

*Triple Q*

# Argument Writing for Middle School

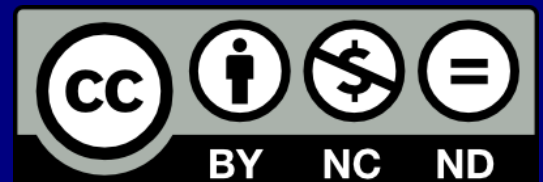
## Team Sports

UNIT 2

*What policy should your  
school follow about  
team sports?*

Teacher's Guide

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# 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.

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# Argument Writing for Middle School

## Overview of Unit 2 – Team Sports

Lesson		Activities	Teacher Materials	Student Materials
1	Discussion of <i>Team Sports Build Character</i> (PRO Text)	<ul style="list-style-type: none"> <li>○ 5 min – Teacher reviews the concept of argument and provides a quick overview of the unit. Students learn that they will read and discuss some argument texts, have some oral arguments, and write an essay in response to the following prompt: <i>What policy should your school follow about team sports?</i></li> <li>○ 25 min – Teacher briefly reviews Questioning the Author (QtA) and gives examples of gist queries. Leads whole group discussion of PRO text using QtA gist queries.</li> <li>○ 10 min – Quickwrite: <i>Do you agree with this author about team sports building character? Explain why or why not.</i> (Students write &amp; share answers.)</li> </ul>	<ul style="list-style-type: none"> <li>○ Lesson Script</li> <li>○ Definitions Chart</li> <li>○ Argument Essay Chart</li> </ul>	<ul style="list-style-type: none"> <li>○ Notebook – Used in all lessons. (Student materials are in notebook unless noted.)</li> <li>○ Text: <i>Team Sports Build Character</i>-Tab 1</li> <li>○ Quickwrite 1-Tab 2</li> </ul>
2	Discussion of <i>The Dark Side of Team Sports</i> (CON Text)	<ul style="list-style-type: none"> <li>○ 25 min – Whole group discussion of CON text using QtA gist queries.</li> <li>○ 15 min – Quickwrite: <i>What does each of these authors want you to think about this topic?</i> (Students write &amp; share.)</li> </ul>	<ul style="list-style-type: none"> <li>○ Lesson Script</li> </ul>	<ul style="list-style-type: none"> <li>○ Text: <i>The Dark Side of Team Sports</i> -Tab 1</li> <li>○ Quickwrite 2 -Tab 2</li> </ul>
3	Argument Map: PRO Text	<ul style="list-style-type: none"> <li>○ 10 min – Teacher reviews argument elements and the concept of an argument map.</li> <li>○ 30 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.</li> </ul>	<ul style="list-style-type: none"> <li>○ Lesson Script</li> <li>○ Chart Paper</li> <li>○ Large Post-Its</li> </ul>	<ul style="list-style-type: none"> <li>○ PRO Text -Tab 1</li> </ul>
4	Argument Map: CON Text	<ul style="list-style-type: none"> <li>○ 25 min – Teacher uses QtA argument queries to analyze and map the CON text argument.</li> <li>○ 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 &amp; share.)</li> </ul>	<ul style="list-style-type: none"> <li>○ Lesson Script</li> <li>○ Chart Paper</li> <li>○ Large Post-Its</li> </ul>	<ul style="list-style-type: none"> <li>○ PRO &amp; CON Texts -Tab 1</li> <li>○ PRO &amp; CON Argument Maps -Tab 3</li> <li>○ Quickwrite 4-Tab 2</li> </ul>

Lesson	Activities	Teacher Materials	Student Materials
5	<p>Discussion of <i>Assorted Evidence</i></p> <ul style="list-style-type: none"> <li>○ 30 min – Students adopt a position on team sports. They then examine assorted evidence pieces and select evidence that supports their position. In a whole-class discussion, students present their evidence and respond to questions and challenges from their listeners.</li> <li>○ 10 min – Quickwrite: <i>Choose something from one of the texts that did not convince you. Tell the author what was not convincing and explain why you were not convinced.</i> (Students write and share.)</li> </ul>	<ul style="list-style-type: none"> <li>○ Lesson Script</li> </ul>	<ul style="list-style-type: none"> <li>○ Table: <i>Assorted Evidence</i> -Tab 1</li> <li>○ Quickwrite 5 - Tab 2</li> </ul>
6	<p>Claims and Connections</p> <ul style="list-style-type: none"> <li>○ 10 min – Students examine essay criteria and brainstorm possible responses to the prompt.</li> <li>○ 10 min – Teacher introduces the idea that the claim ties an argument essay together.</li> <li>○ 20 min – Given sample claim-sentence pairs, students explain how they are connected.</li> </ul>	<ul style="list-style-type: none"> <li>○ Lesson Script</li> <li>○ Argument Essay Chart</li> <li>○ Large Post-Its</li> </ul>	<ul style="list-style-type: none"> <li>○ Essay Criteria – Tab 4</li> <li>○ PRO Map -Tab 3</li> </ul>
7	<p>Work on Claim</p> <ul style="list-style-type: none"> <li>○ 10 min – Students write a rough draft of their own claim and circle evidence they can use to support it.</li> <li>○ 15 min – Students present their claim and evidence, and the class discusses whether and how their evidence connects to their claim.</li> <li>○ 15 min – Students meet in pairs to review each other’s claim and provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>○ Lesson Script</li> </ul>	<ul style="list-style-type: none"> <li>○ Outline Template -Tab 4</li> <li>○ PRO &amp; CON Texts ; AE Table -Tab 1</li> <li>○ Peer Feedback 1 -Tab 4</li> <li>○ Small Post-Its (Not in binders.)</li> </ul>
8	<p>Begin Argument Outline</p> <ul style="list-style-type: none"> <li>○ 10 min – Teacher briefly reviews three types of evidence.</li> <li>○ 10 min – Teacher models outlining a claim, reason and evidence.</li> <li>○ 20 min – Students start working on their own argument outline.</li> </ul>	<ul style="list-style-type: none"> <li>○ Lesson Script</li> <li>○ Chart Paper</li> <li>○ Large Post-Its</li> </ul>	<ul style="list-style-type: none"> <li>○ Texts &amp; AE Table -Tab 1</li> <li>○ Outline Template -Tab 4</li> <li>○ Small Post-Its (Not in binders.)</li> </ul>
9	<p>Finish Outline</p> <ul style="list-style-type: none"> <li>○ 10 min – Students generate counter-reasons and rebuttals in response to ideas from other students.</li> <li>○ 30 min – Students finish their own outline.</li> </ul>	<ul style="list-style-type: none"> <li>○ Lesson Script</li> </ul>	<ul style="list-style-type: none"> <li>○ Outline Template -Tab 4</li> <li>○ Small Post-Its (Not in binders.)</li> </ul>

Lesson		Activities	Teacher Materials	Student Materials
10	Language of Explanation	<ul style="list-style-type: none"> <li>○ 15 min – Students examine PRO and CON text examples of language authors use to explain how their ideas connect.</li> <li>○ 25 min – Students practice using the language of explanation to create sentences that connect different pieces of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>○ Lesson Script</li> </ul>	<ul style="list-style-type: none"> <li>○ PRO &amp; CON Texts -Tab 1</li> <li>○ Assorted Evidence Table - Tab 1</li> </ul>
11	Begin First Draft	<ul style="list-style-type: none"> <li>○ 15 min – Students meet in pairs to review each other’s outline and provide feedback.</li> <li>○ 10 min – Teacher models using an outline to write a first draft.</li> <li>○ 15 min – Teacher goes over essay requirements and students start working on the first draft of their argument essay.</li> </ul>	<ul style="list-style-type: none"> <li>○ Lesson Script</li> <li>○ Teacher Outline Chart</li> </ul>	<ul style="list-style-type: none"> <li>○ Peer Feedback 2 -Tab 4</li> <li>○ Small Post-Its</li> <li>○ Teacher’s Model Draft -Tab 5</li> <li>○ Self Checklist - Tab 5</li> <li>○ Paper – Draft - Tab 5</li> </ul>
12	Work on Draft	<ul style="list-style-type: none"> <li>○ 40 min – Students continue working on their first draft. Teacher looks for and shares example sentences from students’ essays.</li> </ul>	<ul style="list-style-type: none"> <li>○ Lesson Script</li> </ul>	<ul style="list-style-type: none"> <li>○ Paper – Draft - Tab 5</li> </ul>
13	Finish Draft	<ul style="list-style-type: none"> <li>○ 10 min – Teacher uses the Sample Marked Essay to help students understand how to mark argument elements and how to interpret the marks.</li> <li>○ Students finish their first draft.</li> <li>○ Students meet in pairs to read each other’s draft and mark the elements.</li> <li>○ Students begin revising their draft and preparing to write their final essay.</li> </ul>	<ul style="list-style-type: none"> <li>○ Lesson Script</li> </ul>	<ul style="list-style-type: none"> <li>○ Sample Marked Essay -Tab 5</li> <li>○ Students’ Drafts</li> </ul>
14	Begin Final Essay	<ul style="list-style-type: none"> <li>○ 5 min – Teacher and students review essay requirements and go over the scoring rubric.</li> <li>○ 10 min – Teacher offers ideas to help students begin revising, and students identify revisions needed in the sample marked essay.</li> <li>○ 25 min – Students begin revising their draft and writing their final essay.</li> </ul>	<ul style="list-style-type: none"> <li>○ Lesson Script</li> </ul>	<ul style="list-style-type: none"> <li>○ Scoring Rubric - Tab 5</li> <li>○ Sample Marked Essay -Tab 4</li> <li>○ Students’ Drafts</li> <li>○ Paper – Final - Tab 5</li> </ul>
15	Finish Essay	<ul style="list-style-type: none"> <li>○ Students finish their essay and complete the Self Checklist.</li> <li>○ If time permits, volunteers present their essays to the class.</li> </ul>	<ul style="list-style-type: none"> <li>○ Lesson Script</li> </ul>	<ul style="list-style-type: none"> <li>○ Students’ Essays</li> <li>○ Paper – Final - Tab 5</li> <li>○ Self Checklist - Tab 5</li> </ul>





# Argument Writing for Middle School

## Introduction to Unit 2

### Project Overview

This is the second of three units developed by the *Triple Q* project. In each unit, students engage in content-focused discussions of model argument texts, examine the features and quality of the arguments in the texts, complete Quickwrites in response to the texts, and write 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. *Triple Q* refers to the three types of queries that guide discussions and support students as they plan, draft, and revise their argument essays. **Gist** queries help students develop deep-level comprehension of a text. **Argument** queries help them identify and evaluate argument elements. **Language Choice** queries help them examine how authors use specific words to influence the reader's reaction.

### Unit Overview

The title of this unit is *Team Sports*. As in the first unit, there are two model argument texts and an *Assorted Evidence* table. The first text argues that team sports help young people build good character. The second text argues against that idea, and the table provides additional evidence about the topic. The writing prompt for the final essay is: *What policy should your school follow about team sports?* The essay requirements are the same as in Unit 1 except that students are also required to include a counter-reason and rebuttal.

The sequence of 15 lessons is very similar to Unit 1. In Lessons 1 through 5, students read and discuss the PRO and CON texts, create an argument map for each text, and identify evidence in the *Assorted Evidence* table that supports their own position. As in Unit 1, most of these lessons include quickwrites in which students respond to one or both texts. Students begin planning their essay in Lesson 6. They work on their claim in Lessons 6 and 7 and build their outline in Lessons 8 and 9. In Lesson 10, they examine and then practice using the language of explanation to build connections within an argument. Students write their rough draft in Lessons 11 through 13 and their final essay in Lessons 14 and 15.

Unit 1 focused primarily on argument structure. The unit included a number of introductory activities that used familiar examples to help students understand the structural elements of an argument, including claim, reasons, evidence, counter-reason, and rebuttal. Unit 2 continues this focus on structure, but adds a focus on building coherence by making explicit connections between elements. Students learn that everything in an argument essay ultimately connects back to the claim, and they are encouraged to identify and describe connections throughout the unit.

The other major difference between Units 1 and 2 is that Unit 2 provides increased opportunities for students to engage in oral argument. For example, in Lesson 9, one student presents their claim and a reason. Another student generates a counter-reason to challenge the argument. The first student can then provide a rebuttal or call on a friend to provide one.



# Triple Q Argument Writing for Middle School

## Contents: Unit 2: Team Sports

### Tab 1 - Texts

- Team Sports Build Character
- The Dark Side of Team Sports
- Assorted Evidence Table

### Tab 2 – Worksheets

- Lesson 1 Quickwrite
- Lesson 2 Quickwrite
- Lesson 4 Quickwrite
- Lesson 5 Quickwrite

### Tab 3 – Argument Maps

- Map of PRO text (Team Sports Build Character)
- Map of CON text (The Dark Side of Team Sports)

### 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 *Team Sports Build Character* (PRO Text)



### Bird's Eye View

#### Introducing the Unit (Part 1) – 5 minutes

This lesson begins with a brief review of the concept of argument and a quick overview of the unit.

