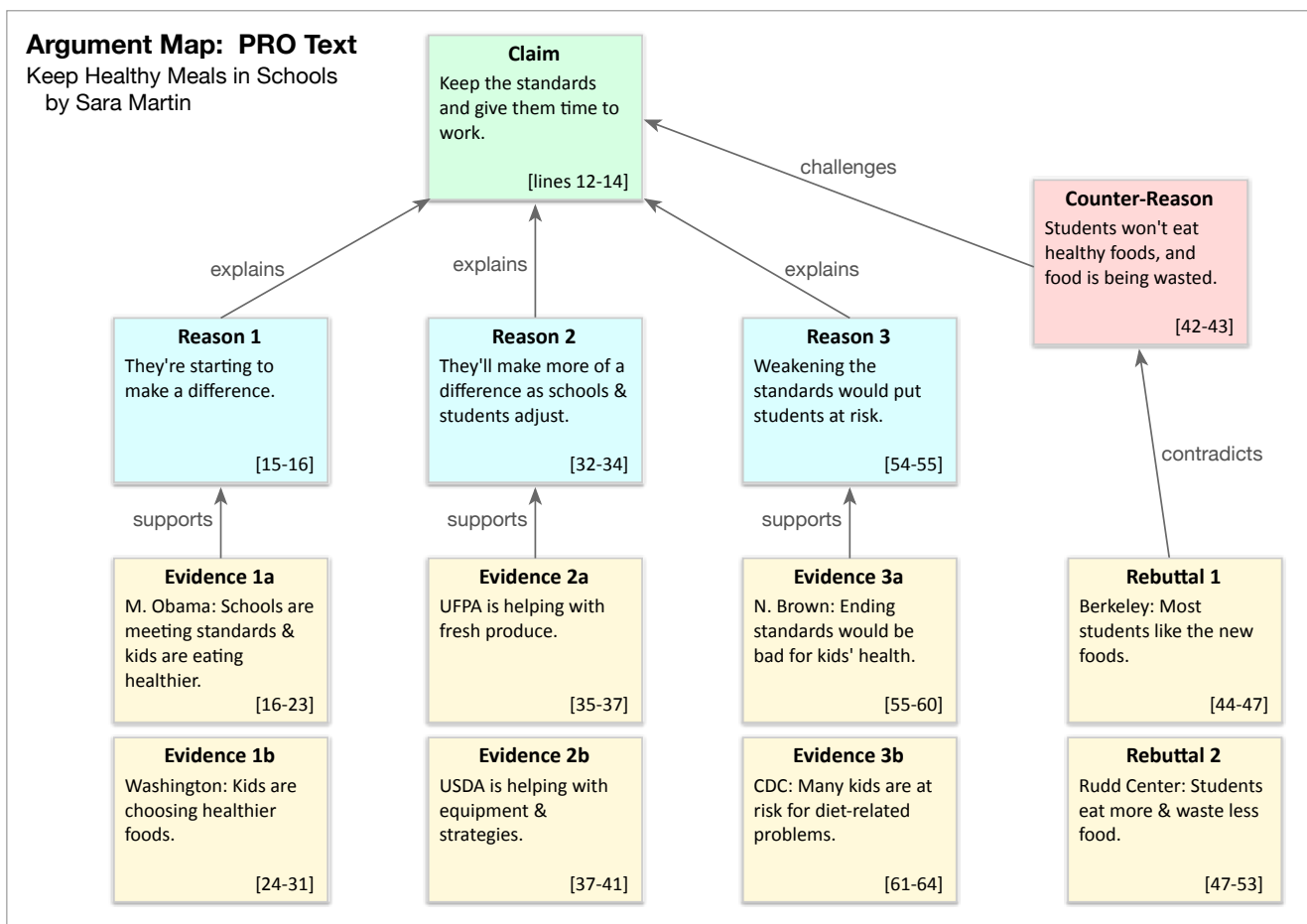
- She adds a third reason: getting rid of the standards would be risky for kids’ health.

What does she do in the rest of the paragraph?

- She provides evidence from the American Heart Association and the Center for Disease Control.

(Add Reason 3 and its evidence to the chart and have students mark them in the text.)

You will add the counter-reason and rebuttals to this map in Lesson 4.



Keep Healthy Meals in Schools by Sara Martin

1 In 2010, Congress passed the *Healthy Hunger-Free*
 2 *Kids Act*. This new law updated the nutrition
 3 standards for school meals in an effort to help
 4 students eat healthier foods. For decades, school
 5 cafeterias have served mostly processed foods.
 6 These foods are easy to prepare, but they tend to be
 7 high in calories and low in nutrients. The new
 8 standards require schools to offer more fruits,
 9 vegetables, whole-grains, and foods that are low in
 10 sugar, fat and salt. They also require schools to limit
 11 portion sizes so students don't get more calories than
 12 they need. School meals should be healthy, so it is
 13 important to keep the standards and give them time
 14 to work.

C

15 One reason to keep the standards is that they are
 16 beginning to make a difference. Former First Lady
 17 Michelle Obama, a key player in getting the law
 18 passed, wrote this two years after the standards
 19 went into effect:

R1

20 Today, 90 percent of schools report that they are
 21 meeting these new standards. As a result, kids
 22 are now getting more fruits, vegetables, whole
 23 grains and other foods they need to be healthy.

E1a

24 A three-year study from the University of
 25 Washington shows that the standards are helping
 26 students make better food choices. Researchers
 27 analyzed the food items selected by middle- and
 28 high school students. They found that students are
 29 now choosing more foods that are high in protein,
 30 iron, calcium and vitamin C. They are also choosing
 31 more foods that are low in calories.

E1b

32 Another reason to keep the standards is that they will
 33 make even more of a difference as schools and
 34 students adjust to them. This is not an easy
 35 adjustment, but many organizations are helping. The
 36 United Fresh Produce Association is helping schools
 37 buy and use fresh produce. The U.S. Department of
 38 Agriculture (USDA) is helping schools purchase
 39 kitchen equipment needed to prepare healthy meals.
 40 It is also providing toolkits with strategies for
 41 helping kids choose healthy foods.

R2

E2a

E2b

42 Critics claim that students are refusing to eat the
43 healthy foods and that more food is being wasted.
44 However, according to a survey conducted by the
45 Berkeley School of Public Health, nearly 90 percent
46 of students said they like the taste of some or all of
47 the new foods. In addition, the University of
48 Connecticut’s Rudd Center conducted a study in
49 which they collected data before and after the
50 standards went into effect. They found that students
51 are eating more fruits and vegetables and throwing
52 away less food than they did before the standards
53 were updated.

54 Finally, weakening or eliminating the standards
55 would put students at risk. The American Heart
56 Association (AHA) vigorously opposes any attempt
57 to abolish or roll back the standards. AHA's Nancy
58 Brown writes that doing so “puts our children's
59 health in jeopardy and sets them on an early path to
60 heart disease, stroke, disability, and early death.”
61 According to the Center for Disease Control, one in
62 three U.S. children is at risk for diet-related health
63 problems such as heart disease, high blood pressure,
64 and diabetes. Given these facts, abolishing or
65 weakening the standards would be a grave mistake.

R3

E3a

E3b

Lesson 4 – Argument Map: CON Text



Bird’s Eye View

Mapping the CON Text (Part 1) – 15 minutes

This lesson begins with the teacher and students working together to create an argument map of the CON text.

Introducing Counter-Reason & Rebuttal (Part 2) – 10 minutes

Students then examine and discuss the counter-reasons and rebuttals in both the PRO and CON texts.

Quickwrite (Part 3) – 15 minutes

Students then select the most convincing reason in each text and describe evidence the author provided for that reason.

Part 1 – Mapping the CON Text



Guiding an Argument Discussion

Returning to Definitions

To help students differentiate claims, reasons, and evidence, return frequently to the Definitions Chart, saying things like:

- *Reasons explain why you believe the claim. Why does this author believe we should get rid of the standards?*
- *Evidence shows your reason is true. How does this evidence show that students won’t eat the healthy foods?*

CON Text Discussion & Mapping

As you go through the text and identify claim, reasons and evidence:

- *Place the corresponding post-it on the chart (see page 6), and*
- *Have students bracket and label their copy of the text.*

Have students turn to the CON text under Tab 1 in their binders.

Identify claim:

*Today we’ll talk about how Joe Michaels built his argument in the CON text. What is his **claim**? What does Joe believe we should do with the standards?*

Have students identify the line numbers and read the text lines aloud. Place the Claim post-it on the chart and have students mark the claim in the text.

Claim

Eliminate or modify the standards.

[lines 8-10]

Eliminate School Nutrition Standards

by Joe Michaels

1 In 2010, Congress passed a law that established
 2 strict nutrition standards to promote healthy eating.
 3 The standards require schools to limit portion sizes,
 4 serve more fruits, vegetables, and whole grains, and
 5 reduce sugar, fat, and salt. These standards should
 6 never have been passed in the first place, and
 7 experience has shown that they do not work.
 8 The standards should be eliminated or, at the very
 9 least, modified to address the real-world needs of
 10 students and schools.

(1-10) *The author tells us his claim in lines 8-10. What does he do in the rest of this paragraph?*

- He tells us what the standards are so we'll know what he's talking about.

11 The federal government has no business telling
 12 schools what to offer in their cafeterias and vending
 13 machines. In the words of Congressman Steve King
 14 of Iowa, "It's a gross overreach of the federal
 15 government to step in and ration food to kids."
 16 According to Daren Bakst, a research fellow at the
 17 Heritage Foundation, decisions about school food
 18 should be left to parents and local school officials.
 19 He says, "Parents concerned about the food provided
 20 to their children at school are much better off going
 21 to local officials to address these issues. They will
 22 generally get the chance to meet with the officials
 23 and have their voices heard."

(11-23) *What does the author do next to build his argument?*

- He gives his first reason why the standards should be eliminated.

How does the rest of the paragraph fit with his argument?

- He provides quotes that tell why the federal government shouldn't control school food.

(Add Reason 1 and its evidence to the chart and have students mark them in the text.)

24 Many students are refusing to eat the "healthy"
 25 meals. According to the School Nutrition
 26 Association (SNA), roughly 1 million kids have
 27 stopped eating school lunches since the standards
 28 went into effect. In addition, about \$3.8 million
 29 worth of produce is thrown away every day in
 30 schools across America. It does no good to serve
 31 healthy foods if students won't eat them.

(24-31) *How does the author build his argument in this paragraph?*

- He gives us his second reason: kids aren't eating the healthy meals.

How does the next part fit with his argument?

- He provides facts to show that kids aren't eating school meals and food is being wasted.

(Add Reason 2 and its evidence to the chart and have students mark them in the text.)

32 Students who do eat the meals complain that they
 33 are not getting enough to eat. For example, at a high
 34 school in Kansas, the cafeteria reduced portion sizes
 35 of chicken nuggets and other popular foods in order
 36 to meet the standards. Students voiced their outrage
 37 in a music video called *We Are Hungry*. Their video
 38 has been viewed more than 1.6 million times on
 39 YouTube.

(32-39) *What does this add to the author's argument?*

- He gives his third reason: kids say they aren't getting enough to eat.

How does the video fit with this reason?

- It shows how he knows what kids are saying.

40 According to the U.S. Department of Agriculture,
 41 the standards limit middle school lunches to 700
 42 calories. This is about a third of what the average
 43 student needs each day. However, the Union of
 44 Concerned Scientists points out that school lunch is
 45 the only complete meal some students get all day.
 46 The 700 calorie limit is much too low for those
 47 students as well as students who are more active
 48 than average.

49 Supporters of the standards say improving school
 50 meals will keep kids healthy. However, the problem
 51 is not what kids eat at school. The problem is that
 52 most kids eat too much junk food and don't get
 53 enough exercise. Researchers from the National
 54 Cancer Institute found that nearly 40 percent of the
 55 calories children consume are empty calories from
 56 sugary drinks, cookies, donuts, and ice cream.
 57 According to the President's Council on Fitness,
 58 only one in three children are physically active every
 59 day. Worse, the average child spends almost eight
 60 hours a day in front of a screen watching television,
 61 using a computer, or playing video games. Because
 62 the standards cannot change what kids do at home,
 63 they have created more problems than they solve.
 64 If they cannot be modified to address these
 65 problems, they should be eliminated altogether.

(40-48) *How does this fit with what the author has been saying?*

- It adds more evidence that kids are not getting enough to eat.

How does this evidence show that kids aren't getting enough?

- It shows that 700 calories is too low for active kids and those who don't get complete meals at home.

