Big Idea/ Topic

The Power of Argument Writing: How to Build Confidence Using CCW Technique
Lesson Six: Collaborative Writing: Introductions and How to Hook Your Reader

This is the sixth lesson of a 10-segment lesson series on the “Power of Argument Writing.” This lesson primarily works to introduce students to various methods/strategies they can use to craft a hook when writing introductions.

**Essential Questions:**
- How can I empower myself through my writing?
- How can I show growth in my argumentative writing proficiency this year?
- What is the “Color Coded Writing Technique” and how does it work? How can I make it work for me?

**NOTE:** This learning plan uses specific texts (e.g., written, performed, illustrated) as concrete examples of standards-based learning activities. These texts are not endorsements. The selection of classroom texts is completely a local decision and subject to local approval processes.

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Lesson “Small Make(s)”</th>
<th>Unit “Big Make”</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can connect to something I know to help me understand something new.</td>
<td>Hook for essay</td>
<td>Argumentative Essay</td>
</tr>
<tr>
<td>I can use a hook strategy to engage my reader.</td>
<td></td>
<td>Rubric for Scoring</td>
</tr>
</tbody>
</table>

*adapted from Cris Tovani’s *Why Do I Have to Read This? Literacy Strategies to Engage our Most Reluctant Readers* (2021)
### Standard Alignment

- **ELAGSE11W1** (Introduce precise claims and organize claims, counterclaims, reason, and evidence; develop claims and counterclaims; create cohesion; establish and maintain formal tone; provide appropriate conclusion)
- **ELAGSE1W4** (Produce clear and coherent writing.)
- **ELAGSE11W5** (Develop and strengthen writing through planning revising, editing, etc.)
- **ELAGSE11SL1** (Initiate and participate in a range of collaborative discussions...building on others' ideas.)
- **ELAGSE11SL3** (Evaluate a speaker’s point of view, reasoning, and use of evidence/rhetoric.)
- **ELAGSE11L1** (Demonstrate command of the conventions of Standard English grammar and usage when writing; use parallel structure.)
- **ELAGSE11L2** (Demonstrate the command of the conventions of Standard English capitalization, punctuation, and spelling when writing.)
- **ELAGSE11L3** (Make effective choices for meaning or style.)

### Instructional Design
For more information regarding daily routine practices and/or additional information on the unit framework (including materials), please see the Power of Argument Writing Unit Overview.

Various evidence-based practices (EBPs) are identified throughout the lesson below; however, we believe good teaching can be eclectic, “...thoughtfully, intentionally taking some of the best of different teaching methodologies, while always holding onto some research-based, core beliefs, we can help our students flourish in ways that teaching only one way will not” (Roberts, 2018, p. 6). Always feel free to adapt the lesson to meet your professional needs with your specific student population. Ideas for student supports and enrichments can be found in the “Student Learning Supports” section.

This mini unit is written for synchronous distance learning or face-to-face learning that utilizes various technology resources. Everything listed as synchronous can be utilized with little to no change in a face-to-face (f2f) environment. However, guidance is provided for modifications, including ideas for supporting students who are learning asynchronously and those with little or no access to technology (unplugged / offline).

Materials
Teacher—virtual whiteboard (shared document), debatable prompts, Teacher Slide Deck
Students—reader & writer’s notebooks, digital or physical annotation tools, Power of Argument Writing: Lesson Six Handout (Unplugged).

Engage
Opening: [Increase student motivation and engagement in literacy learning [Moderate evidence] (Kamil, et al., 2008)].

Synchronous or Asynchronous

- Come together as a whole group and as an opener, show students the anchor chart from the previous lesson as reminder of the thesis statement you will be working with. It’s good to remind students that the thesis is the most important thing they will write, and if they do that well, the rest can be pretty easy and fun!
- Move into a mini-lesson about hooks. You may want to use a short clip as an introduction to the concept. You can present your screen or have students view on their computers at home.
Unplugged/Offline

- Have students read Part I of the **Power of Argument Writing: Lesson Six Handout (Unplugged)**.
- If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).

Explore

**Synchronous or Asynchronous**

- Use the clip to springboard a conversation about hook strategies. You may want to use Padlet or a similar tool to have students post their ideas about the “Dos and Don’ts of Hooks.” This is an opportunity for 10-15 minutes of independent thinking and posting, or you may choose to continue as a whole-group discussion with students calling out ideas or using a chat feature, depending on the platform you use for digital learning.