#### Text Discussion (Part 2) – 25 minutes

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

#### Quickwrite (Part 3) – 10 minutes

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

### Part 1 – Introducing the Unit

Have students turn to Unit 2 in their binders.

Review argument concepts:

Uncover each definition as you review:

- *What is an argument?*
- *What is a claim?*
- *What are reasons?*
- *What is evidence?*
- *What is a counter-reason?*
- *What is a rebuttal?*

**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

Post this chart before class with the definitions covered. Uncover them as you review.

Describe unit:

*Over the next couple of weeks we'll be working together around a topic called "Team Sports." We'll read and discuss some argument texts, and we'll do some oral arguing about the topic. Then you will write your own argument essay that responds to this prompt:*

Show students the Argument Essay Chart.

**What policy should your school follow about team sports?**

Claim – clearly stated; responds to prompt

Reasons – at least 2 different reasons

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

C-R/Rebuttal – counter-reason goes against claim; rebuttal shows C-R is false

Conclusion – connects back to claim

Signal Words – help readers follow the logic of your argument

Organization – paragraphs organize your argument

## Part 2 – Text Discussion

Review Questioning the Author:

*In Unit 1, when we read the texts about school lunches we did something called "Questioning the Author." How did that work?*

Students should recall that someone would read part of the text aloud while everyone followed along. Then the class would stop and talk about what the author was saying 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?*
- *How does this connect to what we already read?*

Review the purpose:

*Why do we use Questioning the Author?*

Help students understand that the questions help us share what we think the author is saying. 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.

Discuss PRO text:

**Major Ideas Students Should Understand Through this Discussion**

In this essay, Robert Fuller argues that team sports help young people build good character. He believes that players learn positive values from being part of a sports team. They also learn to make good choices and avoid bad behaviors. He uses expert opinion, evidence from research, and data from surveys to support his view and respond to critics who say team sports can have negative impacts on players. He concludes by summarizing his argument and emphasizing that young people who play team sports build character while having fun.



## 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 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?*

If students respond by rereading text sentences, prompt them 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

You have an envelope marked *Response Slips*. If students do not respond to a question or if only a few students are participating, give each student a response slip and have everyone write a one-sentence response. You can then have students read what they wrote or you can collect the slips and read random answers. If you establish this as a routine, students may be more likely to respond orally to avoid having to write.

### Introducing Unfamiliar Words

The highlighted words are terms that might be unfamiliar to your students. Definitions can be found at the end of the text. 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.



## Team Sports Build Character

by Robert K. Fuller

1 Why join a sports team? It is a fun way to get exercise,  
2 build friendships, and develop physical skills. But  
3 participating in sports is a good choice for an even more  
4 important reason. The greatest benefit of team sports is  
5 that they help young people build good character.

6 A key part of developing character is learning positive  
7 values, and that is an outcome of being part of a sports  
8 team. Discovery Education surveyed 9,000 children,  
9 parents, teachers, and coaches. According to the survey,  
10 most parents whose children play sports believe their  
11 child is learning values such as teamwork, commitment,  
12 fairness, and respect for others. In addition, the survey  
13 showed that more than half of the children who play  
14 sports agree that they have a stronger sense of right and  
15 wrong because of the sport they play. Another survey,  
16 conducted by the Josephson Institute of Ethics, involved  
17 35,000 high school students. They found that 90% of  
18 athletes say their coach “consistently sets an example of  
19 good character” and “expects players to do the right  
20 thing.” Both surveys provide evidence that playing a  
21 team sport helps young people learn positive values.

22 Participating in sports also helps young people learn to  
23 make good choices. The U.S. Department of Education  
24 sponsored a series of studies that followed the same  
25 students over multiple years. Results indicate that  
26 students who play sports are less likely to drop out of  
27 school than those who do not play sports. They also  
28 spend more time on homework, get higher grades, apply  
29 to more colleges, and are more likely to graduate from  
30 college. In another study, researchers surveyed over  
31 7,000 high school students in Georgia. They found that  
32 athletes are more likely than non-athletes to use  
33 seatbelts, exercise regularly, and eat healthy foods. The  
34 Department of Education and the Georgia studies  
35 provide a great deal of evidence that young people learn  
36 to make good choices when they play team sports.

37 Finally, team sports build character by discouraging bad  
38 behaviors. Researchers surveyed 400 middle school  
39 students in Arizona. They found that sports participants  
40 are less likely than non-participants to exhibit such  
41 behaviors as smoking, drinking, cheating on tests,  
42 vandalizing school property, fighting, and stealing.  
43 Another study examined the rate of fights and other  
44 disturbances at 21 high schools in Maryland. They

(1-5) *How is the author starting us off?*

- By telling us that playing sports is good, especially because they help build character.

*What does that mean – to build good character?*

- To learn to be a good person who does the right thing, is honest, works hard, etc.

(6-12) *Why is the author saying all this about values?*

- Because he thinks learning values is part of developing character.

**REREAD** *How are those values? [If needed: What are values?]*

- Things you believe in that guide how you behave.

(12-21) *We have a lot going on here. So let's see if we can summarize the most important points. First, where is all this information coming from?*

- Two surveys.

*What does it say about parents?*

- They think sports help their kids learn values.

*What does it say about kids who play sports?*

- More than half think they have a better sense of right and wrong because of the sport they play.

*What does it say about coaches?*

- They set good examples of character.

(22-36) *What is this paragraph all about?*

- Making good choices.

*What does the author mean by making good choices?*

- Choosing to do things like spend time on homework, eat well, stay in school, etc.

*Where is the author getting all this information?*

- A series of studies from the Department of Education and a study from Georgia.

(37-42) *How does this information connect to what we already read?*

- It is the flip side – not only do athletes develop good behaviors, they avoid bad behaviors.

45 found that, when two schools have the same number of  
 46 students, the school with more students involved in team  
 47 sports will have fewer disturbances. The authors  
 48 conclude that encouraging more students to play team  
 49 sports may help make schools safer. All of this evidence  
 50 shows that sports help young people stay out of trouble.

51 Critics say that team sports often have negative impacts  
 52 on players. If players are made to feel that they do not  
 53 play well, it may lower their self-esteem and cause them  
 54 to become angry or depressed. Such outcomes do occur,  
 55 but they can be minimized if coaches are properly  
 56 trained. Programs like *Coach Effectiveness Training*  
 57 encourage coaches to focus less on winning and more on  
 58 improving each player's skills. One study examined the  
 59 impact of this training on Little League coaches by  
 60 interviewing 152 players, ages 10 to 12. The study found  
 61 that trained coaches were evaluated more highly by their  
 62 players than untrained coaches. Players with trained  
 63 coaches also had more fun, liked their teammates more,  
 64 and had higher self-esteem than players with untrained  
 65 coaches. In a British study, surveys were given to 265  
 66 boys who played soccer or cricket. Results indicate that,  
 67 when the coach focuses on effort and improvement,  
 68 most players feel good about themselves. When the  
 69 coach focuses on winning, most players feel  
 70 unsuccessful and incompetent. These studies show that,  
 71 by focusing on effort and improvement, coaches can  
 72 help players feel competent and build self-esteem.

73 Playing team sports can provide young people with  
 74 positive experiences that build character. Players learn  
 75 important values like discipline, teamwork, fairness, and  
 76 respect for others. They also learn to make good choices  
 77 and avoid bad behaviors. And best of all, while they're  
 78 learning all those things, they are playing a game and  
 79 having fun.

(43-50) **REREAD** Why did the authors of the study reach that conclusion?

- There were fewer disturbances when more kids played sports, so they believe sports help prevent disturbances.

(51-54) Now the author is telling us that playing sports can make kids feel angry or depressed. Why is he saying that?

- That's what critics of sports say.

(54-56) So is he saying the critics are wrong?

- Not exactly. He says those bad things can happen, but good coaching can make them happen less.

(56-70) What seems to be important to good coaching?

- Focusing on effort and improvement rather than just winning.

(70-72) Is the author showing this is true for all coaches? Who is he talking about?

- The studies were about baseball, cricket, and soccer coaches.

(73-79) How does the author wrap things up?

- He summarizes how playing sports builds character.

**ethics** – rules of behavior; ideas about good and evil

**vandalize** – to willfully damage or destroy something

**minimize** – to decrease or make smaller

**incompetent** – unskilled; lacking ability

**competent** – skilled; able to do something well

### Part 3 – Quickwrite

Have students turn to the Lesson 1 Quickwrite under Tab 2. Tell them they are to decide if they agree with what the author says about team sports 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.

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

Name \_\_\_\_\_

### Lesson 1

#### Quickwrite!

In response to "Team Sports Build Character"

Do you agree with this author about team sports building character?  
Explain why or why not.

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## Lesson 2 – Discussion of *The Dark Side of Team Sports* (CON Text)



### Bird's Eye View

#### Discuss CON Text (Part 1) – 25 minutes

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

#### Quickwrite (Part 2) – 15 minutes

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

### Part 1 – Discuss CON Text

#### Major Ideas Students Should Understand Through this Discussion

Grace Young argues against the idea that team sports build character. She says that kids who play team sports often develop bad personality traits and learn to make bad choices. Playing team sports can also interfere with family activities and cause families to drift apart. She uses examples, expert opinion, survey data, and research results to support her view and argue against those who say team sports teach positive values.



### 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

Use follow-up questions to help students elaborate or refocus their ideas. Examples:

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

Encourage students to use their own words rather than reading sentences from the text.

#### Introducing Unfamiliar Words

Provide brief explanations of highlighted and other unfamiliar words as they arise during the reading. Definitions for highlighted words are at the end of the text.

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

Conduct a discussion based on the questions indicated on pages 2 and 3.

## The Dark Side of Team Sports

by Grace Young

1 Playing sports should be fun for kids, but too often the  
2 focus is not on having fun but on winning, being the best  
3 and beating the competition. The best players are  
4 recognized as stars, which can make them think too  
5 much of themselves. Kids who are not the stars feel  
6 unsuccessful and incompetent. Instead of working to  
7 improve their skills, they often quit trying or drop out of  
8 the sport altogether. For these reasons, participating in  
9 sports can lead young players to focus on the wrong  
10 values instead of developing good character.

(1-10) *What does this author think about team sports?*

- They can prevent kids from developing good character.

*Why does she think that?*

- There is too much focus on winning, and kids may either feel like stars or feel unsuccessful.

11 Kids who play team sports often develop bad personality  
12 traits. Researchers in Finland studied girls and boys,  
13 ages 8 to 16, who played baseball. They measured  
14 sensitivity, which is the ability to understand what others  
15 are feeling. They also measured narcissism, which is  
16 when people think only of themselves. The study found  
17 that, the more years kids spent playing baseball, the  
18 lower they scored on sensitivity and the higher they  
19 scored on narcissism. This shows that sports can cause  
20 kids to ignore what others are feeling and become vain  
21 and self-centered. Mark Edmundson is a writer who  
22 played football in high school. He says that athletes “are  
23 often bullies. They often seek violence for its own sake.  
24 They like to **humiliate** their foes, off the field as well as  
25 on it.” This shows that sports can cause kids to become  
26 overly aggressive and even cruel.

(11-21) *What does the author mean by bad personality traits?*

- Being selfish; not being sensitive to others.

(21-25) *Mr. Edmundson thinks athletes are often bullies. Why would playing sports make someone a bully?*

- Maybe they want to embarrass the other team or are mean to players who don't play well.

(25-26) *We have research from Finland and what Mr. Edmundson says. Does that convince you that sports can cause kids to become aggressive and cruel?*

- (Students may agree or disagree, but be sure they focus on what was said in the paragraph.)

27 Participating in team sports can also encourage kids to  
28 make bad choices. The Josephson Institute of Ethics  
29 conducted a survey of 35,000 high school students. They  
30 found that athletes are more likely than non-athletes to  
31 cheat in school, and many athletes believe it's okay for  
32 coaches to teach players how to cheat without getting  
33 caught. In another study, researchers gave the Youth  
34 Risk Behavior Survey to 4,000 middle school students.  
35 They found that kids who play sports are more likely  
36 than non-players to **engage** in risky behaviors like  
37 fighting, smoking, drinking, and using drugs. Taken  
38 together, the two studies show that sports encourage kids  
39 to make bad choices on the field and in life.

(27-33) *In the other text, we read about choices. How does what this author says compare to that?*

- This author says athletes tend to make bad choices.

(33-37) *What does she mean by bad choices?*

- Things like smoking, fighting, using drugs.

(37-39) *What makes this author think that athletes make bad choices?*

- Two studies that surveyed middle and high school kids.

40 People who promote team sports claim that they teach  
41 positive values like discipline, fair play, respect for  
42 others, and teamwork. In a Discovery Education survey,  
43 those were all rated as important values for sports to  
44 teach. Competitiveness and winning were rated as

45 unimportant. And yet, when asked which values sports  
 46 *actually* teach, competitiveness and winning were at the  
 47 top of the list and the others were at the bottom. In  
 48 another study, researchers gave the Youth Experiences  
 49 Survey to 450 high school students. They found that kids  
 50 who played sports reported more negative experiences  
 51 than kids in non-sport activities like church choir or  
 52 scouts. For example, kids in sports were more likely to  
 53 report that peers in their activity made fun of them or  
 54 that an adult told them to do something they knew was  
 55 wrong. Although team sports could teach important  
 56 values, these studies show that, in reality, they do not.