(Add Reason 3 and its evidence to the chart and have students mark them in the text.)

NOTE: This section will be discussed in Part 2.

(61-65) *What is the author doing in the last two sentences?*

- He is wrapping up his argument by restating his claim.

Why is that a good way to end an essay?

- It helps the reader remember the big idea of his argument.

Part 2 – Introducing Counter-Reason & Rebuttal

Define counter-reason:

A good argument will include a counter-reason. What do you think that is?

Help students understand that a counter-reason goes against your argument. It's a reason for NOT believing your claim.

Suppose I was arguing that it's good to have a garden and grow your own food. Why might I say that insects can be a problem in the garden?

If students can't answer, ask:

- *Is this true? Can insects be a problem in the garden?* (yes)
- *Might some people think this is a reason for not having a garden?* (yes)

What could you say to those people?

Possible responses:

- there are safe sprays you could use
- there are plants you can grow that will keep insects away
- you could cover your plants with nets

Uncover counter-reason on the Definitions Chart.

Help students understand that you can use a counter-reason to argue against something the other side might say.

An argument is a statement and reasons given to convince others about something you believe.

The claim is a statement of an argument’s big idea.
What you believe

Reasons explain why you believe the claim.
Why you believe it

Evidence is information that shows your reason is true.
How you know

A counter-reason is a reason someone might use against your argument.

A rebuttal answers the counter-reason with evidence for your side.

Definitions Chart
 Keep the last two definitions covered until needed.

Students examine PRO text:

Have students turn to the PRO text and see if they can find a counter-reason.

42 Critics claim that students are refusing to eat the
 43 healthy foods and that more food is being wasted.
 44 However, according to a survey conducted by the
 45 Berkeley School of Public Health, nearly 90 percent
 46 of students said they like the taste of some or all of
 47 the new foods. In addition, the University of
 48 Connecticut’s Rudd Center conducted a study in
 49 which they collected data before and after the
 50 standards went into effect. They found that students
 51 are eating more fruits and vegetables and throwing
 52 away less food than they did before the standards
 53 were updated.

(42-53) What is Sara Martin doing here?

- She introduces a statement that goes against her argument: students won’t eat the healthy foods and they are wasting more food.

What does she do next?

- She uses evidence to show that the statement is wrong.

How does her evidence show that the statement is wrong?

- In a survey, most kids said they like the healthy meals. A study showed that kids are wasting less food than they used to.

*This evidence against the counter-reason is called a rebuttal. (Uncover definition.)
 A rebuttal shows the reader that the counter-reason isn’t true.*

Add the counter-reason and rebuttals to the PRO map and have students mark them in the text.

Students examine CON text:

Have students look for a counter-reason and rebuttal in the CON text.

49 Supporters of the standards say improving school
 50 meals will keep kids healthy. However, the problem
 51 is not what kids eat at school. The problem is that
 52 most kids eat too much junk food and don't get
 53 enough exercise. Researchers from the National
 54 Cancer Institute found that nearly 40 percent of the
 55 calories children consume are empty calories from
 56 sugary drinks, cookies, donuts, and ice cream.
 57 According to the President's Council on Fitness,
 58 only one in three children are physically active every
 59 day. Worse, the average child spends almost eight
 60 hours a day in front of a screen watching television,
 61 using a computer, or playing video games.

(49-61) *What is Joe Michaels doing here?*

- He introduces a statement from the other side: we need healthy school lunches to keep kids healthy.

How do his rebuttals show that the statement is wrong?

- Healthy school lunches won't make kids get more exercise or keep them from eating junk food at home.

(Add the counter-reason and rebuttals to the CON map and have students mark them in the text.)

Tell students they have their own copies of the PRO and CON maps under Tab 3.

Part 3 – Quickwrite

Introduce quickwrite:

Have students turn to the Lesson 4 Quickwrite under Tab 2.

You will answer the same question for each text: What is the most convincing reason the author gave? In your own words, briefly describe each reason and evidence the author provided to support it. So you just need to write four sentences: one reason and one piece of evidence for each text.

Give students 5-10 minutes to complete the quickwrite.

Share reasons & evidence:

Invite several students to share the reasons and evidence they chose.

Use follow-up questions to encourage students to explain why a reason was convincing and to elicit different reactions to the same reason. Examples:

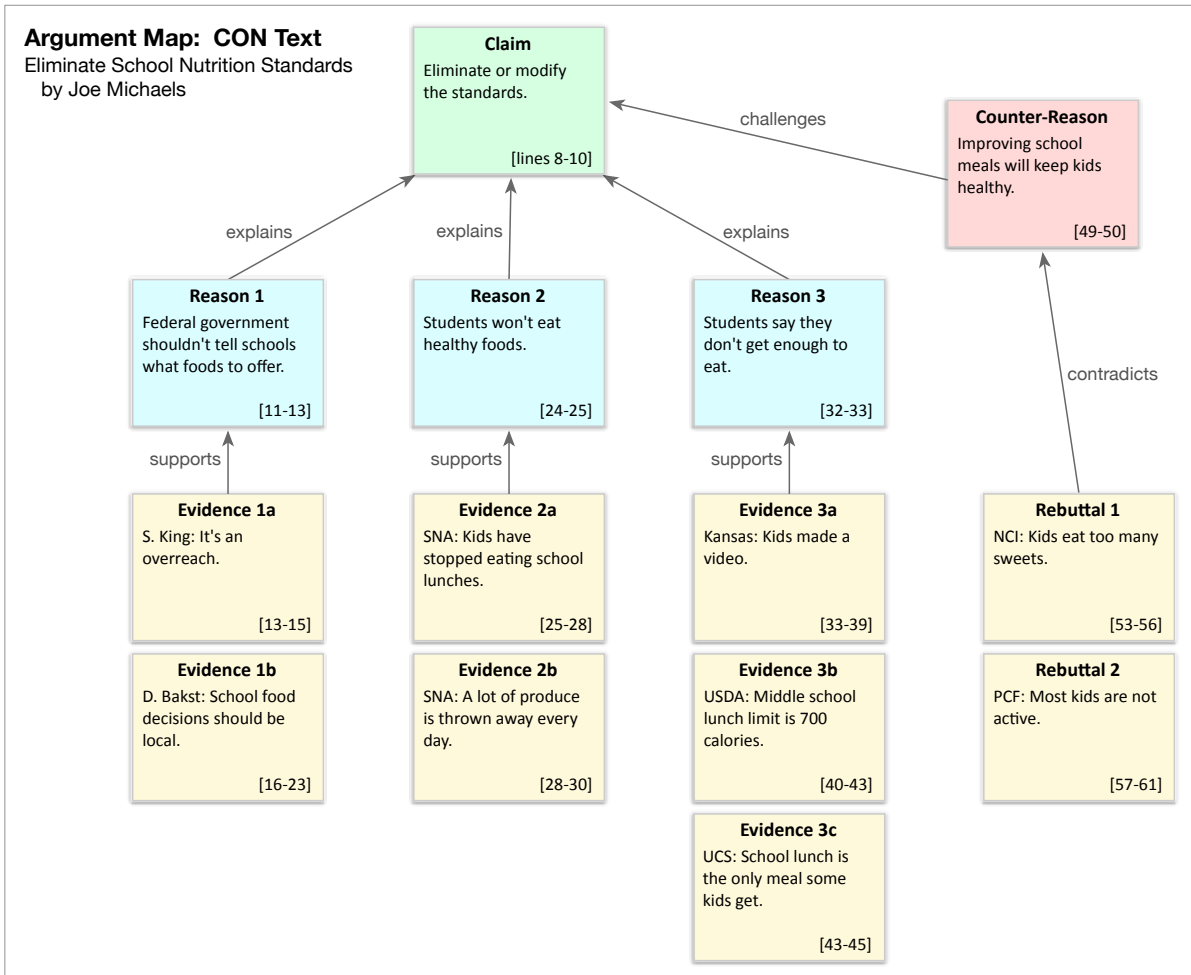
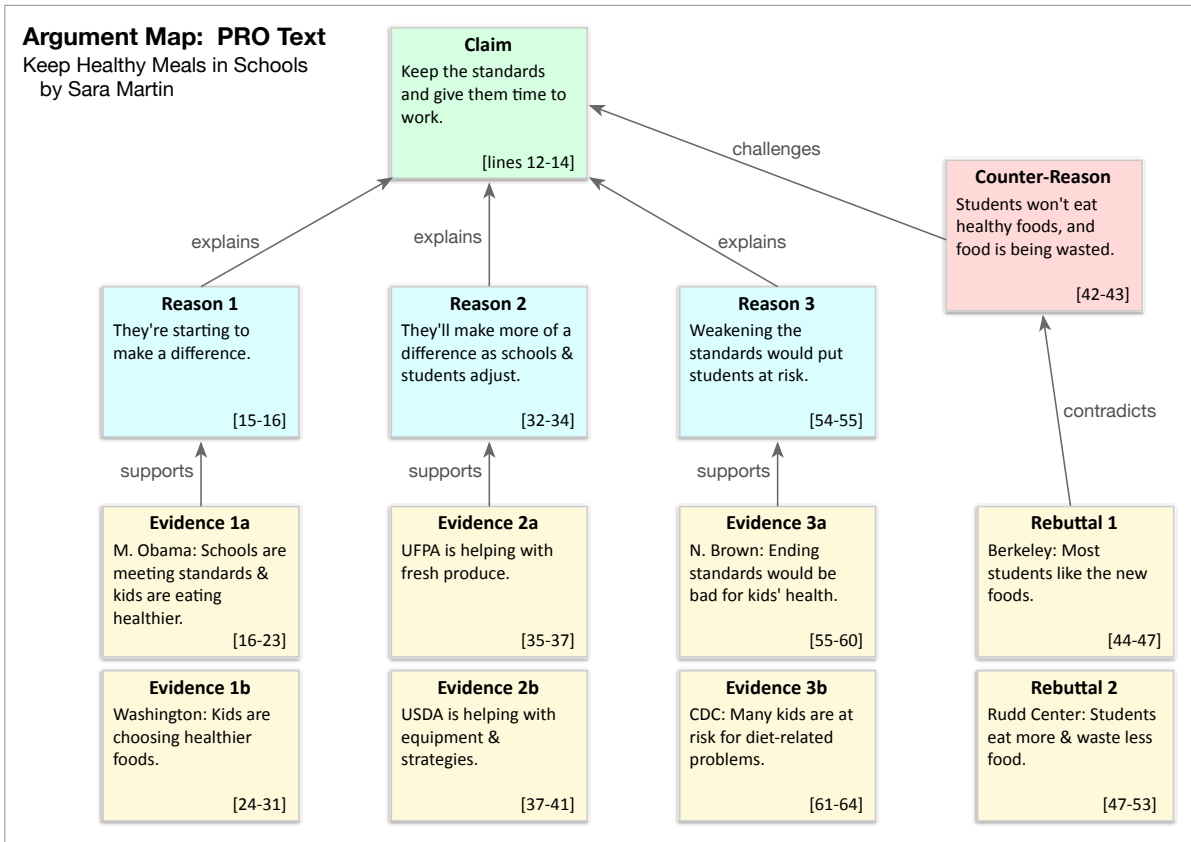
- *Why was that a good reason?*
- *Anyone else have that reason?*
- *Anyone think it's not a convincing reason?*

Troubleshooting: When students describe evidence, make sure it supports the reason they chose. If not, or if a student offers another reason instead of evidence, follow up by asking how that evidence shows the reason is true. If needed, remind students that a reason can be just a statement of an idea, but that evidence is information that comes from a source.