- Come back together as a group. You can use a graphic in Pear Deck to help students create notes about the rules for hooks that you are going to use in your class. It can help to point out to students that there is no one right way to write, and this is just adding to their knowledge base. We often use certain writing techniques for certain purposes at certain times. Just because you as the teacher suggest they move past some of the more basic hook strategies does not mean they were not worth learning and using. Let’s add some new ones! [EBP: Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle [Strong evidence]. (Graham, et al., 2016)].
Students can type on the graphic or a similar chart. You can encourage them to create this chart in their journal or notebook so they can use it with future writing (for any class).

[Increase student motivation and engagement in literacy learning [Moderate evidence] (Kamil, et al., 2008)].

Unplugged/Offline

- Have students complete Part II of the Power of Argument Writing: Lesson Six Handout (Unplugged).
- If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).

Apply
**Synchronous or Asynchronous**

- Instruct students to take 10-15 minutes to craft a potential hook for this essay. They could type in their hook in the category to which it belongs on the Pear Deck chart.
- In a face-to-face or synchronous setting, they could even add them to one big chart, or they could enter them into the Chat feature.

**Unplugged/Offline**

- Have students complete Part II of the *Power of Argument Writing: Lesson Six Handout (Unplugged)*.
- If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).

[EBP: Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle [Strong evidence]. (Graham, et al., 2016)].

**Reflect**

**Synchronous or Asynchronous**

- Have students read each other’s responses. Come together and discuss the hooks. Have students submit their top three choices via Microsoft or Google form as a ticket out of the class.

[EBP: Increase student motivation and engagement in literacy learning [Moderate evidence] (Kamil, et al., 2008)].

**Unplugged/Offline**

- Have students complete Part III of the *Power of Argument Writing: Lesson Six Handout (Unplugged)*.
- If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).

---

**Evidence of Student Success**

As this is the sixth lesson in the *Power of Argument Writing* unit, the formative assessment of students’ discussions and writings will serve as evidence of student success in this lesson.

Students’ participation in the lesson and submitted hooks will inform instruction regarding readiness to proceed through process. The Microsoft/Google Form ticket-out-the-door submission at the end can also require that students list their own hook as the first input (in case they do not want to recognize theirs).
Formative Assessment

“More of What’s Meaningful”: Formative Assessments (Serravallo, 2013)

Formative assessment can occur in two ways:

- Conferring [Guidance: Tips for Conferring to Maximize Student Engagement]
  “Supercharge your Conferring: Focus on Goals, Strategies, and Feedback” (Serravallo, 2018)
- Sharing [“How to Create an Inclusive Virtual Classroom” (Kern, 2020)]
  “8 Strategies to Improve Participation in Your Virtual Classroom” (Minero, 2020)

Student Learning Supports

At all levels, the English Language Arts standards encourage students to become critical thinkers and communicators. The following strategies are designed to support students who are either struggling to meet this lesson’s learning target and/or are exceeding and would benefit from enrichment.

Supports/Scaffolding

- Conceptual Processing: Allow additional processing time. Review this content prior to the lesson occurring so that the student will have additional time to formulate responses. Summarize each lesson segment and keep summary accessible for students. Implement scaffolds identified below for various circumstances.
- Language: Prior to beginning of the lesson, explicitly teach vocabulary required to engage with the content. [EBP: Explicit vocabulary instruction [strong] (Kamil, et al., 2008)].
- Visual-spatial Processing: Provide opportunities for students to engage with visual representations and/or manipulatives (virtual or concrete) as they explore concepts of power and communicate ideas.
- Organization: Maintain logical progression of big ideas/lesson segments in the course’s shared virtual space so that students can revisit lesson segments as necessary. Help students bookmark frequently utilized sites (such as Flipgrid) or how to group tabs in Chrome to assist with organization.
- Memory: Maintain logical progression of big ideas/lesson segments in the course’s shared virtual space so that students can revisit lesson segments, as necessary.

Scaffolds

- Pull a small group and demonstrate a think-aloud by sharing your screen and talking through a hook, modeling your process of approach.
- Share the following resource: Grammarly’s “Captivate Your Reader by Writing the Perfect Hook” (Konya, 2021)

Acceleration/Extension
ELA.GSE.11-12.W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- Have students compose a series of hooks, modeling each of the strategies. Encourage experimentation with the various strategies to find something that feels comfortable.
- Allow the student to pick a favorite strategy and explain why.

Engaging Families

Aligning with your district’s family engagement plan to facilitate the most meaningful way to work with your families. At the secondary level, much of the communication occurs with the student serving as a liaison.

- Encourage students to share their hook-writing strategy with their family members. They can even share a series of hooks to see which one gets the most enthusiastic response.

References