(40-52) *The author says some people claim that sports teach good values. Then what does she do?*

- She tries to show that is not true.

57 Finally, playing team sports can weaken the family ties  
 58 that are essential for developing good character.  
 59 Jeannette Twomey is a writer whose son played youth  
 60 league baseball. His family attended all practices and  
 61 games, which often involved weekend travel. She wrote  
 62 this about the impact on her family:

(52-56) *Is there anything that both sides agree about?*

- Yes, on the values that sports could teach.
- So where is the disagreement?*
- Whether playing on sports teams really does teach those values.

63 Over the years, we saw one family activity after another  
 64 bow its head to youth sports. Dinner at home, reading  
 65 before bedtime, visits to grandma's, games, picnics,  
 66 camping trips – all were **casualties** of the sport schedule.

(63-66) *What do these things have to do with weakening family ties?*

- These activities make families stronger. Giving them up can make them weaker.

67 Researchers interviewed parents of tennis players, who  
 68 described similar problems. They reported less time with  
 69 their spouses and less time spent together as a family.  
 70 Family activities bind families together. Without them, a  
 71 family will drift apart. This can cause children to feel  
 72 less support and parents to have less influence over their  
 73 children's behavior.

(67-73) *How does all this information about family ties fit together?*

- If families don't spend much time doing things together, parents will have less of a role in helping their children develop good character.

*What does it mean that parents may have less influence over their children's behavior?*

- Kids may be less likely to listen to their parents or think it is important to do what they say.

74 It is often said that team sports build character. Yet kids  
 75 who play sports often develop bad personality traits.  
 76 They tend to make bad choices in life, and their family  
 77 relationships often suffer. Despite what many people  
 78 believe, participating in team sports can be harmful to a  
 79 player's character.

(74-79) *How does the author wrap things up?*

- She summarizes how playing sports might be harmful to building good character.

**humiliate** – to make someone feel ashamed or foolish

**engage** – to participate or get involved in

**casualty** – something harmed by an event or situation

## Part 2 – Quickwrite

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

Give students 5-7 minutes to complete the task, then ask a few students to share what they wrote.





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

Name \_\_\_\_\_

## Lesson 2

### Quickwrite!

In response to both texts

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

**Team Sports Build Character**  
by Robert K. Fuller

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**The Dark Side of Team Sports**  
by Grace Young

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## Lesson 3 – Argument Map: PRO Text



### Bird's Eye View

#### Review Argument Elements (Part 1) – 10 minutes

This lesson begins by reviewing argument elements and the concept of an argument map.

#### Map the PRO Text (Part 2) – 30 minutes

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

### Part 1 – Review Argument Elements

Connect back to texts:

*We just read two texts about team sports. Let's think about the big idea from each. What does each author want us to think? That's what you wrote about in the Lesson 2 Quickwrite. Let's remind ourselves about those.*

Review a few strong QW responses that clearly state each big idea – the PRO author believes team sports build character; the CON author believes they prevent kids from developing good character.

Review argument elements:

Ask students to describe each element in their own words.

- claim
- reason
- evidence
- counter-reason
- rebuttal

Review argument mapping:

*Today we're going to create a map of the PRO author's argument. What is the purpose of an argument map?*

Students should recall that an argument map shows how reasons and evidence fit together to support the claim.

### Part 2 – Map the PRO Text

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



### PRO Text Argument Discussion & Mapping

As you go through the text and identify each element:

- Place the corresponding post-it on the chart (see page 5), and
- Have students bracket and label the element in their text (see last page).

## Team Sports Build Character

by Robert K. Fuller

1 Why join a sports team? It is a fun way to get exercise,  
2 build friendships, and develop physical skills. But  
3 participating in sports is a good choice for an even more  
4 important reason. The greatest benefit of team sports is  
5 that they help young people build good character.

*What is the author's claim?*

- The greatest benefit of team sports is that they help young people build good character.

*The author talks about other benefits here. How do you know his claim is about building character?*

- He says it is the greatest benefit.

(Add the Claim post-it to the chart, then have students bracket and label lines 4-5 as "C".)

6 A key part of developing character is learning positive  
7 values, and that is an outcome of being part of a sports  
8 team. Discovery Education surveyed 9,000 children,  
9 parents, teachers, and coaches. According to the survey,  
10 most parents whose children play sports believe their  
11 child is learning values such as teamwork, commitment,  
12 fairness, and respect for others. In addition, the survey  
13 showed that more than half of the children who play  
14 sports agree that they have a stronger sense of right and  
15 wrong because of the sport they play. Another survey,  
16 conducted by the Josephson Institute of Ethics, involved  
17 35,000 high school students. They found that 90% of  
18 athletes say their coach "consistently sets an example of  
19 good character" and "expects players to do the right  
20 thing." Both surveys provide evidence that playing a  
21 team sport helps young people learn positive values.

(Before reading) *We have the claim. What do you think we should look for next?*

- Reasons.

*I'll read. Raise your hand when you hear a reason.*

- (Students should stop you after first sentence. Have them say the reason in their own words.)  
e.g., Kids learn positive values from sports.

(Add Reason 1 to chart; have students mark text.)

(Finish reading paragraph.)

*What is all this other information here?*

- Evidence for sports helping kids learn values.

*Tell me some of the evidence*

- (As evidence is identified, add to chart and have students mark text.)

(Reread last sentence.) *Do you agree with the author that the surveys show that sports help kids learn positive values?*

- (E.g. Yes because a lot of parents and kids said they do; No because surveys don't show if kids really follow the values.)

22 Participating in sports also helps young people learn to  
 23 make good choices. The U.S. Department of Education  
 24 sponsored a series of studies that followed the same  
 25 students over multiple years. Results indicate that  
 26 students who play sports are less likely to drop out of  
 27 school than those who do not play sports. They also  
 28 spend more time on homework, get higher grades, apply  
 29 to more colleges, and are more likely to graduate from  
 30 college. In another study, researchers surveyed over  
 31 7,000 high school students in Georgia. They found that  
 32 athletes are more likely than non-athletes to use  
 33 seatbelts, exercise regularly, and eat healthy foods. The  
 34 Department of Education and the Georgia studies  
 35 provide a great deal of evidence that young people learn  
 36 to make good choices when they play team sports.

(Before reading) *Stop me when you hear something we should add to the map.*

- (Students should stop you after first sentence.)  
Sports help kids make good choices.

*How does that fit into the author's argument?*

- Making good choices is part of good character. So this is a reason that supports the claim.

(Add Reason 2 to chart; have students mark text.)

(Read second sentence.) *What's coming up next?*

- Evidence for kids making good choices.

*How do you know?*

- It tells about a series of studies.

(Read rest of paragraph.) *Let's sort out this evidence.*

*Who can describe what the author has given us?*

- One study says athletes do better in school; another says they do things like using seatbelts and eating well.

(Add Evidence to chart; have students mark text.)

37 Finally, team sports build character by discouraging bad  
 38 behaviors. Researchers surveyed 400 middle school  
 39 students in Arizona. They found that sports participants  
 40 are less likely than non-participants to exhibit such  
 41 behaviors as smoking, drinking, cheating on tests,  
 42 vandalizing school property, fighting, and stealing.  
 43 Another study examined the rate of fights and other  
 44 disturbances at 21 high schools in Maryland. They  
 45 found that, when two schools have the same number of  
 46 students, the school with more students involved in team  
 47 sports will have fewer disturbances. The authors  
 48 conclude that encouraging more students to play team  
 49 sports may help make schools safer. All of this evidence  
 50 shows that sports help young people stay out of trouble.

(Read first sentence.) *How does this fit with the author's argument?*

- People with good character don't engage in bad behaviors. The author says sports discourage bad behaviors, so this is a reason why sports help build character.

(Add Reason 3 to chart; have students mark text.)

(Read rest of paragraph.) *What else does the author give us in this section?*

- Evidence that sports discourage bad behavior.

(Add Evidence to chart; have students mark text.)

51 Critics say that team sports often have negative impacts  
 52 on players. If players are made to feel that they do not  
 53 play well, it may lower their self-esteem and cause them  
 54 to become angry or depressed. Such outcomes do occur,  
 55 but they can be minimized if coaches are properly  
 56 trained. Programs like *Coach Effectiveness Training*  
 57 encourage coaches to focus less on winning and more on  
 58 improving each player’s skills. One study examined the  
 59 impact of this training on Little League coaches by  
 60 interviewing 152 players, ages 10 to 12. The study found  
 61 that trained coaches were evaluated more highly by their  
 62 players than untrained coaches. Players with trained  
 63 coaches also had more fun, liked their teammates more,  
 64 and had higher self-esteem than players with untrained  
 65 coaches. In a British study, surveys were given to 265  
 66 boys who played soccer or cricket. Results indicate that,  
 67 when the coach focuses on effort and improvement,  
 68 most players feel good about themselves. When the  
 69 coach focuses on winning, most players feel  
 70 unsuccessful and incompetent. These studies show that,  
 71 by focusing on effort and improvement, coaches can  
 72 help players feel competent and build self-esteem.

(Read first two sentences.) *What part of an argument is the author giving us here?*

- A counter-reason.

*Why would an author do that?*

- He gives a reason that goes against his argument because he wants to show that it is not true.

(Read rest of paragraph.) *How does the author answer the idea that sports can have negative effects?*

- He talks about how coaches who are trained can make sure those bad things don’t happen.

*What goes on our map from this section?*

- The counter-reason – that sports can have negative effects – and evidence that these effects can be prevented if coaches get training.

*What do we call the evidence that shows a counter-reason is not true?*

- The rebuttal

(Add Counter-reason and Rebuttal to chart; have students mark text.)

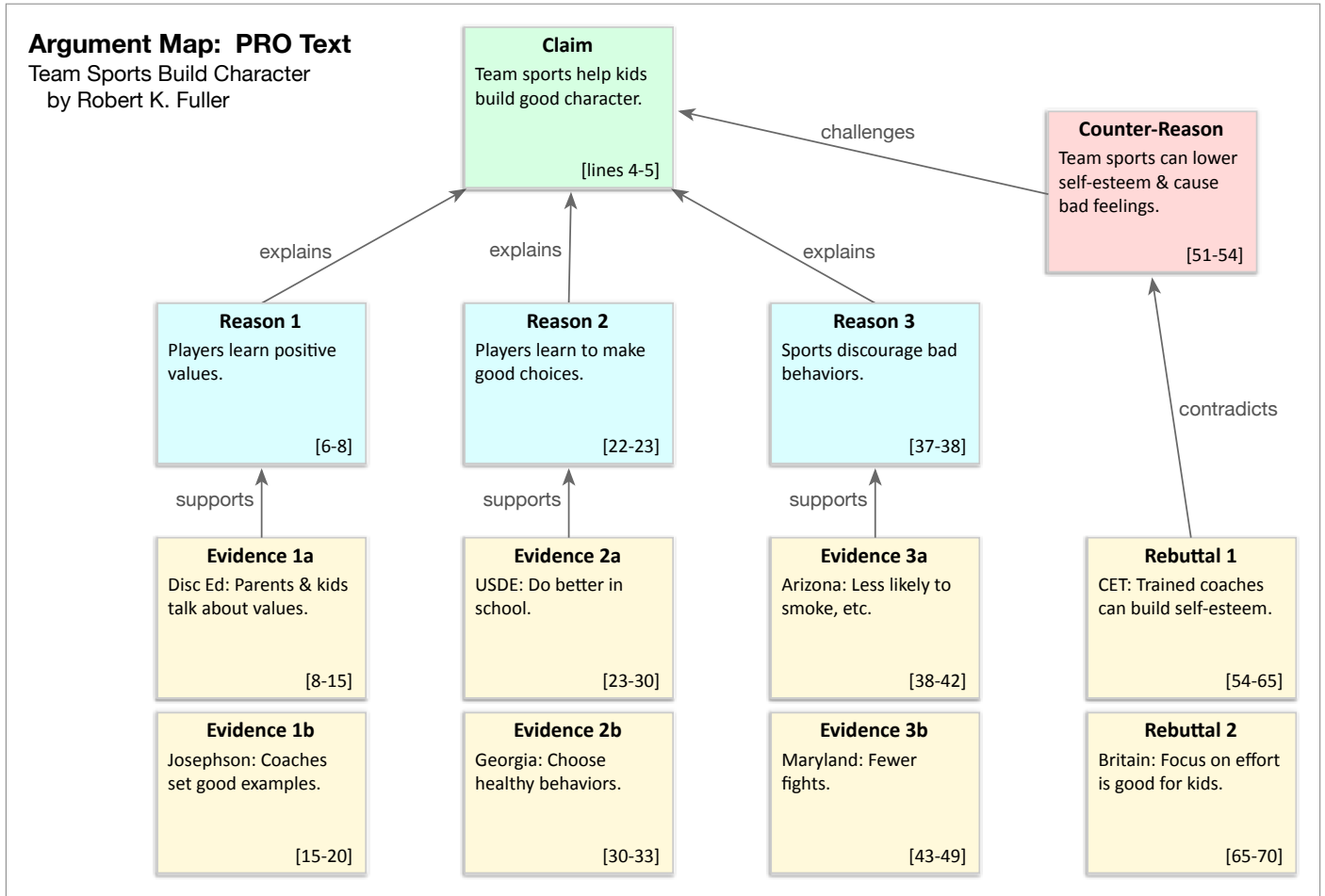
73 Playing team sports can provide young people with  
 74 positive experiences that build character. Players learn  
 75 important values like discipline, teamwork, fairness, and  
 76 respect for others. They also learn to make good choices  
 77 and avoid bad behaviors. And best of all, while they’re  
 78 learning all those things, they are playing a game and  
 79 having fun.