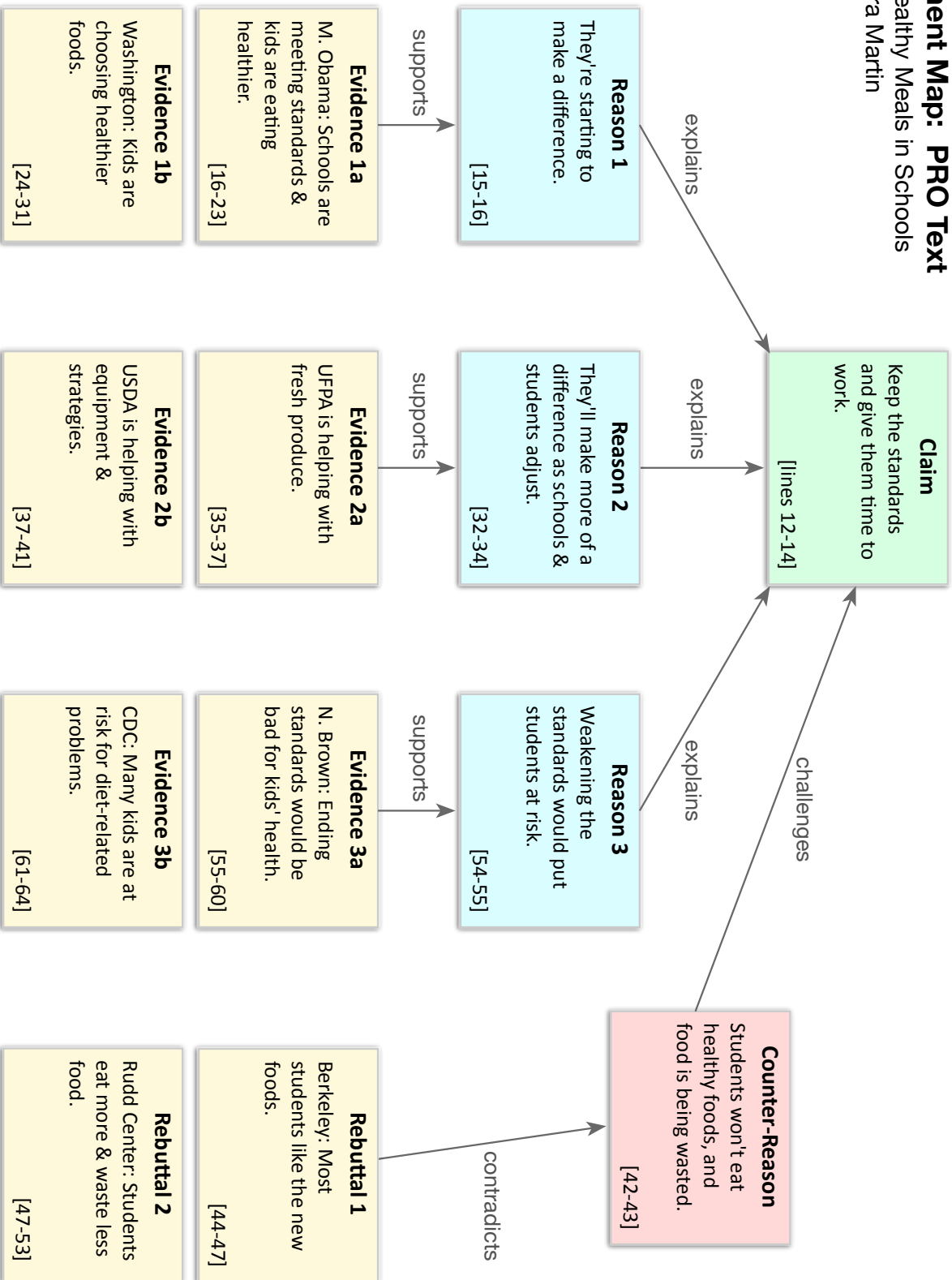
Target

Help students see that people can have different reactions to the same argument. One person might think a particular reason is really convincing. To another person, the same reason might seem totally irrelevant.



(These maps are under Tab 3 in the student notebook.)

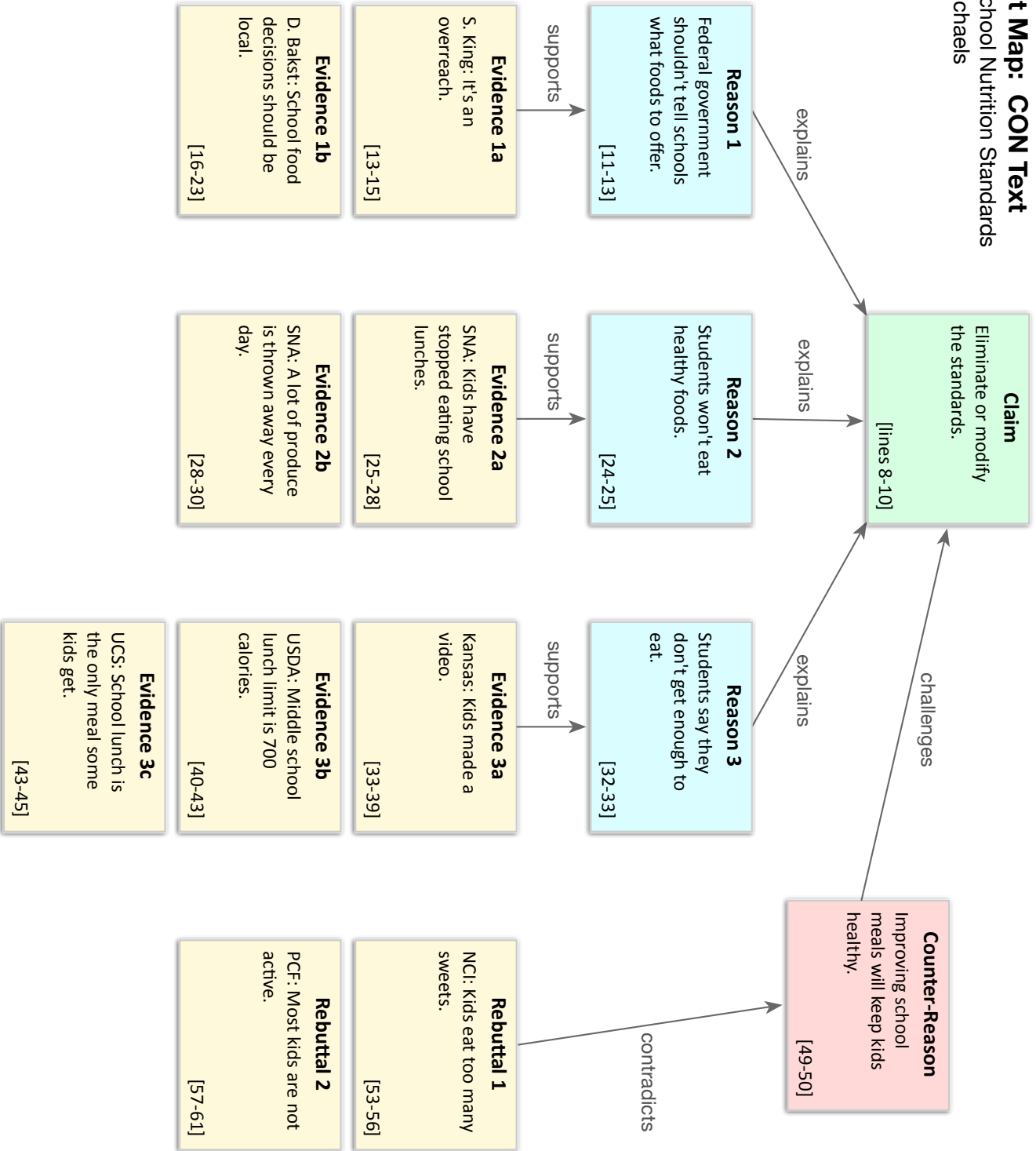
Argument Map: PRO Text Keep Healthy Meals in Schools by Sara Martin





(These maps are under Tab 3 in the student notebook.)

Argument Map: CON Text
 Eliminate School Nutrition Standards
 by Joe Michaels





(This worksheet is under Tab 2 in the student notebook.)

Lesson 4

Quickwrite!

In response to both texts

What is the most convincing reason each of these authors gave? In your own words, briefly describe each reason and evidence the author provided to support it.

Keep Healthy Meals in Schools by Sara Martin

Most convincing reason:

Evidence for that reason:

Eliminate School Nutrition Standards by Joe Michaels

Most convincing reason:

Evidence for that reason:



Lesson 5 – Discussion of Assorted Evidence



Bird's Eye View

Evidence Discussion (Part 1) – 30 minutes

This lesson begins with students adopting a position on the standards. They then examine assorted snippets of evidence and identify pieces that support their position. In a whole-class discussion, students present their evidence and respond to questions and challenges from their listeners.

Quickwrite (Part 2) – 10 minutes

Students then describe what they would do to help students eat healthier meals if they were in charge of school food.

Part 1 – Evidence Discussion

Introduce evidence:

Have students turn to the *Assorted Evidence* Table under Tab 1 in their binders.

Explain that the table contains pieces of evidence from a variety of sources. Some supports the PRO text, some supports the CON text, and some provides additional information about the topic.

Students adopt a position:

What is the purpose of the standards? Why did Congress make a law telling schools what kind of foods to serve?

Guide students to agree that the purpose is to help kids eat healthier foods.

From what we've read and talked about so far, do you think the standards are a good way to help kids eat healthier foods?

Draw and label a line on the board:



What's your position? Where do you fall on this line? Do you think the standards are a good way? Not a good way? Or somewhere in the middle? Do you think there might be other ways – in addition to or instead of the standards – to help kids eat healthier foods?

For today's activity, even if you're not yet sure where you stand on this issue, I'd like you to adopt a position somewhere along this line.

Give students a minute or two to decide on a position.

Students identify evidence:

Explain that students are to read through the table and find evidence that could support their position. They should be prepared to present one piece of evidence to the class and explain how it connects to their argument.

Give students 5-7 minutes to work. You might have them work independently at first, then pair up and share what they found and how it connects to their position.

Whole-class discussion:

I'll call on people to come up and present one piece of evidence to the class. When you are presenting, you need to explain how your evidence connects to your position.

When you're finished, the class will have a chance to ask questions or challenge what you're saying. You can ask other students to help you answer their questions or defend your ideas.

During the discussion, encourage listeners to offer questions or comments that focus on connections between claim, reasons, and evidence. Examples:

- How does this evidence connect to your position?
- What reason could you use to link this evidence to your claim?
- I'm not sure I understand how your evidence connects.

If students do not discuss evidence that suggests broader options beyond the standards, offer a piece and ask how it could be used in an argument about helping kids eat healthy. For example, you could use #13, about nutrition education programs, to support the idea that knowing how different foods affect their bodies might make kids want to eat healthy foods and avoid junk food.

Part 2 – Quickwrite

Introduce quickwrite:

Imagine you were just hired as the Director of Food Service for a large school district. What's the first thing you would do to help students eat healthier foods?

Have students turn to the Lesson 5 Quickwrite under Tab 2 in their binders. Review the writing prompt and tell students they are to describe what they would do and explain why their idea would work. Tell them they can use an idea from one of the texts or the evidence they just discussed. Or they can come up with something completely new.

Give students 5 minutes to complete the task, then ask a few students to share what they wrote.

(This table is under Tab 1 in the student notebook.)

Assorted Evidence

| | | | |
|----|---|----|---|
| 1 | According to a study by the USDA, most students like fruits and vegetables when they try them. About 85% of students who tried a fruit ate all of it, as did 60% who tried a vegetable. | 2 | A 2015 report from PEW Charitable Trusts says that 90% of districts need at least one new piece of kitchen equipment to prepare healthy meals. Many also need money to train kitchen staff. |
| 3 | The School Nutrition Association asked Congress to ease some of the standards. For example, they say banning white flour is too strict because whole wheat pizza crust tastes like cardboard. | 4 | A three-year study described in <i>Pediatrics</i> found that kids in states that ban junk food in schools are more likely to be at a healthy weight than kids in states that allow schools to serve junk food. |
| 5 | A study described in the <i>American Journal of Public Health</i> found that children who like healthy foods continue to like them as adults. | 6 | The National School Board Association warned that many districts are cutting back on salaries and other necessities in order to meet the standards. |
| 7 | According to CNN, students have been tweeting pictures of school meals under the hashtag #ThanksMichelleObama. Most complain that the food is “gross” and the portion sizes are “pathetic.” | 8 | Michelle Ross is a researcher at the Berkeley School of Public Health. She says that many school districts are working hard to make their menus more appealing. |
| 9 | A 2015 survey by the Kellogg Foundation found that 93% of Americans believe that schools should serve healthy meals, and 86% think the nutrition standards should stay the same or be strengthened. | 10 | In a survey by the School Nutrition Association, 70% of districts report that the standards have caused financial problems due to increased food costs and decreased student participation. |
| 11 | The School Nutrition Association found that most districts have at least one program to promote healthy food choices. For example, many districts offer taste tests so students can sample new recipes and give feedback. | 12 | <i>Cooking up Change</i> is an annual contest in which teams of high school students create tasty school meals that follow the standards. Winning teams compete in a cook-off for the national championship in Washington, D.C. |
| 13 | The Center for Disease Control promotes nutrition education programs to help kids understand why healthy food is important. For example, hands-on activities can help kids see that bones without calcium break easily and that it takes a lot of exercise to burn off the calories in a can of soda. | 14 | The USDA’s <i>Smarter Lunchroom</i> strategies increase sales of healthy foods. For example, one middle school tripled their fruit and vegetable sales simply by moving the salad bar to the center of the cafeteria. Other schools label foods with fun names like “x-ray vision carrots.” |
| 15 | A two-year study in Philadelphia found that kids in schools with nutrition education programs were half as likely to become overweight as kids in schools without such programs. | 16 | The USDA’s <i>Farm to School</i> Program provides training and money to help schools build school gardens and teach students to grow and prepare healthy foods. |





(This worksheet is under Tab 2 in the student notebook.)