(Read paragraph.) *Did the author add any more to his argument here?*

- No.

*Then why did he include this paragraph?*

- To summarize his main points so the reader will remember them.







### Team Sports Build Character by Robert K. Fuller

1 Why join a sports team? It is a fun way to get exercise,  
2 build friendships, and develop physical skills. But  
3 participating in sports is a good choice for an even more  
4 important reason. The greatest benefit of team sports is  
5 that they help young people build good character.

C

6 A key part of developing character is learning positive  
7 values, and that is an outcome of being part of a sports  
8 team. Discovery Education surveyed 9,000 children,  
9 parents, teachers, and coaches. According to the survey,  
10 most parents whose children play sports believe their  
11 child is learning values such as teamwork, commitment,  
12 fairness, and respect for others. In addition, the survey  
13 showed that more than half of the children who play  
14 sports agree that they have a stronger sense of right and  
15 wrong because of the sport they play. Another survey,  
16 conducted by the Josephson Institute of Ethics, involved  
17 35,000 high school students. They found that 90% of  
18 athletes say their coach “consistently sets an example of  
19 good character” and “expects players to do the right  
20 thing.” Both surveys provide evidence that playing a  
21 team sport helps young people learn positive values.

R1

E1a

E1b

22 Participating in sports also helps young people learn to  
23 make good choices. The U.S. Department of Education  
24 sponsored a series of studies that followed the same  
25 students over multiple years. Results indicate that  
26 students who play sports are less likely to drop out of  
27 school than those who do not play sports. They also  
28 spend more time on homework, get higher grades, apply  
29 to more colleges, and are more likely to graduate from  
30 college. In another study, researchers surveyed over  
31 7,000 high school students in Georgia. They found that  
32 athletes are more likely than non-athletes to use  
33 seatbelts, exercise regularly, and eat healthy foods. The  
34 Department of Education and the Georgia studies  
35 provide a great deal of evidence that young people learn  
36 to make good choices when they play team sports.

R2

E2a

E2b

37 Finally, team sports build character by discouraging bad  
38 behaviors. Researchers surveyed 400 middle school  
39 students in Arizona. They found that sports participants  
40 are less likely than non-participants to exhibit such  
41 behaviors as smoking, drinking, cheating on tests,  
42 vandalizing school property, fighting, and stealing.  
43 Another study examined the rate of fights and other  
44 disturbances at 21 high schools in Maryland. They

R3

E3a

45 found that, when two schools have the same number of  
46 students, the school with more students involved in team  
47 sports will have fewer disturbances. The authors  
48 conclude that encouraging more students to play team  
49 sports may help make schools safer. All of this evidence  
50 shows that sports help young people stay out of trouble.

E3b

51 Critics say that team sports often have negative impacts  
52 on players. If players are made to feel that they do not  
53 play well, it may lower their self-esteem and cause them  
54 to become angry or depressed. Such outcomes do occur,  
55 but they can be minimized if coaches are properly  
56 trained. Programs like *Coach Effectiveness Training*  
57 encourage coaches to focus less on winning and more on  
58 improving each player's skills. One study examined the  
59 impact of this training on Little League coaches by  
60 interviewing 152 players, ages 10 to 12. The study found  
61 that trained coaches were evaluated more highly by their  
62 players than untrained coaches. Players with trained  
63 coaches also had more fun, liked their teammates more,  
64 and had higher self-esteem than players with untrained  
65 coaches. In a British study, surveys were given to 265  
66 boys who played soccer or cricket. Results indicate that,  
67 when the coach focuses on effort and improvement,  
68 most players feel good about themselves. When the  
69 coach focuses on winning, most players feel  
70 unsuccessful and incompetent. These studies show that,  
71 by focusing on effort and improvement, coaches can  
72 help players feel competent and build self-esteem.

C-R

Reb1

Reb2

73 Playing team sports can provide young people with  
74 positive experiences that build character. Players learn  
75 important values like discipline, teamwork, fairness, and  
76 respect for others. They also learn to make good choices  
77 and avoid bad behaviors. And best of all, while they're  
78 learning all those things, they are playing a game and  
79 having fun.

## Lesson 4 – Argument Map: CON Text



### Bird's Eye View

#### Map the CON Text (Part 1) – 25 minutes

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

#### Quickwrite (Part 2) – 15 minutes

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

### Part 1 – Map the CON Text

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



### CON Text Argument Discussion & Mapping

As you go through the text and identify each element:

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

## The Dark Side of Team Sports

by Grace Young

1 Playing sports should be fun for kids, but too often the  
 2 focus is not on having fun but on winning, being the best  
 3 and beating the competition. The best players are  
 4 recognized as stars, which can make them think too  
 5 much of themselves. Kids who are not the stars feel  
 6 unsuccessful and incompetent. Instead of working to  
 7 improve their skills, they often quit trying or drop out of  
 8 the sport altogether. For these reasons, participating in  
 9 sports can lead young players to focus on the wrong  
 10 values instead of developing good character.

*What is the author's claim*

- Team sports can keep kids from developing good character.

(Add the Claim post-it to the chart, then have students bracket and label lines 8-10 as "C".)

11 Kids who play team sports often develop bad personality  
 12 traits. Researchers in Finland studied girls and boys,  
 13 ages 8 to 16, who played baseball. They measured  
 14 sensitivity, which is the ability to understand what others  
 15 are feeling. They also measured narcissism, which is  
 16 when people think only of themselves. The study found  
 17 that, the more years kids spent playing baseball, the  
 18 lower they scored on sensitivity and the higher they  
 19 scored on narcissism. This shows that sports can cause  
 20 kids to ignore what others are feeling and become vain  
 21 and self-centered. Mark Edmundson is a writer who  
 22 played football in high school. He says that athletes "are  
 23 often bullies. They often seek violence for its own sake.  
 24 They like to humiliate their foes, off the field as well as  
 25 on it." This shows that sports can cause kids to become  
 26 overly aggressive and even cruel.

(Before reading) *We know the author's claim. What do you think will be coming up next?*

- Reasons.

*Ready? Stop me when you hear a reason.*

- (Students should stop you after first sentence.)  
 Players often develop bad personality traits.

(Add Reason 1 to chart; have students mark text.)

(Finish reading paragraph.)

*How does the rest of this section fit with the author's argument?*

- It presents evidence that players develop bad personality traits.

*How does the evidence show that players develop bad traits?*

- A study showed that kids who played baseball the longest were not as sensitive to others' feelings. A writer who played high school football says that athletes are often bullies.

(Add evidence to chart; have students mark text.)

27 Participating in team sports can also encourage kids to  
 28 make bad choices. The Josephson Institute of Ethics  
 29 conducted a survey of 35,000 high school students. They  
 30 found that athletes are more likely than non-athletes to  
 31 cheat in school, and many athletes believe it's okay for  
 32 coaches to teach players how to cheat without getting  
 33 caught. In another study, researchers gave the Youth  
 34 Risk Behavior Survey to 4,000 middle school students.  
 35 They found that kids who play sports are more likely  
 36 than non-players to engage in risky behaviors like  
 37 fighting, smoking, drinking, and using drugs. Taken  
 38 together, the two studies show that sports encourage kids  
 39 to make bad choices on the field and in life.

(Read paragraph.) *What does this section add to the author's argument?*

- It adds another reason that explains why sports lead to bad character – because they encourage bad choices.

(Add Reason 2 to chart; have students mark text.)

*How does the rest of the section fit with the author's argument?*

- It presents evidence from two studies showing that athletes make bad choices.

(Add Evidence to chart; have students mark text.)

40 People who promote team sports claim that they teach  
 41 positive values like discipline, fair play, respect for  
 42 others, and teamwork. In a Discovery Education survey,  
 43 those were all rated as important values for sports to  
 44 teach. Competitiveness and winning were rated as  
 45 unimportant. And yet, when asked which values sports  
 46 *actually* teach, competitiveness and winning were at the  
 47 top of the list and the others were at the bottom. In  
 48 another study, researchers gave the Youth Experiences  
 49 Survey to 450 high school students. They found that kids  
 50 who played sports reported more negative experiences  
 51 than kids in non-sport activities like church choir or  
 52 scouts. For example, kids in sports were more likely to  
 53 report that peers in their activity made fun of them or  
 54 that an adult told them to do something they knew was  
 55 wrong. Although team sports could teach important  
 56 values, these studies show that, in reality, they do not.

(Read first sentence.) *What is the author doing now to build her argument?*

- Giving a counter-reason.

*How is it a counter-reason?*

- It talks about people who believe sports teach positive values, which goes against her claim.

(Add Counter-reason to map; have students mark text.)

(Read rest of paragraph.) *How do the author's rebuttals show that the counter-reason is wrong?*

- With evidence from a study showing that, although people believe sports can teach good values, playing sports doesn't really teach players those values.

(Add Rebuttals to chart; have students mark text.)

57 Finally, playing team sports can weaken the family ties  
 58 that are essential for developing good character.  
 59 Jeannette Twomey is a writer whose son played youth  
 60 league baseball. His family attended all practices and  
 61 games, which often involved weekend travel. She wrote  
 62 this about the impact on her family:

63 Over the years, we saw one family activity after another  
 64 bow its head to youth sports. Dinner at home, reading  
 65 before bedtime, visits to grandma's, games, picnics,  
 66 camping trips – all were casualties of the sport schedule.

67 Researchers interviewed parents of tennis players, who  
 68 described similar problems. They reported less time with  
 69 their spouses and less time spent together as a family.  
 70 Family activities bind families together. Without them, a  
 71 family will drift apart. This can cause children to feel  
 72 less support and parents to have less influence over their  
 73 children's behavior.

(Read first sentence.) *What does the author add to her argument here?*

- Another reason that sports is bad for character – because it can weaken family ties.

(Add Reason 3 to chart; have students mark text.)

(Read rest of paragraph.) *How do lines 59 to 69 fit with this reason?*

- It is evidence that sports can cause families to drift apart; become less supportive.

*How does the author connect this to her claim about sports being bad for character?*

- She says that family ties are necessary to building good character.

(Add Evidence to chart; have students mark text.)

74 It is often said that team sports build character. Yet kids  
 75 who play sports often develop bad personality traits.  
 76 They tend to make bad choices in life, and their family  
 77 relationships often suffer. Despite what many people  
 78 believe, participating in team sports can be harmful to a  
 79 player's character.

(Read paragraph.) *What is the author doing in this last paragraph?*

- Summarizing the main points of her argument.

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

**Part 2 – 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 the 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 5-7 minutes to complete the quickwrite.

Share reasons & evidence:

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

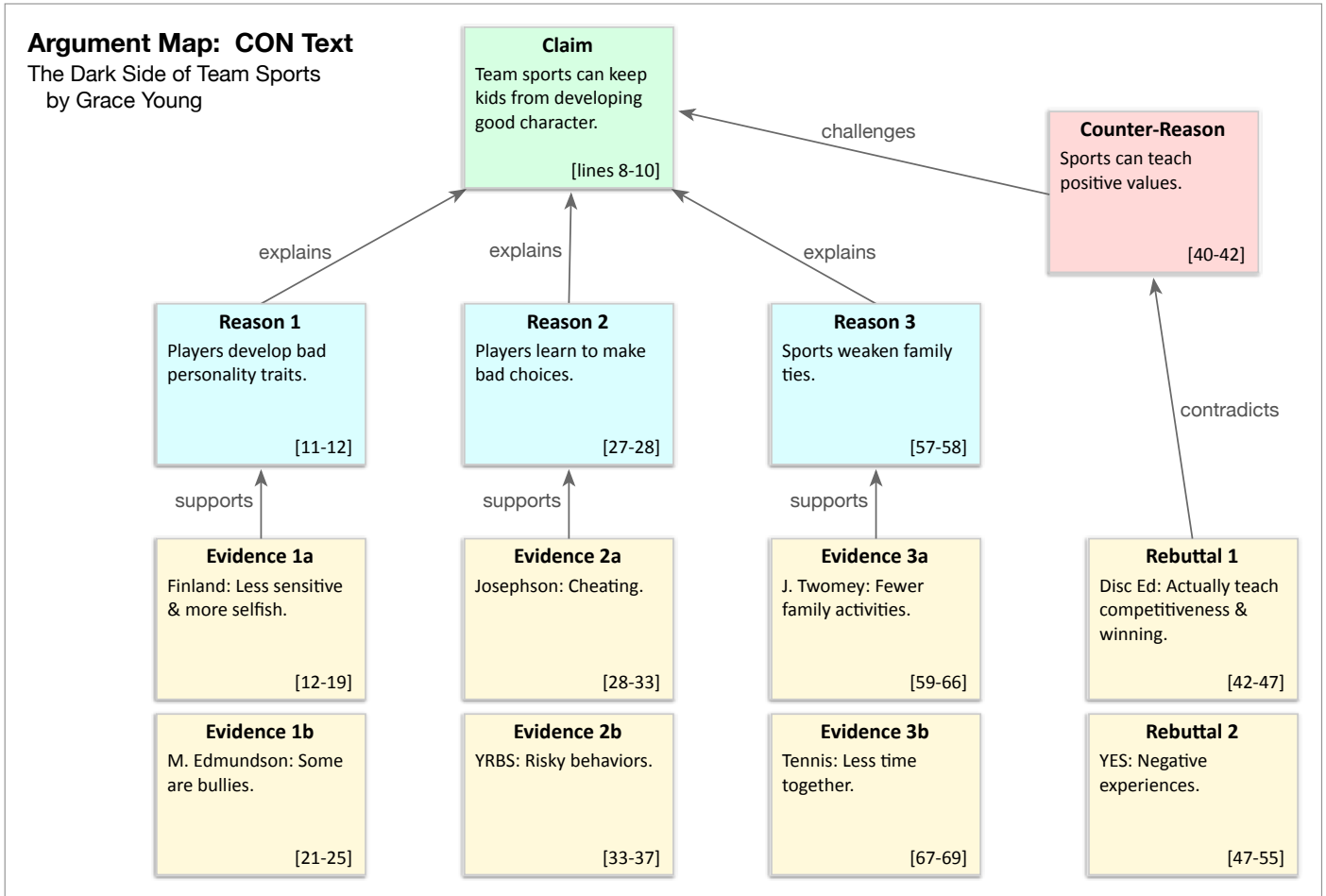
Use follow-up questions to encourage students to explain why a reason was convincing and to elicit different reactions to the same reason. Examples:

- *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 is a statement of an author's idea about the claim, whereas evidence describes supportive information that comes from a source.

**Target**

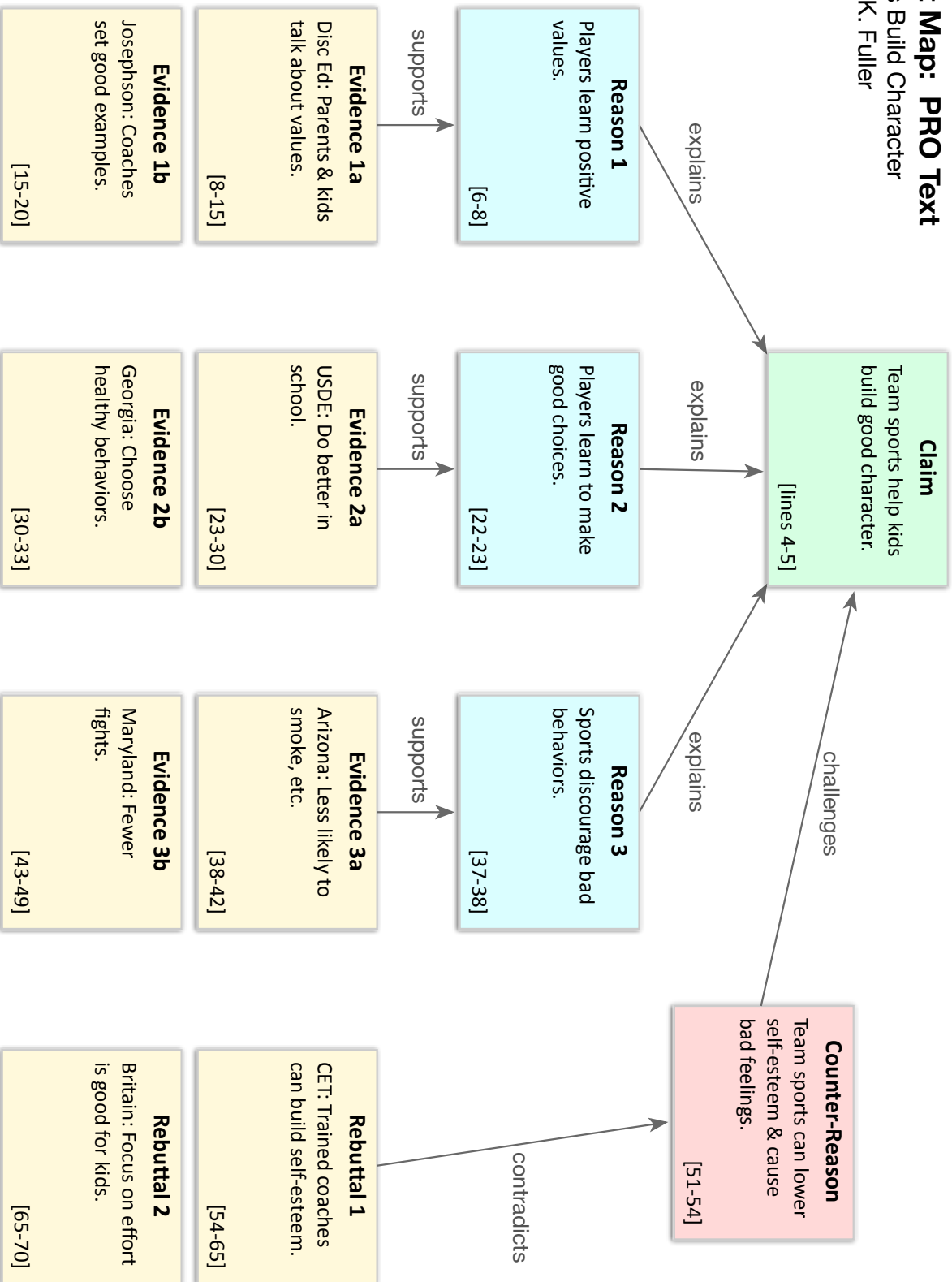
Help students see that people can have different reactions to the same argument. One person might think a particular reason is really convincing. To another person, the same reason might seem totally irrelevant.





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

### Argument Map: PRO Text Team Sports Build Character by Robert K. Fuller

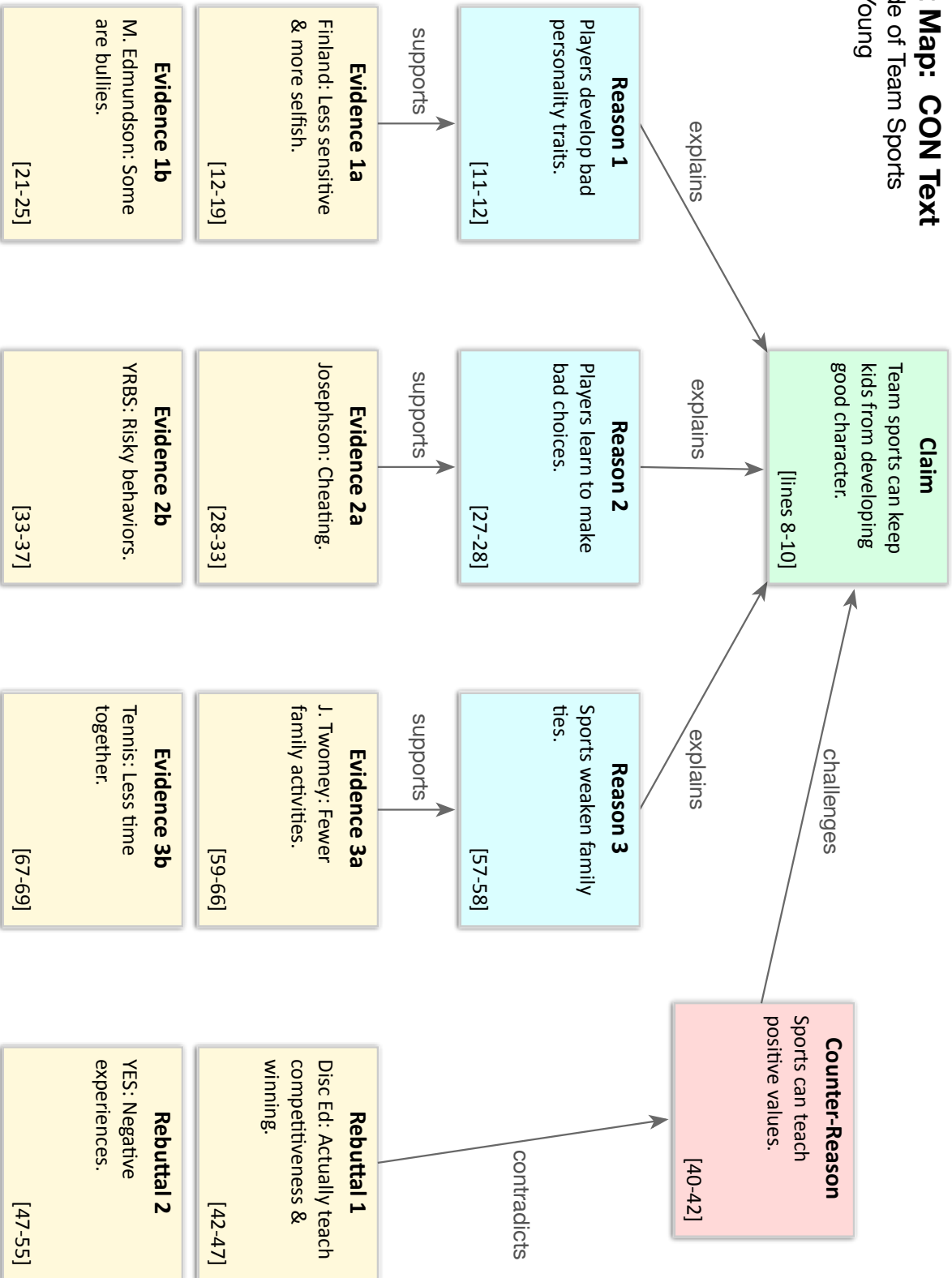




(These maps are under Tab 3 in the student notebook.)

### Argument Map: CON Text

The Dark Side of Team Sports  
by Grace Young





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

Name \_\_\_\_\_

## 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.

**Team Sports Build Character**  
by Robert K. Fuller

Most convincing reason:

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Evidence for that reason:

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**The Dark Side of Team Sports**  
by Grace Young

Most convincing reason:

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Evidence for that reason:

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## 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 team sports. 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 something from one of the texts that did not convince them and explain why it was not convincing.

### 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:

*From what we've read and talked about so far, do you think team sports are good for middle school students?*

Draw and label a line on the board:

YES – good NO – not so good



*Where do you fall on this line? Do you think team sports are good for kids? Not so good? Or somewhere in the middle? Do you think there might be certain conditions that would have to be true in order for team sports to be good for kids?*

*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 a simple PRO or CON position, offer a piece and ask how it could be used in an argument about team sports. For example, you could use #10, about playing well being more important than winning, to support the idea that team sports can be good for kids, but only if parents and coaches emphasize playing well and having fun over winning.

**Part 2 – Quickwrite****Introduce quickwrite:**

Have students turn to the Lesson 5 Quickwrite under Tab 2 in their binders. Review the writing prompt and tell students they are to choose something from one of the texts that they found unconvincing. It can be a reason, a piece of evidence, or a sentence explaining what the evidence shows. They are to respond to the author of the text and tell what was not convincing and why.

Give students about 5 minutes to write, then ask several to share what they wrote. To encourage oral argument, ask if anyone agrees or disagrees with what each student says.