Name _____

Lesson 5

Quickwrite!

Suppose you were put in charge of school food for a large district. What's the first thing you would do to help students eat healthier foods? Explain why you think doing this would help.

The first thing I would do:

Why I think this would help students eat healthier foods:



Lesson 6 – Compare Claims



Bird’s Eye View

Brainstorming Claim Ideas (Part 1) – 10 minutes

This lesson begins with students examining essay criteria and brainstorming possible responses to the prompt.

Teacher Models Two Claims (Part 2) – 10 minutes

The teacher then shows two possible claims and students decide which would be the stronger claim for an essay.

Students Write Claims (Part 3) – 5 minutes

Each student then writes a strong and a weak claim.

Students Evaluate Claims (Part 4) – 15 minutes

The teacher then reads some claims and the class decides whether each is strong or weak.

Part 1 – Brainstorming Claim Ideas

Introduce criteria:

Over the next several days you will plan and then write an essay about junk food wars. Today you’ll start by planning your claim.

Display the Argument Essay Chart and have students turn to their copy under Tab 4.

Read the prompt and explain that students are to write an argument that answers that question.

As you are deciding what to write, think about all we’ve read – arguments for and against the standards, and other things people are doing to help kids eat healthy lunches.

Go over the criteria with your students. Help them understand that their claim is their big idea that answers the prompt.

They need to provide at least two reasons that explain why they believe their claim. For each reason, they need at least one piece of text evidence.

What policy should your school follow about school lunches?

Claim – clearly stated; responds to prompt

Reasons – at least 2 different reasons

Evidence – at least one piece of text evidence for each reason

Conclusion – connects back to claim

Signal Words – help readers follow the logic of your argument

Organization – paragraphs organize your argument

Their evidence can come from the PRO text, the CON text, or the Assorted Evidence table. However, tell students that somewhere in their essay they need to use at least one piece from the Assorted Evidence table. They can include additional evidence they find in other sources if they wish.

Tell students they'll learn about signal words in Lesson 10.

Brainstorm ideas:

What big ideas can you think of about a policy for school lunches? Don't worry about the exact wording. For now, you can start your claim with, "I claim that the school should__."

As students begin to offer ideas, use questions as needed to help them keep the criteria in mind. Examples:

- *Does that claim respond to the prompt?*
- *Could you use evidence from the texts and the table to support that claim?*

Conclude with a summary of your observations, such as: *It looks like we have a lot of different ideas about policies for school lunches.*

Part 2 – Teacher Models Two Claims

I've been thinking about this question for awhile now, and I've come up with two possibilities:

Hold up and read each claim, then place them on the board.

| | |
|---|---|
| <p>Claim 1</p> <p>The school should allow only healthy food on school property. Ban all junk food!</p> | <p>Claim 2</p> <p>The school should move the salad bar to the center of the cafeteria.</p> |
|---|---|

Which do you think would be the stronger claim for an essay?

Students are likely to hate the idea of banning junk food, so they may initially select Claim 2 as the stronger claim. Encourage them to evaluate both claims in light of the essay criteria:

- *Do they respond to the writing prompt? (yes)*
- *What text evidence could you use to support Claim 1?*
 - *Pediatrics* study about kids reaching a healthy weight in states that ban junk food in schools (Assorted Evidence, 4)
 - National Cancer Institute report that kids eat too many sweets (CON, 53-56)
 - You could argue that banning junk food would make kids more likely to try healthy foods, then use evidence showing that kids who try healthy foods tend to like them (PRO, 44-47; Assorted Evidence, 1)
- *What text evidence could you use to support Claim 2?*
 - Description of *Smarter Lunchroom* strategies (Assorted Evidence, 14)

Help students agree that, although both claims respond to the writing prompt, Claim 1 is easier to support with text evidence. Claim 2 is much harder to support because it connects to only a very limited part of the text.

Part 3 – Students Write Claims

Introduce task:

Distribute response slips.

Now it's your turn. Try to come up with a strong claim and a weak claim. Of course, when you write your essay, you'll want to have a strong claim. But we can better understand how to write a strong claim if we look at some weak examples. A strong claim will respond to the prompt and can be supported with text evidence. A weak claim will not answer the prompt, or it will be hard to find text evidence to support it. Weak claims might be good ideas, but they would not work as the big idea of a full argument.

Give students 3-5 minutes to write a strong and a weak claim.

Part 4 – Students Evaluate Claims

Collect the response slips and read some of the claims. For each claim, ask for a show of hands to have students indicate whether it is strong or weak, then ask a student to explain why. Be on the lookout for examples like the following:

- A statement that is not a claim.
 - Here are some reasons for a policy about school lunches.
 - This is the policy my school should follow about lunch.
- A claim that doesn't respond to the prompt.
 - I claim that the school lunch standards should be eliminated.
 - I believe that students should be able to speak out.
- Claims that don't connect to any of the texts. (See note on page 4.)
 - The school should have students make a commercial about eating healthier.
 - The policy should be to put healthy foods in vending machines.
- Claims that connect to a very limited part of the text. (See note on page 4.)
 - The school should survey students and pick the most popular food and serve it.
 - My school's policy should be to let students grow a garden.

Also look for examples of claims that would be easy to support with text evidence.

- The school should get students to try a variety of fruits and vegetables.
- The policy should be to increase portion sizes and stop serving processed foods.

Note about Unconnected & Narrow Claims

If students come up with claims that are interesting but don't connect to a text or connect to only a limited portion of text, help them understand that they aren't always weak claims. But they tend to be harder to support with text evidence.

In Lesson 7, students will write a rough draft of their claim, then look at the PRO and CON texts and the Assorted Evidence table and circle evidence they can use to support it. If students have trouble, you might ask the class for help: Can we find evidence to support this claim? If not, can we change the claim to make it easier to support? Working together, students may be able to figure out how to tweak a claim to better fit the evidence.

Junk food Wars Extended Writing Task: Argument Essay

Essay prompt:

What policy should your school follow about school lunches?

Your score will be based on the following criteria:

| | |
|---------------------|--|
| Claim | Your claim is clearly stated and it responds to the prompt |
| Reasons | You include at least two different reasons why you believe your claim |
| Evidence | Each reason is supported by at least one piece of evidence |
| Conclusion | Your essay ends with a conclusion that connects back to the claim |
| Signal Words | You use signal words to help readers follow the logic of your argument |
| Organization | Your essay has paragraphs that organize your argument |

Bonus points will be awarded for:

- a third reason with evidence
- a counter-reason and rebuttal
- originality of ideas



Lesson 7 – Work On Claim



Bird's Eye View

Students Write Claim (Part 1) – 10 minutes

Students write a rough draft of their own claim and circle evidence they can use to support it.

Class Feedback (Part 2) – 10 minutes

A few students then present their claim and evidence, and the class discusses whether the evidence supports the claim.

Peer Feedback (Part 3) – 20 minutes

Students then meet in pairs to review each other's claim and provide feedback.

Part 1 – Students Write Claim

Explain outline template:

Have students turn to the outline template under Tab 4. Show them that inside the first two pages, they can see the claim, two reasons and evidence. Remind them that this is all they are required to include in their essay.

The other two pages of the template are for extra credit, if they want to include a third reason or a counter-reason and rebuttal.

Introduce task:

Write your claim on a post-it and put it on your outline. This is just a rough draft of your claim to get your big idea on paper. You can change or even replace it later. That's why we're using post-its, so you can try out different ideas and move things around.

When you finish writing your claim, look at the PRO and CON texts and the Assorted Evidence table and circle evidence you can use to support it.

Hand out post-its and give students 5 minutes to write their claim and circle evidence. If a student has trouble finding evidence, you might interrupt the class and ask for help:

Can we find evidence to support this claim?

If not, can we change the claim to make it easier to support?

Part 2 – Class Feedback

Introduce task:

Getting other people's reactions can help you find out how strong your evidence will be. Let's have a few of you read your claim and evidence to the class and see what they think.

Guide discussion if needed:

Call on several students to read their claim and a piece of evidence they think will support it. Ask the class to give a thumbs up or down to indicate whether they agree that the evidence supports the claim. Call on a student who gave a thumbs up and ask them to

explain how the evidence supports the claim. Then call on a student who gave a thumbs down and ask if the explanation helped or, if not, why they think the evidence does support the claim. Repeat this for as many claims as time allows.

Part 3 – Peer Feedback

Introduce task:

Now you'll work in pairs to review each other's claim. You and your partner will trade binders. You will read your partner's claim and write comments on a post-it and put it on their outline near their claim. Write your initials on the post-it so your partner will remember who wrote it.

Have students take out Peer Feedback 1 under Tab 4.

This page will help you decide what to write. Ask yourself the questions and try to write helpful suggestions.

Remember that your job as reviewer is to give honest feedback to try to help your partner improve their claim.

Peers review claims and discuss comments:

Have students pair up and trade binders. Tell them that, when they both finish writing comments, they should get together and talk about the feedback they gave each other. While students are working, circulate and provide your own feedback.



Feedback

Potential issues to watch out for:

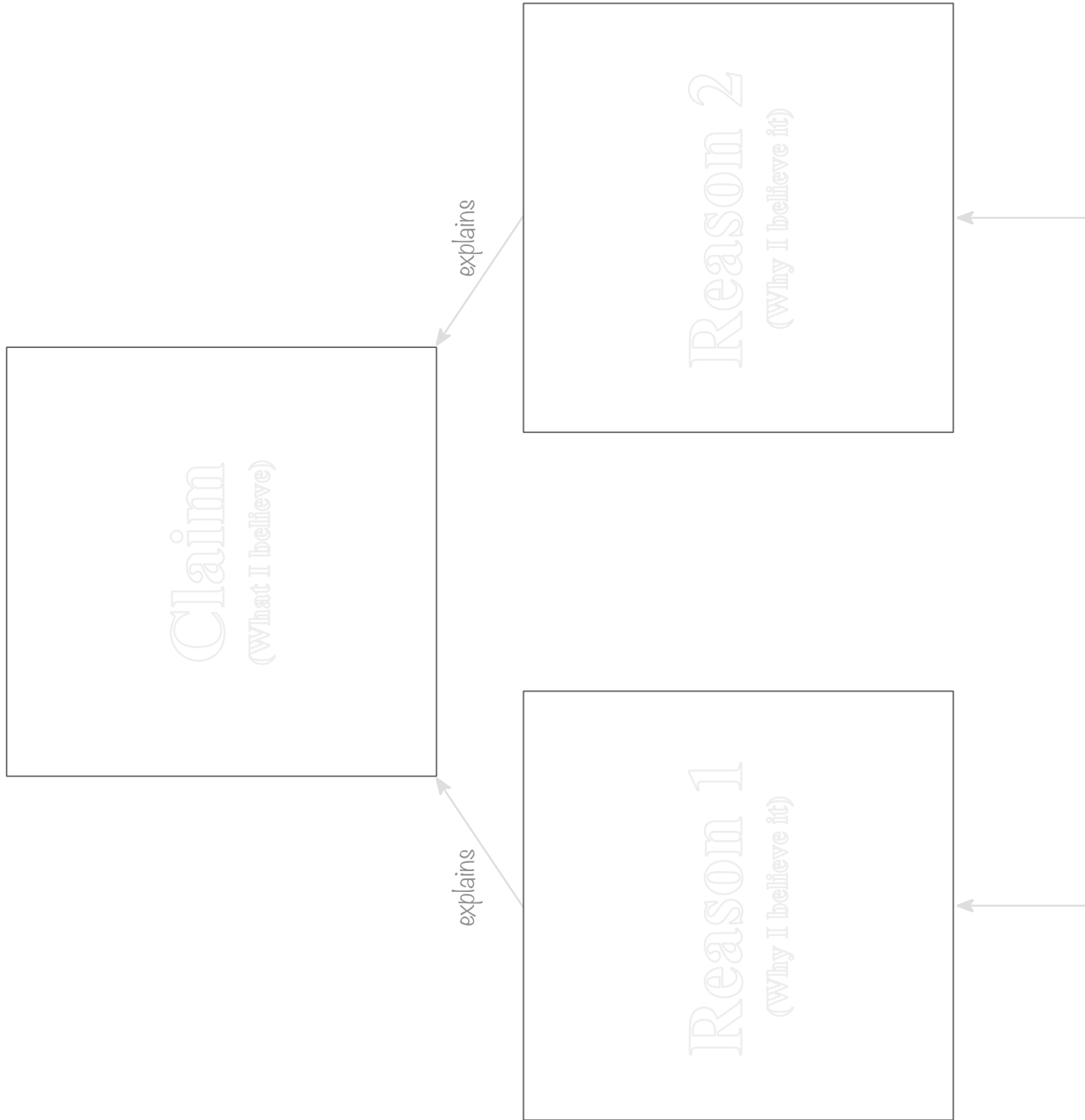
- Reviewers writing yes or no instead of actual comments.
- Reviewers writing only positive comments about a weak claim. (They may be reluctant to criticize, or they may not recognize the need for improvement.)