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

### Assorted Evidence

1	Quote from Lisa Harper, mother of an 11-year-old who has played soccer since age 7: “We’ve seen our daughter and her teammates learn how to work together. They respect the uniform and one another. They know what it means to work for something beyond themselves.”	2	A survey by i9 Sports found that most mothers of sports players are stressed by their child’s participation in sports, and over half said it caused stress for the entire family. Almost 90% said the stress was due to schedule conflicts and about 60% blamed money issues.
3	Quote from writer Mark Edmundson: “There were times while I was playing that I thought that I was an abject failure at the game. I simply never got very good. But I came to see that I was actually quite a success. I was able to show up every day, to work hard at something that was extremely difficult for me, and to improve little by little.”	4	Researchers from the University of Illinois surveyed 2300 high school students. The survey asked about students’ experiences in different types of activities, including drama and music groups, volunteering, faith-based activities, and sports. They found that sports help students learn to set goals, work hard, solve problems, and manage their time.
5	Researchers at the University of California conducted a study at a sports camp for boys and girls, ages 9-16. They found that kids who play contact sports like football tend to be more aggressive in sports and in daily life than kids who play other sports.	6	In a follow-up study of Coach Effectiveness Training, researchers interviewed players of trained and untrained coaches. After one year, 26% of players with untrained coaches had quit the team, compared to only 5% of players with trained coaches.
7	A study described in <i>Youth &amp; Society</i> followed 1800 young people from sixth grade until age 25. They found that most children who play sports continue to be active in sports and fitness activities as adults.	8	Researchers from the University of Ottawa reviewed 185 studies of young athletes and their families. They found that parents often pay thousands of dollars for sports fees, equipment, uniforms, and other costs.
9	A study described in the <i>Journal of Youth and Adolescence</i> surveyed 260 boys and girls who play sports. They found that when there is a good relationship between the coach and the players and when players treat each other with respect and fairness, students are more likely to do positive things like sharing, helping, and supporting others.	10	Researchers from the University of Alberta followed 122 boys and girls over the first 12 games of their hockey season. Players completed questionnaires before and after each game. They found that players had the most fun in games where they thought they played well. Playing well was rated as considerably more important to having fun than winning.
11	A study described in <i>School Counselor</i> examined the grades of 123 high school students who played soccer one semester and did not play a sport the following semester. They found that their grades were significantly higher during the soccer season than during the off season.	12	The 2002 National Youth Survey of Civic Engagement shows that young adults who played sports in high school are more likely than non-athletes to watch the news, register to vote, volunteer, and participate in fundraising events and public meetings.
13	Data from <i>High School and Beyond</i> , a multi-year study of over 30,000 young people, shows that girls who play team sports are more likely to succeed in science than girls who don’t play sports.	14	According to the Center for Disease Control, regular physical activity helps children build strong bones and muscles, reduces the chance of being overweight, and promotes emotional health.
15	The National Center for Sports Safety reports that 3.5 million children aged 14 years and younger receive medical care for sports injuries each year. Two thirds of all sports-related injuries treated in emergency rooms involve injuries to children.	16	The U.S. Anti-Doping Agency says that an athletes’ use of performance-enhancing drugs reveals a fundamental ethical problem – the willingness to win at all costs. This attitude destroys the true value of sport and all that it can offer.



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

Name \_\_\_\_\_

## Lesson 5

### Quickwrite!

#### **I'm Not Convinced**

Choose something from one of the texts that did not convince you. Tell the author what was not convincing and explain why you were not convinced.

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## Lesson 6 – Claims and Connections



### Bird's Eye View

#### Brainstorm Claim Ideas (Part 1) – 10 minutes

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

#### Discuss Connections (Part 2) – 10 minutes

The teacher then introduces the idea that the claim ties an argument essay together.

#### Making Connections (Part 3) – 20 minutes

Students are then given sample claim-sentence pairs, and they are asked to explain connections between them.

### Part 1 – Brainstorm Claim Ideas

Introduce criteria:

*Over the next several days you will plan and then write an essay about team sports. 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 remind students that they are to write an argument that answers that question.

*As you are deciding what to write, think about all we've read – about the benefits of team sports, the problems they can cause, and ideas people have for making sports good for kids.*

Go over the criteria list with your students. Remind them that their claim is their big idea that answers the prompt. They need to provide at least two reasons, each with at least one piece of evidence from the PRO or CON text or the Assorted Evidence table.

For this essay, they also need to provide a counter-reason that goes against their claim and a rebuttal that goes against the counter-reason.

### What policy should your school follow about team sports?

**Claim** – clearly stated; responds to prompt

**Reasons** – at least 2 different reasons

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

**C-R/Rebuttal** – counter-reason goes against claim; rebuttal shows C-R is false

**Conclusion** – connects back to claim

**Signal Words** – help readers follow the logic of your argument

**Organization** – paragraphs organize your argument

Brainstorm ideas:

*What big ideas can you think of that respond to this prompt?*

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?*
- *Can you think of two different reasons to explain that claim?*
- *Could you use text evidence to support that claim?*

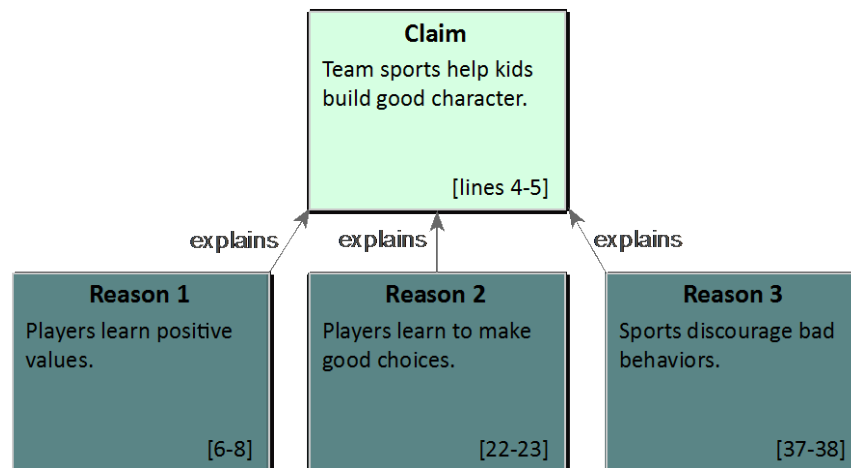
## Part 2 – Discuss Connections

Introduce connections:

*Another important thing to remember about an argument’s claim is that it ties together the whole essay.*

Have students turn to the argument map for the PRO text under Tab 3.

*Let’s look at how everything in the argument connects back to the claim.*



Describe connections:

*How does Reason 1 connect back to the claim?*

Learning positive values is part of building good character.

*How does Reason 2 connect back to the claim?*

Learning to make good choices is part of building good character.

*How about Reason 3?*

Avoiding bad behaviors is part of building good character.

*All of your answers are saying pretty much the same thing. Why?*

Because the entire argument is in support of the big idea that team sports help kids build good character.

*So your claim needs to be clear, it needs to respond to the prompt, and it also needs to connect with your reasons and counter-reason, and those need to connect to text evidence.*

**Part 3 – Making Connections**

Introduce task:

*Part of your job as an author of an argument is to help your readers understand how your claim, reasons, and evidence fit together. That may not be clear from just stating your reasons and evidence – you need to add explanations.*

*So for example, suppose I said “Joe didn’t see that the sidewalk was broken. Joe broke his leg.” Is it clear what happened? How might you explain the connection?*

Call on a couple of students to offer explanations, which should make clear that Joe fell because of the broken sidewalk.

*Let’s look at some examples that might be part of arguments.*

Guide task:

Read the breakfast claim post-it and the sentence about blood sugar, then place both post-its on the board.

**Claim**  
It's important to eat breakfast.

Low blood sugar can make you drowsy.

*Could this sentence support the claim? Explain how it connects.*

Sample connection: Not eating breakfast can cause low blood sugar, which can make you drowsy. So that’s why it’s important to eat breakfast.

Read the post-its about video games and bullying, then place both on the board.

**Claim**  
Violent video games should be banned.

There is too much bullying in schools.

*Could this sentence support the claim? Explain how it connects.*

Sample connection: Playing violent video games might make some students do violent things, such as bullying others in school. Banning violent video games might make kids less likely to bully others.

Read the post-its about attendance and test scores, then place both on the board.

**Claim**  
Good attendance is very important.

Amanda had the highest test scores.

*Could this sentence support the claim? Explain how it connects.*

Sample connection: Amanda had the highest test scores, and she had perfect attendance. So attending school every day may help you score better on tests.



## Team Sports

### Extended Writing Task: Argument Essay

Essay prompt:

**What policy should your school follow about team sports?**

Your score will be based on the following criteria:

<b>Claim</b>	Your claim is clearly stated and it responds to the prompt
<b>Reasons</b>	You include at least two different reasons why you believe your claim
<b>Evidence</b>	Each reason is supported by at least one piece of evidence
<b>CR/Rebuttal</b>	You include a counter-reason that goes against your claim and a rebuttal that shows that the C-R is false
<b>Conclusion</b>	Your essay ends with a conclusion that connects back to the claim
<b>Signal Words</b>	You use signal words to help readers follow the logic of your argument
<b>Organization</b>	Your essay has paragraphs that organize your argument

Bonus points will be awarded for:

- a third reason with evidence
- 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) – 15 minutes

Students then present their claim and evidence, and the class discusses whether and how the evidence connects to the claim.

#### Peer Feedback (Part 3) – 15 minutes

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

### Part 1 – Students Write Claim

Review outline template:

Have students turn to the outline template under Tab 4. Remind them that the claim, two reasons and evidence go inside the first two pages. For this essay, they will also need the counter-reason and rebuttal on the third page of the template. The last page is for extra credit, if they want to include a third reason.

Introduce task:

*Write your claim on a post-it and put it on your outline. 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 small post-its and give students 5 minutes to write their claim and circle evidence.

### 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:

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 the connection. 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 not connect to 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:

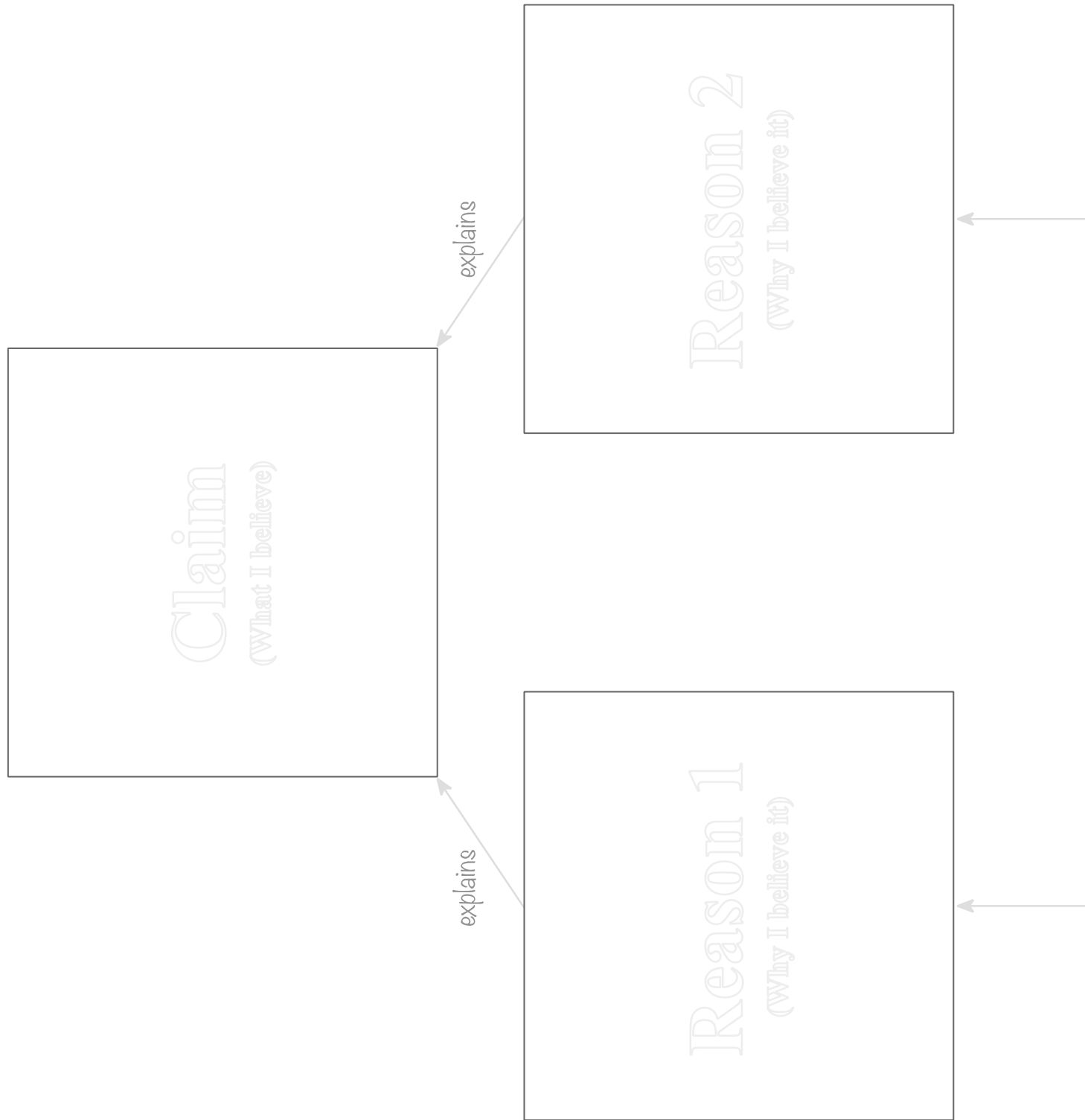
Have students pair up and trade binders. Tell them that, when they both finish writing comments, they should get together and talk about the feedback they gave each other. While students are working, circulate and provide your own feedback.