Information

If students choose their partners, warn them that it may be hard to criticize a friend's work. If they're afraid of hurting their friend's feelings, they may want to choose a different partner.

Outline Map on Back →
(Under Tab 4)



supports

Evidence 2a
(How I know it's true)

Evidence 2b
(How I know it's true)

supports

Evidence 1a
(How I know it's true)

Evidence 1b
(How I know it's true)

← Outline Map on Front

Counter-Reason
(A reason that goes against my argument)



Rebuttal a
(How I know it's false)

Rebuttal b
(How I know it's false)



explains claim



Reason 3
(Why I believe it)

supports



Evidence 3a
(How I know it's true)

Evidence 3b
(How I know it's true)



(This form is under Tab 4 in the student notebook.)

PEER FEEDBACK I

- Read the author's claim and provide feedback by writing comments that answer the questions below.
- Write your comments on a post-it and place it on the author's outline near the claim.
- Add your initials to the post-it so your partner will remember who wrote it.
- Honest feedback can help your partner improve their essay.

Essay prompt: **What policy should your school follow about school lunches?**

| Question 1 – Do you understand exactly what the claim is saying? | |
|--|--|
| If your answer is: | You could write something like: |
| yes | Your claim is clear. |
| kind of | Try to make your claim a little clearer. |
| no | I don't understand your claim. |
| Question 2 – Does the claim address the prompt? | |
| If your answer is: | You could write something like: |
| yes | Addresses prompt. |
| no | Does not address prompt. |
| Question 3 – Can the claim be supported by text evidence? | |
| If your answer is: | You could write something like: |
| yes | Easy to support. |
| kind of | Might be hard to support. |
| no | Will probably be hard to support. |



Lesson 8 – Begin Argument Outline



Bird's Eye View

Identify Types of Evidence (Part 1) – 10 minutes

This lesson begins with students examining evidence sources and identifying three types of evidence.

Teacher Models Outline (Part 2) – 10 minutes

The teacher then models outlining a claim, reasons and evidence.

Students Begin Outline (Part 3) – 20 minutes

Students then start working on their own argument outline.

Part 1 – Identify Types of Evidence

Evaluate evidence:

The texts we've read present a lot of different evidence. As readers, we need to decide whether the evidence an author provides is convincing. And as writers, we need to provide evidence that our readers will find convincing.

As either a reader or a writer, how do we decide whether a piece of evidence is convincing?

Guide students to understand that knowing where evidence comes from – its source – is an important part of deciding how good it is. (If needed, return to the chart to remind them that evidence is “how you know.”)

As a writer or reader, you want to know that evidence is true. How can you know that?

Again, knowing where it comes from is helpful in making that decision.

List sources of evidence:

Have students take out the PRO and CON texts and the Assorted Evidence table. Ask them to figure out where the evidence comes from.

List sources on the board. Examples:

- quote from Michelle Obama
- study described in *Pediatrics*
- survey conducted by the Berkeley School of Public Health
- quote from Nancy Brown (American Heart Association)
- quote from Congressman Steve King
- facts from the School Nutrition Association
- story about the *We Are Hungry* video
- story about the *Cooking up Change* contest
- description of the *Farm to School* program

Generate types of evidence:

Looking at this list, do we see different types of evidence? Do some of these items seem to belong in the same category?

Help students draw the following conclusions:

- All the quotes belong in one category that we could call **expert opinion**.
- Results from studies, polls and surveys as well as facts and statistics fall in the category of **facts**.
- Stories and program descriptions represent a third category: **examples** that illustrate the author’s idea.

Return to discussion of convincing evidence:

I’d like a volunteer to come up and point to a piece of evidence on this list that you found convincing, then tell us why you found it convincing.

Reinforce students’ contributions (or provide your own models if needed) to convey the following points:

- Knowing the source is important.
Possible model – *I think the study in Pediatrics is convincing because I know that it’s an important journal in the medical field.*
- Different people may find different evidence convincing.
Possible model – *What did you think about the quote from Michelle Obama? I’ve heard some people say they don’t think that is convincing evidence. Just because she was the First Lady doesn’t mean she knows about healthy foods. But I think what she says is convincing evidence because I’ve read about how seriously she takes this issue and I found out that she has done a lot of studying about nutrition.*



Information

In Part 2, you will use large post-its to model the process of outlining an argument. Sample post-its are shown below, and a completed outline can be found on page 5.

Part 2 – Teacher Models Outline

Introduce modeling activity:

Now that you have your claim, you need to figure out how to organize a convincing argument to back it up. You’ll write reasons and evidence on post-its and place them on the outline map in your notebook – the one we looked at yesterday. I’ll walk you through the process with my own claim.

Reread your claim:

Do you remember my claim?

Read your claim aloud and place it slightly toward the right at the top of the chart.

Claim

The school should allow only healthy food on school property. Ban all junk food!

Add a reason:

*Now I have to ask myself: Why do I believe my claim?
I can think of two reasons.*

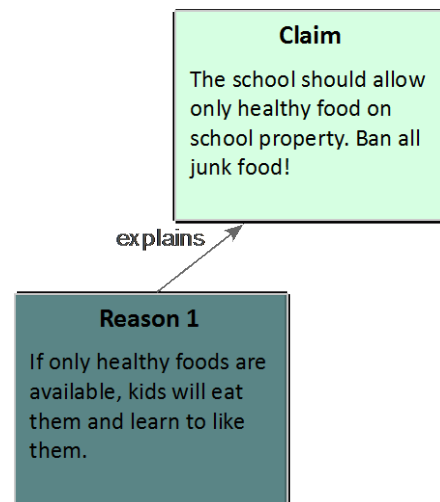
My first reason is... (read it aloud).

*I'm going to put it below the claim and a little
to the left so I'll have room to add my
second reason.*

Place it on the chart as shown.

Students find evidence:

*I'd like your help with this next part.
I need to add evidence to support
this reason. Can you find evidence
that kids will eat healthy
foods and learn to like them?*



When the class agrees that a piece of evidence supports Reason 1, have them identify its type (fact, example or expert opinion). If the evidence matches a post-it, have someone add the post-it to the chart. If not, write a brief description on a blank post-it, indicate the type of evidence and where it is found, and add it to the chart. Repeat to find a second piece of evidence for Reason 1.

Check evidence types:

I think it might help my argument to be convincing if I use different types of evidence, so I want to include all three types.

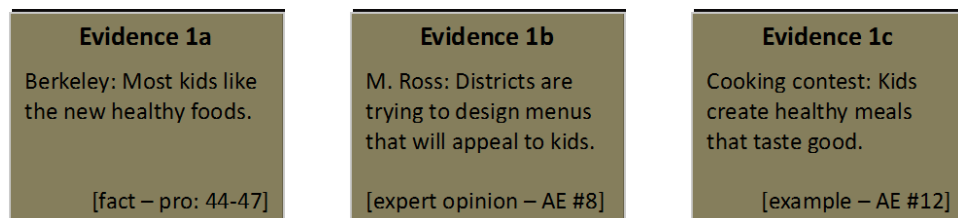
So far, we have...

Read aloud the types of the evidence students found and identify missing types.

The sample outline includes all three types of evidence for Reason 1. If students' evidence is missing a type, say:

I looked for evidence for this reason. Do you think this is good?

Read aloud and add that post-it to your model outline.



I have a second reason, and I found two pieces of evidence that support it. But I want you to have the rest of the period to work on your own outline. I'll add to my outline while you're getting started.

Part 3 – Students Begin Outline

Review criteria:

Have students turn to the outline template under Tab 4. Remind them that the first two pages show the pieces they are required to include in their essay. The other two pages are for extra credit, if they want to include a third reason or a counter-reason and rebuttal.

Your reasons should explain why you believe your claim. Your evidence tells how you know each reason is true.

Evidence needs to have a source. You need to tell who said it or where you got your information so your readers can decide whether it's convincing. This is especially important if you use additional evidence from outside sources.

When you write post-its for evidence, don't just copy sentences from the text. Write a brief description and include line numbers. That way you can go back to the text and get more detailed information when you're writing your essay.

Students begin outlines:

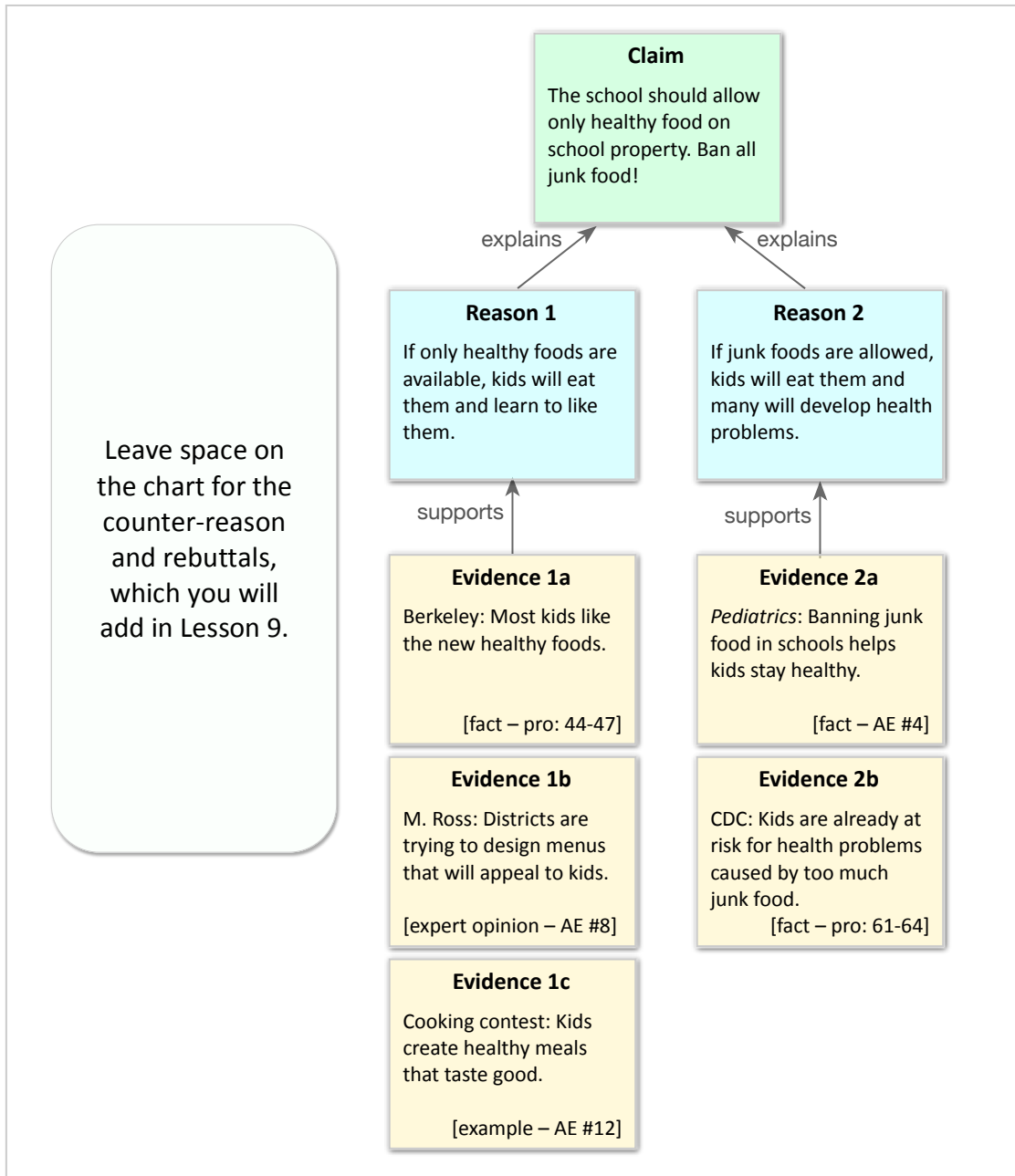
Give students the rest of the class period to begin planning their arguments. While they're getting started, add the post-its for Reason 2 and evidence to your model outline, then circulate and provide feedback.