**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.)

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

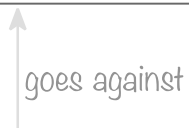
Evidence 1a  
(How I know it's true)

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 team sports?**

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

#### Review Types of Evidence (Part 1) – 10 minutes

This lesson begins with a brief review of the three types of evidence and an examination of text 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 – Review Types of Evidence

List types:

*Do you remember the three types of evidence we identified in the Junk Food Wars unit?*

Help students remember the following:

- **Expert opinion** is a quote from a person who knows about the topic.
- **Facts** include results from studies and surveys as well as statistics from government and agency reports, news articles, etc.
- **Examples** are stories and program descriptions that illustrate the author's idea.

Discuss text 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.*

Have students take out the PRO and CON texts and the Assorted Evidence table. Ask them to examine the evidence sources in the text and identify evidence they found convincing.

*I'd like some volunteers to describe a piece of evidence that you found convincing, then tell us why you found it convincing.*

Call on several students, then conclude that deciding if evidence is convincing or unconvincing depends partly on whether you trust the source. It also depends on your perspective. The same evidence may be convincing to some people but not to others.



## 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 4.

### Part 2 – Teacher Models Outline

Introduce modeling activity:

*Today you're going to start working on your outline. I'll walk you through part of the process with my own outline.*

Read your claim:

Hold up and read your claim then place it on the chart.

#### Claim

The school should encourage all kids to play team sports.

Add first reason:

*My first reason is this:* (Read it aloud.)

*What does this have to do with my claim?*

(It explains why you believe it. The school should encourage all kids to play team sports because it will keep them active and healthy.)

#### Reason 1

Playing sports keeps kids active and healthy.

Add it to the chart.

Add second reason:

*How about this one?* (Read Reason 2.)

*Does this fit? Does it explain why I believe the school should encourage all kids to play team sports?*

(Yes. The school should promote team sports because they can help kids do well in school.)

#### Reason 2

Playing sports helps kids do well in school.

Add evidence:

*I'm trying to decide between two pieces of evidence for my first reason.*

Hold up both post-its and read them aloud.

#### Evidence 1a

Georgia: More likely to exercise & eat healthy foods.

[pro: 30-33]

#### Evidence 1a

Arizona: Less likely to smoke, drink, cheat, steal, etc.

[pro: 38-42]

*What do you think? Which one should I use and why?*

Guide students to select the Georgia study because it more directly shows that playing sports keeps kids active and healthy. Add the Georgia evidence to the chart.



*Take a look at the Assorted Evidence table. I'd like to use piece #4 in my essay. How can I fit that into my argument?*

4	Researchers from the University of Illinois surveyed 2300 high school students. The survey asked about students' experiences in different types of activities, including drama and music groups, volunteering, faith-based activities, and sports. They found that sports help students learn to set goals, work hard, solve problems, and manage their time.
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Guide students to agree that it supports your second reason because setting goals, working hard, solving problems, and managing your time are all important skills for doing well in school.

*I have more to add to my outline, but I want you to have the rest of the period to work on your own outline. I'll finish mine 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 three pages show the pieces they are required to include in their essay. The last page is for extra credit, if they want to include a third reason.

*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 for details when you're writing your essay.*

Students begin outlines:

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

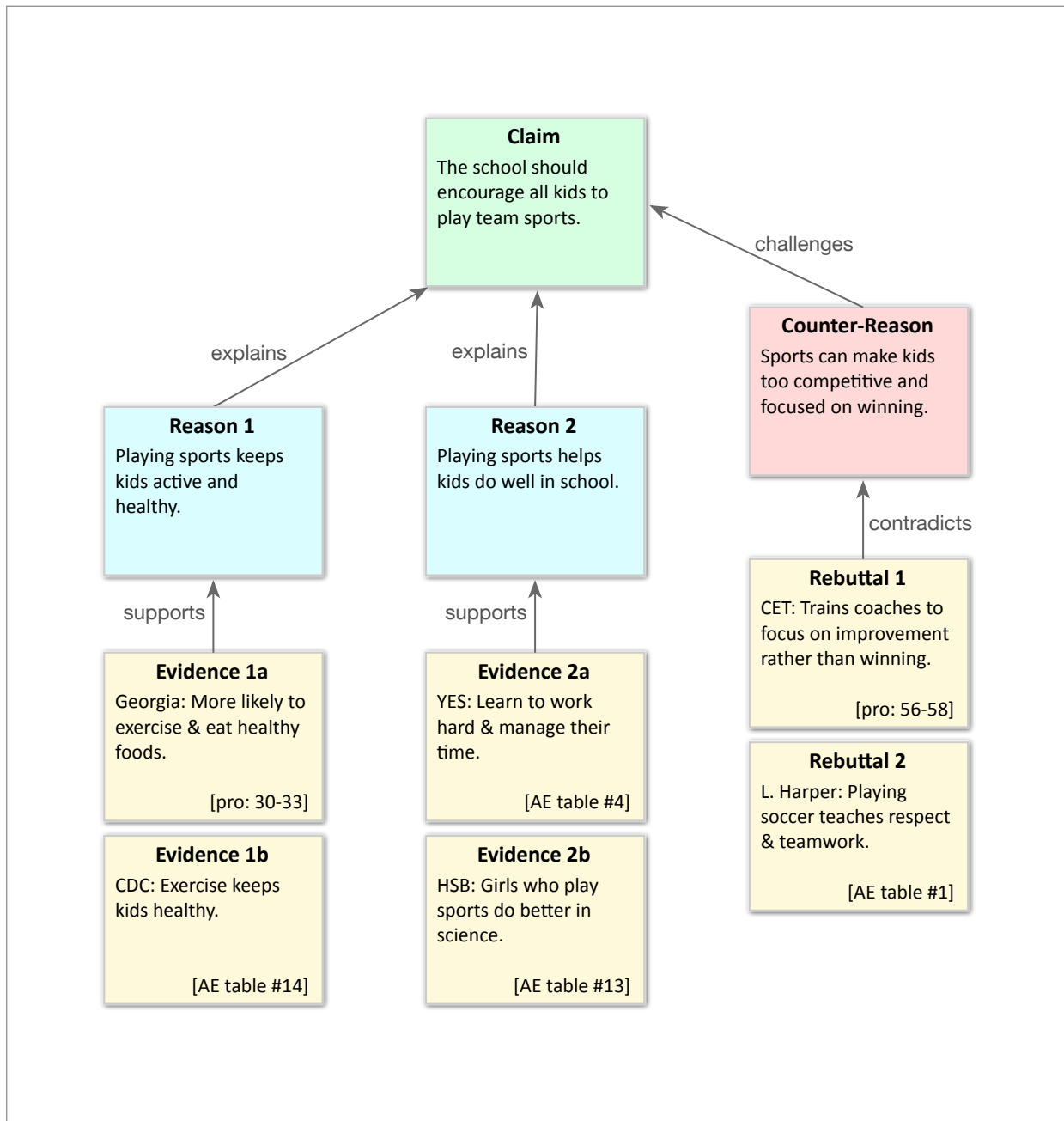


### Feedback

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) – 10 minutes

This lesson begins with a brief activity in which students generate counter-reasons and rebuttals in response to ideas from other students.

#### Students Finish Outline (Part 2) – 30 minutes

Students then finish their own argument outline.

### Part 1 – Counter-Reason Practice

Review definitions:

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

A counter-reason allows you to anticipate ideas from readers who disagree with you 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 task:

*Writing a counter-reason and rebuttal can be a little confusing because you bring up an idea that goes against your argument and then you argue against that idea. So we're going to practice coming up with counter-reasons and rebuttals as a class.*

Guide discussion:

Ask one student to present their claim and a reason. Ask another student to pose a counter-reason that challenges the argument. The first student can then provide a rebuttal or call on a friend to provide one. Repeat this for as many arguments as time allows.

### Part 2 – 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.
- A counter-reason that goes against your argument.
- A rebuttal that shows the counter-reason is false.

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 with evidence, counter-reason and rebuttal).



## 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., reason & evidence).

## Lesson 10 – Language of Explanation



### Bird's Eye View

#### Examine Models (Part 1) – 15 minutes

This lesson begins with students examining PRO and CON text examples of language authors use to explain how their ideas connect.

#### Use Language of Explanation (Part 2) – 25 minutes

Students then use the language of explanation to create sentences that connect different pieces of evidence.

### Part 1 – Examine Models

Review connections:

*What do you do when you explain something?* (Allow a few students to answer.)

*In Lesson 6 we talked about how everything in an argument needs to connect back to the claim. Making those kinds of connections is basically an explanation of how ideas fit together. So we had two ideas:*

- *breakfast is important, and*
- *low blood sugar can make you drowsy.*

*We connected those ideas by explaining that not eating breakfast can cause low blood sugar, which can make you drowsy. So eating breakfast is important for keeping alert.*

(Use this or wording from student responses:) *“Explain” means to make something clear or easy to understand.*

*When you make connections you show how some idea or information is related to something else – that’s how you make it easy to understand.*

*Today we will talk more about connections and the language authors use to make connections.*

Introduce first example:

*First, let’s look at the CON text that Grace Young wrote. (Point to the CON map.) We can check our map and see that Young’s claim was that team sports can keep kids from developing good character. She provided three reasons for this and evidence to support each reason.*

*But Young didn’t just give us her reasons and evidence . She did something else that helped make her argument effective. Read the paragraph that starts on line 27. See if you can find the sentence where Young connects her evidence back to the reason.*

CON, lines 37-39

Taken together, the two studies show that sports encourage kids to make bad choices on the field and in life.

*What two phrases did Young use to let us know that she was talking about both pieces of evidence in this paragraph?*

- taken together
- the two studies

*Draw a box around those two phrases.*

*What verb did she use? (**show**) Underline the verb show.*

*So what do these two studies show?*

Guide students to see that she ended the paragraph by telling us that the two pieces of evidence connect right back to her reason.

Students examine models:

*Let's look at the PRO text that Robert Fuller wrote. Examine the four middle paragraphs, between lines 6 and 72. In each paragraph, find the sentence that connects his evidence back to the reason. Draw a box around the words the author uses to tell you what evidence he's talking about. Underline the verb.*

Give students 2-3 minutes to finish.

PRO, lines 20-21

Both surveys provide evidence that playing a team sport helps young people learn positive values.

lines 33-36

The Department of Education and the Georgia studies provide a great deal of evidence that young people learn to make good choices when they play team sports.

lines 49-50

All of this evidence shows that sports help young people stay out of trouble.

lines 70-72

These studies show that, by focusing on effort and improvement, coaches can help players feel competent and build self-esteem.

*What words did Fuller use to let us know that he was talking about all the evidence presented in the paragraph?*

Students should identify the boxed phrases: "Both surveys," etc.

*What verbs did he use? (provide, show)*

*What other verbs could we use? These studies tell us. These studies .... what?*

Record responses on the board. (Examples: **demonstrate; indicate; suggest.**)  
If students need help, start writing a word letter by letter until they complete it.

*So our authors write something like, “These studies show,” and then what do they do? (Read the first PRO example, lines 20-21.) What does he do in the rest of that sentence?*  
Guide students to see that the author rephrases the reason this paragraph is about.

*What about this one? (Read the third PRO example, lines 49-50.)*  
Guide students to see that, here, the author rephrases the reason in a way that summarizes the two studies.

*What about this one? (Read the CON example.)*  
Guide students to see that this author repeats the reason, then summarizes the first study by saying “on the field” and the second by saying “in life.”

**Part 2 – Use Language of Explanation**

Introduce task:

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

*Now let’s try our hands at explaining connections. Look at numbers 4 and 11. Do they seem similar to you? What sentence could you use to explain what they show?*

4	Researchers from the University of Illinois surveyed 2300 high school students. The survey asked about students’ experiences in different types of activities, including drama and music groups, volunteering, faith-based activities, and sports. They found that sports help students learn to set goals, work hard, solve problems, and manage their time.	11	A study described in <i>School Counselor</i> examined the grades of 123 high school students who played soccer one semester and did not play a sport the following semester. They found that their grades were significantly higher during the soccer season than during the off season.
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Give students a chance to consider this, then call on a couple of students. If they have strong responses, work from theirs. Otherwise offer the following:

**Taken together, these studies suggest that playing team sports can help students learn the kinds of work habits that lead to better grades in school.**

*How about 1 and 12? How could you explain what they show?*

1	Quote from Lisa Harper, mother of an 11-year-old who has played soccer since age 7: “We’ve seen our daughter and her teammates learn how to work together. They respect the uniform and one another. They know what it means to work for something beyond themselves.”	12	The 2002 National Youth Survey of Civic Engagement shows that young adults who played sports in high school are more likely than non-athletes to watch the news, register to vote, volunteer, and participate in fundraising events and public meetings.
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Use the following as needed:

**Both the quote and the survey indicate that students who play team sports learn to cooperate with others and be unselfish.**

Students explain connections:

Have students create an explanation that connects #2 and #8, and another for #7 and #14.