**Feedback**

Potential issues to watch out for:

- Individual post-its include multiple ideas (e.g., claim & reasons).
- Sentences are copied from the text rather than briefly described.
- Evidence post-its don't include line numbers.
- A reason doesn't explain the claim.
- A piece of evidence doesn't support its reason.

Sample Outline for Teacher Model





Lesson 9 – Finish Outline



Bird's Eye View

Counter-Reason Practice (Part 1) – 5 minutes

This lesson begins with a brief activity in which students separate reasons from counter-reasons.

Teacher Adds to Outline (Part 2) – 5 minutes

The teacher then models adding a counter-reason and rebuttals to the teacher's outline.

Students Finish Outline (Part 3) – 30 minutes

Students then finish their own argument outline.



Information

In Part 1, you will use large post-its to present statements that students identify as reasons or counter-reasons. In Part 2, you will add a counter-reason and rebuttals to your argument outline. A sample completed outline is on page 4.

Part 1 – Counter-Reason Practice

Review definitions:

Today we will talk a little more about counter-reasons. A counter reason is a reason, but it goes against your argument. Why would you want to use a counter-reason?

A counter-reason allows you to anticipate what readers who disagree might be thinking and gives you a chance to argue back.

What's it called when you argue against the counter-reason?

Rebuttal.

A counter-reason is a reason that goes against your argument. A rebuttal is evidence that shows the counter-reason is wrong.

Introduce activity:

Read the soup claim aloud and place it on the board.

Add labeled arrows as shown on page 2.

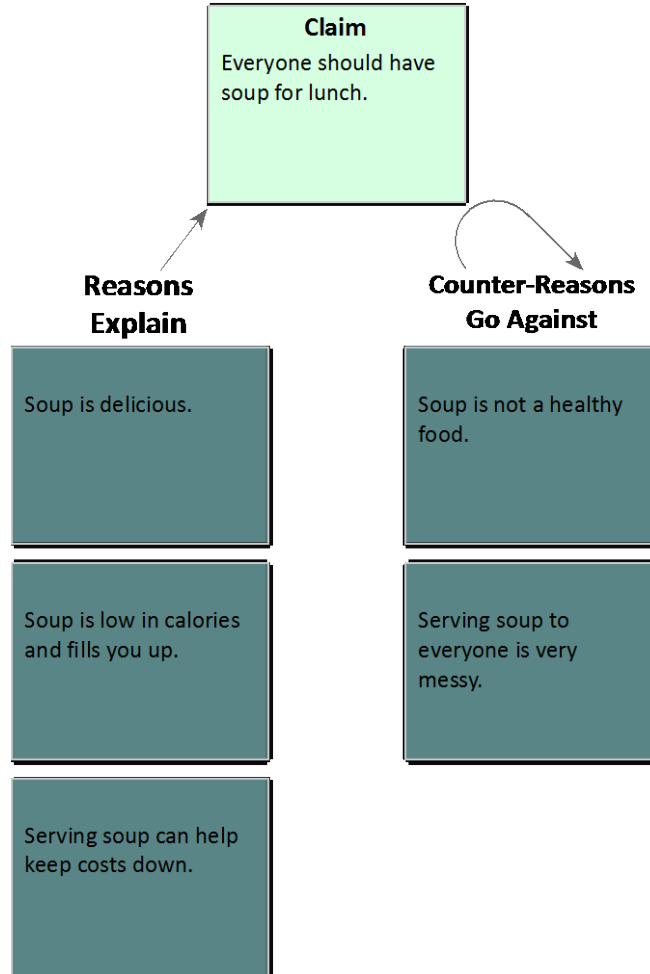
Tell students you will show them a sentence and they will decide whether it's a reason or a counter-reason for the claim about soup.

Claim

Everyone should have soup for lunch.

Students practice:

Randomly select a post-it, hold it up and read it to the class, then ask if it’s a reason for having soup or a counter-reason that goes against it. Place reasons on one side and counter-reasons on the other.



Part 2 – Teacher Adds to Outline

Add counter-reason:

I think I could make my argument stronger by adding a counter-reason. This is what I came up with.

Hold up and read your counter-reason.

Why is this a counter-reason?

It argues against your claim that only healthy foods should be available in school because many schools can’t prepare them.

Counter-Reason

Many schools don't have equipment or resources needed to prepare healthy foods.

Add the counter-reason to your model outline as shown in the sample on page 4.

Add rebuttals:

I think this is a good counter-reason to include in my argument because I found two good rebuttals to show that it's wrong.

Hold up and read each rebuttal, then add to chart.

Rebuttal 1

USDA: Helping schools buy the equipment they need.

[fact – pro: 37-41]

Rebuttal 2

Farm program: Helping schools grow their own vegetables.

[example – AE #16]

Tell students they can include a counter-reason and rebuttal in their argument if they want to, but it is not a requirement.

Part 3 – Students Finish Outline

Remind students that their essay needs to have:

- A claim that responds to the writing prompt.
- Reasons that explain why you believe your claim.
- Evidence that shows each reason is true.

Give students the rest of the class period to finish their outline. While they are working, circulate and provide feedback. The focus at this point should be on writing clear, logical notes for all elements (claim, two reasons, at least one piece of evidence per reason).

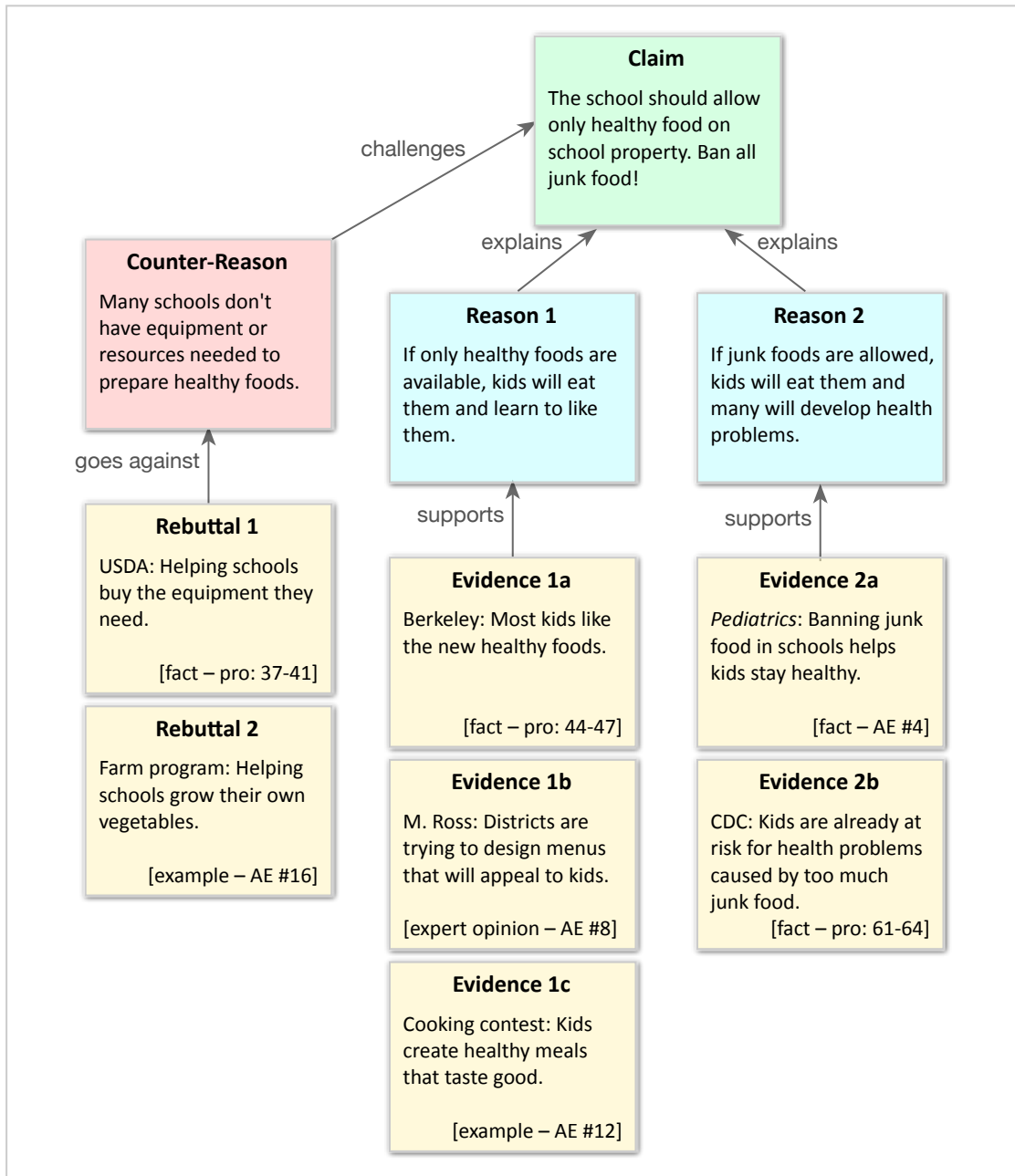


Feedback

Potential issues to watch out for:

- Outline includes two very similar reasons.
- A reason doesn't explain the claim.
- The same evidence is used for more than one reason.
- A piece of evidence doesn't support its reason.
- Individual post-its include multiple ideas (e.g., claim & reasons).

Sample Outline for Teacher Model



Lesson 10 – Language Choice



Bird's Eye View

Introducing Signal Words (Part 1) – 10 minutes

This lesson begins with a brief discussion to introduce signal words and why they are used.

Analyzing Signal Words (Part 2) – 20 minutes

Students then examine signal words in context and decide what they signal.

Adding Examples (Part 3) – 10 minutes

The teacher and students then work together to add examples to a chart of commonly used signal words.

Part 1 – Introducing Signal Words

Introduce concept:

You've been working on the outline for your argument essay, and you're getting ready to write your first draft. Today I'd like you to think about how you can craft your language to make your essay as clear as possible.

An important part of this is making sure your readers can follow the logic of your argument. Writers often use signal words to let the reader know what's coming next and how it fits with what they've just read.

Provide examples:

*Suppose I say this: **It's been sunny and warm all week. Similarly...**
What do you think I'm going to say next? (sample answers:)*

- **Similarly, it was sunny and warm all last week.**
- **Similarly, they're predicting nice weather all next week.**

Words like "similarly" signal that what comes next will agree with what came before. The direction will stay the same.

*Now suppose I say this: **It's been sunny and warm all week. In contrast...**
What do you think I will say next? (sample answers:)*

- **In contrast, it was cloudy and cold all last week.**
- **In contrast, it will be cold and rainy all next week.**

Words like "in contrast" signal that what comes next will go against what came before. The direction will change.

Part 2 – Analyzing Signal Words

Introduce task:

Have students take out the Signal Words page under Tab 2 in their binders.

Let’s find some more examples of signal words and see how they help us know what direction the author is going to go. I’ll read the first example aloud. As I’m reading, raise your hand when you hear a signal word or phrase.

Begin the first passage. Stop after “For example,” and see if students’ hands are raised.

What does “for example” signal? Will the next sentence continue in the same direction? Or will it change direction?

Allow students to answer, then finish reading the passage. Help students recognize that “for example” signals that the next sentence will continue in the same direction. In this case, the first sentence says districts have programs to promote healthy food choices. The second sentence describes one of those programs.

Tell students to underline or highlight “For example” and draw a straight arrow to show that it signals same direction.

Students analyze direction:

Continue through the table as a class:

- You or a student reads each passage aloud.
- Students raise their hands when they hear a signal word or phrase and indicate whether they think it signals same direction or change direction.
- Finish reading the passage and decide as a class what the signal word signals.
- Students underline the signal word and draw an arrow to show what it signals.

Students analyze organization:

We’ve just seen how signal words can show how two sentences are related. You can also use words that signal your reader about how your argument is organized.

Have students turn to the PRO text under Tab 1 and find lines 15-16.

How does the author signal you that she is presenting her first reason?

Have students underline **One reason**.













How do you know what is coming up in lines 32-34?

Have students underline **Another reason**.