2	A survey by i9 Sports found that most mothers of sports players are stressed by their child’s participation in sports, and over half said it caused stress for the entire family. Almost 90% said the stress was due to schedule conflicts and about 60% blamed money issues.	8	Researchers from the University of Ottawa reviewed 185 studies of young athletes and their families. They found that parents often pay thousands of dollars for sports fees, equipment, uniforms, and other costs.
7	A study described in <i>Youth &amp; Society</i> followed 1800 young people from sixth grade until age 25. They found that most children who play sports continue to be active in sports and fitness activities as adults.	14	According to the Center for Disease Control, regular physical activity helps children build strong bones and muscles, reduces the chance of being overweight, and promotes emotional health.

They can work in pairs or teams if that is preferable.

Give students 5 minutes to work, then take a few responses.

Use the following as needed:

- 2 & 8 – The two pieces of evidence demonstrate that sports equipment can be very expensive, and spending all that money can cause stress for families.
- 7 & 14 – Together, the two pieces of evidence suggest that playing sports can keep kids active and healthy throughout their lives.

Conclude lesson:

*To make connections, we need to ask, “What do these ideas have in common?” and then explain that relationship.*



## 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 the essay requirements and students start working on their first 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. Try to write suggestions that will help your partner improve their outline. Also, you are not limited to the 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 minutes to examine the outline and write comments, then have them meet and talk about the feedback they gave each other.



### Information

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

### Part 2 – Teacher Models Outline to Draft

Introduce modeling activity:

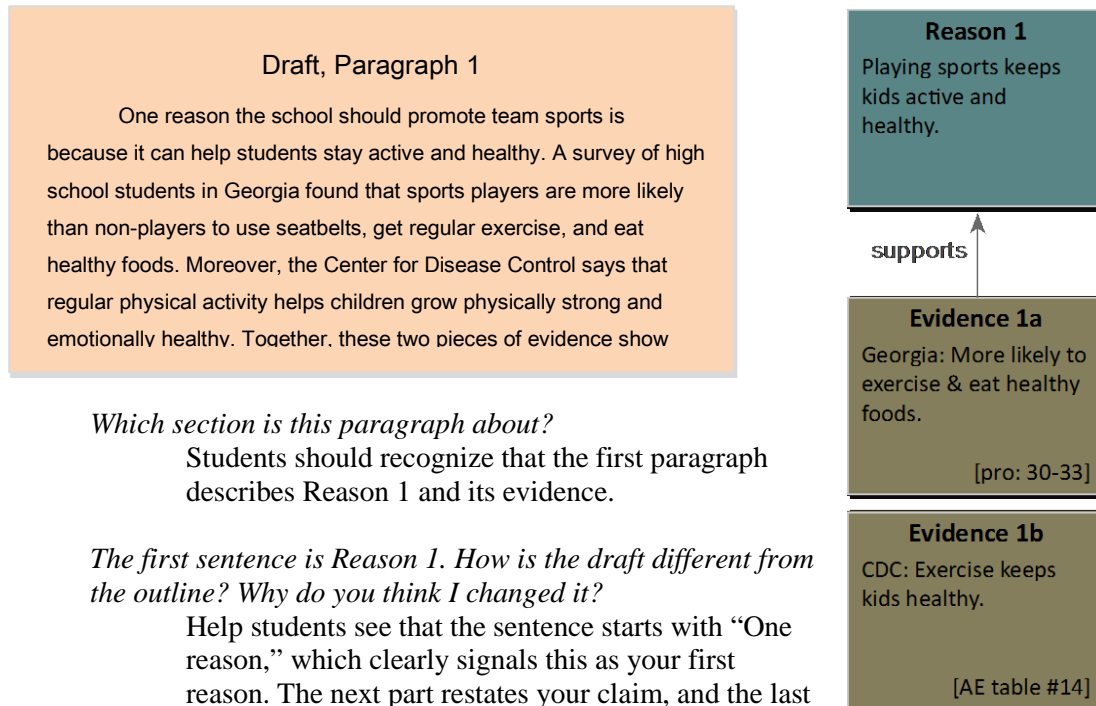
*Now you're ready to use your outline to write your first draft. I think it would be good to go through a little of this process together. I'd like you to take a look at part of my first draft, and we'll talk through some of the things we need to think about when moving from an outline to a rough draft.*

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

Model first reason and evidence:

*These two paragraphs are based on two sections of my outline.*

Read or have a student read the first sentence of Paragraph 1.



*Which section is this paragraph about?*

Students should recognize that the first paragraph describes Reason 1 and its evidence.

*The first sentence is Reason 1. How is the draft different from the outline? Why do you think I changed it?*

Help students see that the sentence starts with “One reason,” which clearly signals this as your first reason. The next part restates your claim, and the last part is a slightly more formal version of Reason 1 than the outline.

Read or have a student read the second sentence.

*How is this sentence different from Evidence 1a on the outline?*

Guide students to see that you went back to the text and added more detail to the description. For example, instead of “Georgia,” the draft describes it as a “survey of high school students in Georgia.” Also, the draft adds more details about healthy things sports players are likely to do.

*Read the third sentence. How is it different?*

Students should recognize that you started with “moreover” to signal that this sentence provides more evidence for the same reason. The draft version also spells out name of the CDC and provides a more complete and formal description of the evidence.

*The last sentence isn’t on the outline. Why did I add it?*

Help students understand that this sentence explains how the evidence connects to the reason.

Model counter-reason and rebuttal:

*Read the first sentence of Paragraph 2. What’s going on in this paragraph?*

Help students recognize that this paragraph contains your counter-reason and rebuttal.

**Draft, Paragraph 2**

Some people say sports make children too competitive.  
However, programs like Coach Effectiveness Training teach coaches to focus more on improvement than winning. This helps players work together instead of competing with each other. Similarly, Lisa Harper says playing soccer taught her daughter to work with her teammates and respect them. Both pieces show that sports can teach

*What word did I use to start the second sentence? Why?*

Students should understand that you start with “however” to signal your rebuttal, which goes against the counter-reason.

*Read the second sentence. How is it different from the outline?*

Students should see that it spells out the name of CET and identifies it as a program.

*Read the third sentence. What does it add?*

Help students see that it adds information about how coach training can make players less competitive.

*Read the fourth sentence. How is it different from the outline?*

Guide students to agree that the draft’s description of what soccer teaches (“work with her teammates and respect them”) is a stronger contrast with “competitive” than the outline’s description (“respect and teamwork”).

*The last sentence isn’t on the outline. Why did I add it?*

Help students recognize that you want to make sure your readers understand how your rebuttal shows the counter-reason is false.

**Counter-Reason**

Sports can make kids too competitive and focused on winning.

↑  
contradicts

**Rebuttal 1**

CET: Trains coaches to focus on improvement rather than winning.  
[pro: 56-58]

**Rebuttal 2**

L. Harper: Playing soccer teaches respect & teamwork.  
[AE table #1]

**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 turn to the draft paper, which is under the checklist. Remind them 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. Tell them 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 team sports?**

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; Your claim does not address the prompt.
Question 2 – Are there at least two different reasons that clearly explain why the author believes the claim?	
yes	Your reasons explain your claim.
no	Missing a reason; This reason isn't clear; This reason doesn't explain your claim.
Question 3 – Is there at least one piece of text evidence to support each reason?	
yes	You have text evidence to support each reason.
no	Missing text evidence for this reason; This evidence isn't clear; This isn't text evidence.
Question 4 – Is there a counter-reason that goes against the claim?	
yes	You have a counter-reason that goes against your claim.
no	Missing a counter-reason; Your counter-reason doesn't really go against your claim.
Question 5 – Is there a rebuttal that shows the counter-reason is false?	
yes	Your rebuttal shows your counter-reason is false.
no	Missing a rebuttal; Your rebuttal doesn't really show your counter-reason is false.



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

One reason the school should promote team sports is because it can

help students stay active and healthy. A survey of high school students in Georgia

found that sports players are more likely than non-players to use seatbelts, get

regular exercise, and eat healthy foods. Moreover, the Center for Disease Control

says that regular physical activity helps children grow physically strong and

emotionally healthy. Together, these two pieces of evidence show that playing

sports can help students develop healthy habits and stay fit.

Some people say sports make children too competitive. However,

programs like Coach Effectiveness Training teach coaches to focus more on

improvement than winning. This helps players work together instead of competing

with each other. Similarly, Lisa Harper says playing soccer taught her daughter to

work with her teammates and respect them. Both pieces show that sports can

teach cooperation rather than competition.





(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 text evidence?
- 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?

## COUNTER-REASON

- yes  no Do you have a counter-reason that goes against your claim?
- yes  no Is it clear?

## REBUTTAL

- yes  no Do you have a rebuttal?
- yes  no Are your sources given?
- yes  no Do you explain how your rebuttal shows the counter-reason is false?

## 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?

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## 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 looks for and 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.



## Lesson 13 – Finish Draft



### Bird's Eye View

#### Teacher Describes Marking (Part 1) – 10 minutes

To begin this lesson, the teacher helps 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 elements.

#### 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 elements. 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. In Unit 1, you only marked the claim, reasons, and evidence. In this essay, you'll also mark the counter-reason, rebuttal, and conclusion.*

If needed, help students understand how to mark each of the elements:

- Claim = C
- Reason = R1, R2, etc.
- Evidence = E1a, E1b, E2a, etc.
- Counter-Reason = C-R
- Rebuttal = reb
- Conclusion = conc

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

Students should recognize that, since there is no evidence for Reason 2, they would need to add evidence for that reason. They should also move each reason and its evidence to a separate paragraph.

*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 elements.

**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.)

<b>C</b>	<u>My school should not have a team sports program,</u> and here's why.
<b>R1</b>	One reason is because kids can get hurt playing sports. <u>The National Center for</u>
<b>E1a</b>	<u>Sports Safety says that 3.5 million kids are treated for sports injuries each year.</u>
<b>R2</b>	<u>Another reason is because uniforms, equipment and fees can be very expensive.</u>
<b>R3</b>	A third reason is that it can be hard on families. <u>In an i9 Sports survey, most</u>
<b>E3a</b>	<u>moms say their whole family is stressed by the sport, mostly because of time and</u> <u>money issues.</u> This shows that families can suffer when kids play sports. Also, <u>some coaches teach players to cheat without getting caught.</u>
<b>C-R</b>	<u>Supporters claim that sports build character.</u> <u>But that isn't really true.</u>
<b>reb</b>	Writer Mark Edmundson says that many athletes are bullies who "like to <u>humiliate their foes."</u> This shows that sports actually do the opposite of building
<b>conc</b>	character. <u>In conclusion, middle schools should not have sports teams</u> <u>because kids can get hurt, it can be expensive, and it can stress their family.</u>



## 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 (Part 2) – 10 minutes

The teacher then offers ideas to help students begin revising, and students identify revisions needed in the sample marked essay.

#### Students Begin Final Essay (Part 3) – 25 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 the category “Connections” was not included in the scoring rubric for Unit 1.

To earn full credit for this essay, students need to add sentences that explain how evidence connects to a reason or how a reason connects to the claim. They can also earn bonus points for a third reason and for originality of ideas.

### Part 2 – Revision Ideas

*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:*

- *Read each paragraph and make sure it has one big idea that connects to your claim.*
- *Within each paragraph, read each sentence and make sure it connects to that paragraph's big idea.*

*Let's try these out on the sample essay that we looked at in Lesson 13.*

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

*Does each paragraph have one big idea that connects to the claim?*

Students should recognize that the first paragraph has several big ideas. Each reason and its evidence should be in a separate paragraph. The claim and conclusion might also be moved to separate paragraphs.

*Look at the sentence between the rebuttal and conclusion.*

This shows that sports actually do the opposite of building character.

*What is the author doing with that sentence?*

Help students understand that the author is explaining how the rebuttal shows that the counter-reason is false.

*How about the sentence after the evidence for Reason 3.*

This shows that families can suffer when kids play sports.

*Why did the author write that sentence?*

Students should recognize that the author is explaining how the evidence shows that Reason 3 is true.

*What about the next sentence?*

Also, some coaches teach players to cheat without getting caught.

*Why did the author include it?*

Guide students to understand that it provides evidence that could connect to the claim, but it doesn't connect to any of the author's reasons. The sentence should be deleted or moved to a new paragraph with a new reason that connects it to the claim.

### **Part 3 – 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. Remind them that they should first mark up their rough draft to plan their revisions before writing their final essay. 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.

## Argument Essay Scoring Rubric – Unit 2

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

<b>Claim</b>	
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.
<b>Reasons</b> (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.
<b>Evidence</b>	
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.
<b>Connections</b>	
2	You include sentences that explain how evidence connects to a reason or how a reason connects to your claim.
1	You try to explain connections, but your explanations are vague, unclear, or inaccurate.
<b>Counter-Reason &amp; Rebuttal</b>	
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.
<b>Conclusion</b>	
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.
<b>Signal Words</b>	
2	You use signal words to help readers follow the logic of your argument.
1	You include signal words, but you use them incorrectly.
<b>Organization</b>	
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.
<b>Originality of Ideas</b> (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.









## 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. 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.