Look at lines 42-44. How does the author signal the kind of information she is giving us?

Students should see that **Critics claim** signals a counter-reason. **However** signals a rebuttal because it goes against what was said before.

Signal Words Key

| Text | Same Direction  Change Direction  |
|---|---|
| Most districts have at least one program to promote healthy food choices. For example , many districts offer taste tests so students can sample new recipes and give feedback. |  |
| Roughly 1 million kids have stopped eating school lunches since the standards went into effect. In addition , about \$3.8 million worth of produce is thrown away every day. |  |
| Critics claim that students are refusing to eat the healthy foods. However , nearly 90 percent of students said they like the taste of some or all of the new foods. |  |
| Many students say they like the healthy foods required by the standards. On the other hand , many students hate them. |  |
| The American Heart Association vigorously opposes any attempt to abolish or roll back the standards. Moreover , 93% of Americans believe that schools should serve healthy meals, and 86% think the nutrition standards should stay the same or be strengthened. |  |
| Sara Martin thinks we should keep the standards and give them time to work. In contrast , Joe Michaels believes they should be eliminated. |  |
| Although supporters of the standards say improving school meals will keep kids healthy, the problem is not what kids eat at school. The problem is that most kids eat too much junk food and never exercise. |  |
| There are many hardships involved in completely revising the menus for school meals. Yet nearly all schools report that they are successfully meeting the standards. |  |
| Congressman King says it's an overreach for the federal government to decide what kids eat at school. Similarly , Daren Bakst says decisions about school food should be left to parents and school officials. |  |
| Students who do eat the meals complain that they are not getting enough to eat. For instance , at a high school in Kansas, students made a music video called <i>We Are Hungry</i> . |  |

Part 3 – Adding Examples

Review & add to chart:

Post the signal words chart with all of the word lists covered.

Here's a chart that can help you if you want to use signal words in your essay.

After each question below, allow students to answer, then uncover that word list and add any new words students offered.

What words could you use to signal same direction?

What words could you use to signal a change in direction?

What words could you use to signal the organization of your argument?

If you come across any more signal words, let us know and we'll add them to the chart.

SIGNAL WORDS

| <u>Same Direction</u> | <u>Change Direction</u> |
|-----------------------|-------------------------|
| •for example | •however |
| •in addition | •on the other hand |
| •moreover | •in contrast |
| •similarly | •although |
| •for instance | •yet |

This chart will provide a resource for students as they're working on their argument essays. If students know or encounter additional signal words, add them to the chart.

Argument Organization

- one reason, another reason
- provides further evidence
- critics claim..however

Summarize:

Here's the big take-away about signal words: When you're working on your essay, think about how you can use signal words to make your essay as clear as possible.

If your next idea is going to build on what you just wrote, what word could you use to help your reader know this? If you're going to write something that goes against what you just said, how can you help your reader follow what you're saying?

If you're presenting evidence for a reason, how can you signal to your reader that this is evidence? If you're presenting a counter-reason and rebuttal, what signals can you use to make this clear?

Remember, you can influence whether your reader understands and believes your argument by not only WHAT you say, but HOW you say it.



(This worksheet is under Tab 2 in the student notebook.)

Name _____

Lesson 10

Signal Words

Underline or highlight the signal words and draw an arrow to show what they signal.

| Text | Same Direction  Change Direction  |
|---|---|
| Most districts have at least one program to promote healthy food choices. For example, many districts offer taste tests so students can sample new recipes and give feedback. | |
| Roughly 1 million kids have stopped eating school lunches since the standards went into effect. In addition, about \$3.8 million worth of produce is thrown away every day. | |
| Critics claim that students are refusing to eat the healthy foods. However, nearly 90 percent of students said they like the taste of some or all of the new foods. | |
| Many students say they like the healthy foods required by the standards. On the other hand, many students hate them. | |
| The American Heart Association vigorously opposes any attempt to abolish or roll back the standards. Moreover, 93% of Americans believe that schools should serve healthy meals, and 86% think the nutrition standards should stay the same or be strengthened. | |
| Sara Martin thinks we should keep the standards and give them time to work. In contrast, Joe Michaels believes they should be eliminated. | |
| Although supporters of the standards say improving school meals will keep kids healthy, the problem is not what kids eat at school. The problem is that most kids eat too much junk food and never exercise. | |
| There are many hardships involved in completely revising the menus for school meals. Yet nearly all schools report that they are successfully meeting the standards. | |
| Congressman King says it's an overreach for the federal government to decide what kids eat at school. Similarly, Daren Bakst says decisions about school food should be left to parents and school officials. | |
| Students who do eat the meals complain that they are not getting enough to eat. For instance, at a high school in Kansas, students made a music video called We Are Hungry. | |



Lesson 11 – Begin First Draft



Bird’s Eye View

Peer Feedback (Part 1) – 15 minutes

This lesson begins with students meeting in pairs to review each other’s outline and provide feedback.

Teacher Models Outline to Draft (Part 2) – 10 minutes

The teacher then models the process of using an outline to write a first draft.

Prepare Students for Writing First Draft (Part 3) – 15 minutes

The teacher then goes over essay requirements and students start working on their first draft.



Information

In Part 2, you will walk students through the process of using an outline to write a first draft. Students will examine a three-paragraph draft based on your model outline. Have your outline handy so students can compare it to the draft.

Part 1 – Peer Feedback

Introduce task:

Now you’ll work in pairs to review each other’s outline. You did this before with the claim. This time you will examine the whole outline. Write your comments and your initials on post-its and put them on the outline near the item your comment is about.

Have students take out Peer Feedback 2 under Tab 4.

This page will help you figure out what to write. Ask yourself the questions and try to write suggestions that will help your partner improve their outline. Also, you are not limited to the questions and comments in the table. If you think of suggestions that aren’t listed, you’re welcome to include those as well.

Peers review outlines and discuss comments:

Have students pair up and trade binders. Give them 5 to 7 minutes to examine the outline and write comments, then have them get together and talk about the feedback they gave each other.

Part 2 – Teacher Models Outline to Draft

Introduce modeling activity:

Now you're ready to use your outline to write your first draft. I think it would be good to go through a little of this process together. I'd like you to take a look at my first draft, and we'll talk through some of the things we need to think about when moving from an outline to a rough draft.

Have students turn to the Teacher's Model Draft under Tab 5 in their binders.

Model introduction and claim:

I used my outline to write three paragraphs. Why did I divide it into paragraphs? Why not put everything in one long paragraph?

Help students understand that organizing your essay into paragraphs can help your readers follow your argument. Each paragraph should focus on one big idea.

Read or have a student read the first paragraph.

Draft, Paragraph 1

In 2010, Congress passed a law that required schools to serve healthier lunches. However, the only way to make sure students actually eat the healthy lunches is to ban all junk food and allow only healthy food on

Claim

The school should allow only healthy food on school property.
Ban all junk food!

What do you notice about the way I started the essay?

Guide students to see that you start by giving your readers some background information so they'll know what you're talking about.

The next sentence is my claim. What do you notice about the way I've written it? Why do you think I changed it?

Help students see that you changed the wording to make it more formal and specific.

Model reason and evidence:

Read or have a student read the first two sentences of the second paragraph.

What’s going on in this paragraph?

Help students recognize that this paragraph is about your first reason, and you began with the word “first” to signal that.

Draft, Paragraph 2

First, if only healthy foods are available, students will eat them or go hungry. When students eat healthy foods, they will learn to like them. A survey by the Berkeley School of Public Health found that 90% of students like the healthy foods schools are now serving. According to Berkeley researcher Michelle Ross, districts are trying to design menus that appeal to their students. When that happens, the students will like healthy foods even more. Both pieces of evidence

Reason 1

If only healthy foods are available, kids will eat them and learn to like them.

↑
supports

Evidence 1a

Berkeley: Most kids like the new healthy foods.

[fact – pro: 44-47]

Evidence 1b

M. Ross: Districts are trying to design menus that will appeal to kids.

[expert opinion – AE table #8]

Read or have a student read the rest of the paragraph.

How did my evidence change from the outline to the draft?

Help students see that you added details like the full name of the organization that conducted the survey.

The last sentence of this paragraph is completely new. Why do you think I wrote that sentence?

Guide students to agree that you want to make sure your readers understand how your evidence supports your reason.

Model conclusion:

I don’t have a conclusion in my outline. Why did I write one for the draft?

Help students recognize that your conclusion restates your claim and both reasons in different words. This is a good way to help your readers remember what your argument is all about.

Draft, Conclusion

In conclusion, if junk food is banned from schools, students will eat healthy foods and learn to like them. If junk food is allowed in schools, students will keep eating junk food and

Part 3 – Prepare Students for Writing First Draft

Describe writing task:

Turn to the Self Checklist under Tab 5. You will complete this form when you finish your final copy. Let's read it together to remind us what you need to include in your essay.

After reading through the checklist, have students take out the two pages of draft paper that are under the checklist. Explain that this paper is designed to provide lots of space for revisions. If they write on every other line, they'll have room to cross out segments and write their changes above them.

Remind students that this is just a rough draft and that it's not supposed to be perfect. Encourage them to get their ideas down on paper quickly so they'll have plenty of time to revise. In Lesson 13, they will work with a peer to get feedback on their rough draft. And you will be giving them feedback while they're working on their drafts and revisions.

If time remains, give students the rest of the class period to begin their first draft. While they are working, circulate and see that they are off to a good start.

(This form is under Tab 4 in the student notebook.)

PEER FEEDBACK 2

- Examine the author's outline and write comments that answer the questions below.
- Write your comments and your initials on post-its and place them on the author's outline.
- Honest feedback can help your partner improve their essay.

Essay prompt: **What policy should your school follow about school lunches?**

| Question 1 – Is there a clearly stated claim that addresses the prompt? | |
|--|---|
| If your answer is: | You could write something like: |
| yes | Your claim is clear and it addresses the prompt. |
| no | Try to make your claim clearer; Claim does not address prompt. |
| Question 2 – Are there at least two different reasons? | |
| yes | Two different reasons; Three different reasons. |
| no | Missing a reason; Reasons are the same. |
| Question 3 – Does each reason clearly explain why the author believes the claim? | |
| yes | Your reasons explain your claim. |
| no | This reason doesn't really explain your claim; This reason isn't clear. |
| Question 4 – Is there at least one piece of text evidence for each reason? | |
| yes | You have text evidence for each reason. |
| no | You don't have text evidence for this reason; This is not text evidence. |
| Question 5 – Does the evidence actually support its reason? | |
| yes | Your evidence supports your reasons. |
| no | This evidence doesn't really support its reason; This evidence isn't clear. |



Teacher's Model Draft (under Tab 5 in the student notebook)

| | |
|--|---|
| | <p>In 2010, Congress passed a law that required schools to serve healthier lunches. However, the only way to make sure students actually eat the healthy lunches is to ban all junk food and allow only healthy food on school property.</p> <p>First, if only healthy foods are available, students will eat them or go hungry. When students eat healthy foods, they will learn to like them. A survey by the Berkeley School of Public Health found that 90% of students like the healthy foods schools are now serving. According to Berkeley researcher Michelle Ross, districts are trying to design menus that appeal to their students. When that happens, the students will like healthy foods even more. Both pieces of evidence show that when schools serve healthy foods, students will learn to like them.</p> <p>In conclusion, if junk food is banned from schools, students will eat healthy foods and learn to like them. If junk food is allowed in schools, students will keep eating junk food and their health will be in danger.</p> |
|--|---|



(This checklist is under Tab 5 in the student notebook.)

SELF CHECKLIST

Author _____

CLAIM

- yes no Do you state a claim?
- yes no Is it clear?
- yes no Does your claim respond to the writing prompt?

REASONS

- yes no Do you have at least 2 reasons?
- yes no Do they explain why you believe the claim?
- yes no Are your reasons different from each other?

EVIDENCE

- yes no Do you support each reason with evidence from the text?
- yes no Are your sources given?
- yes no Do you have different evidence for different reasons?
- yes no Do you explain how your evidence supports its reason?

CONCLUSION

- yes no Do you have a conclusion?
- yes no Does it connect back to the claim?

LANGUAGE & ORGANIZATION

- yes no Do you use signal words to help readers follow your argument?
- yes no Do you use paragraphs to organize your argument?

What are you doing in your essay to make sure your argument will be convincing to your readers?





Lesson 12 – Work on Draft



Bird's Eye View

Students Work on Draft – 40 minutes

Students continue working on the first draft of their argument essay. Teacher shares example sentences from students' essays.

Students Work on Draft

Tell students they have the entire class period to work on their essay. Remind them that this is just a rough draft, and it doesn't need to be perfect. Encourage them to get their ideas down quickly so they'll have plenty of time to revise. When they finish their draft, they should go back to the Self Checklist and make sure they have everything.

While students are working, circulate, give feedback, and share examples.



Feedback

Students will need feedback throughout the writing process. Some of this can be done in walk-arounds during class, but you may need to collect notebooks and check some students' work between lessons. If several students are struggling with the same issue, you might pull a group for a quick conference or interrupt the whole class for a mini-lesson.

As you circulate, be on the lookout for good sentences to share with the class. Try to find an example of each of the following and stop the class briefly to share:

- A strong opening sentence.
- A reason that fits the claim.
- Evidence that fits the reason.
- A sentence that explains how evidence supports a reason.

An example of each can be found on page 2.

Example Sentences

Strong Opening Sentence:

The federal government’s standards require schools to serve healthy foods, but more work is needed to get students to actually eat them.

Reason that Fits a Claim:

The standards should be modified so schools can increase portion sizes and serve “treats” that students like. Schools need to increase portion sizes because students are not getting enough to eat.

Evidence that Fits a Reason:

Schools can help students learn to like healthy foods. Some schools have nutrition education programs so students can learn what healthy eating can do for them. Other schools have taste tests so students can sample new recipes

Sentence that Explains How Evidence Supports a Reason:

Some students don’t like the healthy foods required by the standards. The School Nutrition Association reports that students throw away almost \$4 million worth of produce every day. Many students tweet pictures of their lunches to complain about the “gross” food. By throwing away food and tweeting pictures to show how bad it is, students are showing how much they dislike the food

Lesson 13 – Finish Draft



Bird's Eye View

Teacher Describes Marking (Part 1) – 10 minutes

To begin this lesson, the teacher uses a sample marked essay to help students understand how to mark argument elements and how to interpret the marks.

Students Finish Draft (Part 2)

Students then finish the first draft of their argument essay.

Peers Mark Essays (Part 3)

Students who are finished meet in pairs to read each other's draft and mark the claim, reasons, and evidence.

Students Begin Revisions (Part 4)

Students then begin revising their rough draft and preparing to write their final essay.

Part 1 – Teacher Describes Marking

Today you'll finish your rough draft. Then you'll trade essays with a peer. You will read your partner's rough draft and mark the claim, reasons, and evidence. When you get your essay back, the marks will help you see if you have included all the parts you need to include.

Have students turn to the Sample Marked Essay under Tab 5.

This sample shows how to mark the essay.

If needed, help students understand how to mark the claim, reasons and evidence in an essay.

If your essay looked like this after your partner marked it, what would you need to do?

Students should recognize the following:

- Since there is no evidence for Reason 1, they would need to add evidence for that reason.
- If they can't find text evidence to support it, they would need to change Reason 1 to something they could support with text evidence.
- They would need to move Reason 2 and its evidence to a separate paragraph because each paragraph should focus on just one big idea.

When you get your marked essay back, you can get started on revising your draft.

Part 2 – Students Finish Draft

Encourage students to finish their rough draft as quickly as possible so they'll have plenty of time to mark their partner's essay and get started on revisions.

Part 3 – Peers Mark Essays

As students finish their rough draft, have them pair up and trade essays. Tell them to read their partner's essay and mark the claim, reasons, and evidence.

Part 4 – Students Begin Revisions

When peers finish marking essays, they can begin revising their draft and preparing to write their final essay.

**Feedback**

You will need to provide feedback throughout the writing process. If several students are struggling with the same issue, you might want to pull a group for a quick conference or interrupt the whole class for a mini-lesson.

Potential issues to watch out for:

- Claim is vague or doesn't respond to the writing prompt.
- Reasons are unclear or don't explain the claim.
- There are no explanations connecting evidence to reasons.
- Sources of evidence are not provided.
- Essay is not divided into paragraphs.
- A paragraph contains multiple big ideas.
- Conclusion doesn't connect back to the claim.

By the end of this lesson, all students should be finished with their first draft. Students who are behind may need to come in during a free period or at lunchtime to work on their essays.

Sample Marked Essay (This page is under Tab 5 in the student notebook.)

C

The school's policy should be to allow junk foods,

but don't let kids have them until after they eat their

healthy food. So if they eat all their vegetables they

can have a cookie, or if they finish their salad they can

have some chips.

R1

One reason I think this is because kids really like

junk food, so they will eat healthy foods to get the junk

food as a reward. Another reason is because this will

R2

keep kids from being hungry. High school students in

E2a

Kansas made a video to show that healthy lunches left

them feeling hungry. So if they had some junk food with

the healthy food, they wouldn't be hungry.

In conclusion, schools should not ban junk foods.



Lesson 14 – Begin Final Essay



Bird's Eye View

Review Requirements (Part 1) – 5 minutes

This lesson begins with a brief discussion to review essay requirements.

Revision Ideas (Parts 2 & 3) – 15 minutes

The teacher then offers ideas to help students get started on the revision process, and students examine revisions marked in a sample draft essay.

Students Begin Final Essay (Part 4) – 20 minutes

Students then start working on the final version of their argument essay.

Part 1 – Review Requirements

At this point, most of you are ready to revise your first draft and write your final essay. You have the Self Checklist to guide you, and there is also a scoring rubric.

Have students turn to the Scoring Rubric under Tab 5.

Let's briefly look at this rubric together.

Point out that students can earn bonus points for a third reason, a counter-reason and rebuttal, and originality of ideas.

Emphasize the following:

- Your claim should clearly answer the writing prompt.
- Each reason should explain why you believe your claim.
- You need evidence that clearly supports each of your reasons.
- Your conclusion should connect back to your claim.

Revision Ideas

Part 2 – Ideas for Getting Started

Some of you may know exactly what you want to change and how you're going to change it. But others may not be sure. If you need help getting started, here are a couple of things you might try:

- *Take a few minutes to carefully read over your essay. Try to read it like someone who has never heard of the lunch standards and think about whether you've explained things well.*
- *Read your essay out loud and listen for segments that don't sound right. Highlight those segments and try to reword them.*
- *Think about your partner's essay. Did they use a style or strategy that worked well? Can you use that approach in your own essay?*

Part 3 – Examine Sample Revisions

Let's look at an example of how one author revised their draft.

Have students turn to the sample first draft and final essay under Tab 5 in their binders. Tell them the author is a seventh grader who was responding to this prompt:

Is there a way to make the standards work so kids really do eat healthier lunches?

You see in the margin and on the draft that they made notes about what they want to change. What changes did this author make and why?

Use the sample essay to help students understand the following points:

- Adding background information helps the reader know what you're talking about.
- Dividing your essay into paragraphs makes it easier to follow your argument.
- Stating your reasons clearly will help your reader understand why you believe your claim and what your evidence shows.
- Adding more evidence and including details about the sources of your evidence can make your argument more convincing.
- Adding sentences that explain how your evidence supports your reasons can help your reader understand your argument. [Guide students to notice that the author of the sample essay added explanations at the end of the second and third paragraphs. Those sentences are marked on your copy of the final essay, but not on student copies.]

Remind students that they should first mark up their rough draft to plan their revisions and then begin writing their final essay. As students get started, circulate to make sure they are marking revisions before writing their final essay.

Part 4 – Students Begin Final Essay

You'll have the rest of the class period to revise and start writing your final essay. You have two sheets of single-lined paper in your binder. I have more if you need it.

When you finish your essay, you will need to complete the Self Checklist.

Give students the rest of the class period to work on their essays. While they are working, circulate and give feedback.



Feedback

All students should be working on revisions or final essays. Students who are behind may need to come in during a free period or at lunchtime to work on their essays.

As you read what students are writing, remind them of the points listed above as needed.

Argument Essay Scoring Rubric – Unit 1
(This page is under Tab 5 in the student notebook.)

| Claim | |
|--|---|
| 2 | Your claim is clearly stated and it answers the writing prompt. |
| 1 | Your claim addresses the topic, but it is not clear or it does not answer the prompt. |
| Reasons (third reason is bonus) | |
| 2 | You include at least two different reasons that explain why you believe your claim. |
| 1 | You have only one reason, or your reasons are very similar or do not connect to your claim. |
| Evidence | |
| 2 | For each reason, you include at least one piece of evidence that clearly supports the reason. |
| 1 | You support one but not all of your reasons with text evidence, or your evidence does not clearly support a reason. |
| Counter-Reason & Rebuttal (bonus) | |
| 2 | You include a counter-reason that goes against your claim and a rebuttal that goes against the counter-reason. |
| 1 | You include a counter-reason and rebuttal, but your rebuttal supports the counter-reason rather than arguing against it. |
| Conclusion | |
| 2 | Your essay ends with a conclusion that connects back to your claim. |
| 1 | Your essay ends with a conclusion, but it is unclear or simply restates your claim. |
| Signal Words | |
| 2 | You use signal words to help readers follow the logic of your argument. |
| 1 | You include signal words, but you use them incorrectly. |
| Organization | |
| 2 | Your essay is divided into paragraphs, and each paragraph has just one big idea. |
| 1 | Your essay is divided into paragraphs, but you have a paragraph with multiple reasons or a reason and counter-reason. |
| Originality of Ideas (bonus) | |
| 2 | Your argument is different from the unit texts. Your reasons might be original, or you might use evidence in an original way. |
| 1 | Part of your argument is original, but one or more segments are very similar to a unit text. |



Sample First Draft on [→](#)
Back

Sample First Draft

Introduce standards so readers know what I'm talking about.

Divide essay into paragraphs:

- 1 - intro & claim
- 2 - reason 1
- 3 - reason 2
- 4 - conclusion

ADD REASONS

- 1 - kids don't like the food
- 2 - not enough food

Add more evidence for reason 2.

Add sentences to explain how my evidence shows my reasons are true.

= intro & claim

Lunches are getting healthier and students are

getting grumpier. The standards to make lunch

healthier is ridiculous because if the students don't like

them why should we have them? According to SNA,

1 million students have stopped eating school lunches.

Moreover, ~~Also that~~ 4 million dollars worth of produce has been

thrown away everyday. Students need more calories in

them. Schools have been limiting 6th to 8th graders to

only 700 calories for lunch. Students made a video to

show that they are still hungry. Students have the right

to eat whatever they want at lunch. The standards are

ridiculous and should be eliminated for good.

C

E1a

E1b

E2

= reason 1 full name

need source

= reason 2

need source

= conclusion

Name _____ Sample Final Essay _____

School lunches are getting healthier and students are getting grumpier. Congress passed a law in 2010 with new standards to make school lunches healthier and more nutritious. Many students disagree with these standards as do I. I think they are ridiculous and completely unnecessary. If students do not agree with them, why should they have to deal with them?

Students are not happy with the food required by the standards. A report from the School Nutrition Association (SNA) points out that approximately 1 million students have stopped buying school lunches. Moreover, the SNA reports that nearly 4 million dollars worth of produce is being thrown away every day. This shows that, because of the standards, students are unhappy and nutritious food is going to waste.

The standards do not provide enough food. Children need to have enough energy to last through the day. The U.S. Department of Agriculture says that lunches for 6th to 8th graders can only have 700 calories. This is not enough because the Union of Concerned Scientists says that school lunch is the biggest meal some students will eat all day. Students in Kansas created a video to protest the small portions. Over 1.6 million people have viewed their video on YouTube. This shows that many people believe the calorie limit is too strict.

Students have a right to have their opinions heard. They are the ones who eat school lunches, so they should have a say in what is served. I believe my evidence shows that the standards are completely unreasonable and should be officially eliminated for good.

← Sample Final Essay on
Front



Lesson 15 – Finish Essay



Bird's Eye View

Students Finish Essay (Part 1)

This lesson begins with students completing the final version of their argument essay.

Essay Presentations (Part 2)

If time permits, volunteers present their essays to the class.

Part 1 – Students Finish Essay

You have the whole period to finish your essay and complete the Self Checklist. If most of you are finished ahead of time, we'll ask for volunteers to present your essay to the class.

While students are working, circulate and give feedback. As students finish, ask if they would like to read their essay to the class.

Part 2 – Essay Presentations

Invite students to read their essay to the class. After each essay is read, encourage the class to ask questions or offer feedback. You may need to model this for your students. Sample questions and comments:

- What was the hardest part of writing this essay?
- Did your claim or reasons change from your outline to your final version?
- How did you decide what evidence to use?
- I like how you use signal words to help us follow your argument.
- You do a great job of explaining how your evidence supports your reasons.

