Big Idea/Topic

The Power of Argument Writing: How to Build Confidence Using CCW Technique
Lesson Ten: Time to Show Some Growth

This is the tenth and final 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 revise their final product and submit their final copy. It will also ask students to reflect upon their learning during the course of the unit and how they have improved.

**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>
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<tr>
<td>I can <strong>use</strong> the color-coding technique for better understanding the structure of my writing.</td>
<td>• Revisions</td>
<td>• Argumentative Essay</td>
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<td>I can <strong>capitalize</strong>, <strong>punctuate</strong>, and <strong>spell</strong> correctly as a courtesy to my readers.</td>
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<td>• <strong>Rubric for Scoring</strong></td>
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<td>I can <strong>use</strong> a wide variety of sentence structures.</td>
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<td>I can <strong>self-assess</strong> my writing using a rubric.</td>
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<td>I can <strong>demonstrate</strong> improvement by revising my writing.</td>
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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 Ten Handout (Unplugged)](#)

**Engage**

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

**Synchronous or Asynchronous**

- Starting as a whole group, open with a call for questions about the color-coding writing process.
- Have students pull up their individual essays.
- If they have not already done so, you could invite students to take a highlighter (or adjust the font color) to color-code all their essay paragraphs to ensure all their paragraphs are well-developed and include all the required components [dependent on your available time].
Unplugged/Offline

- Have students read Part I of the [Power of Argument Writing: Lesson Ten Handout (Unplugged)](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

- Using Pear Deck, pull up the rubric introduced in the beginning of the unit. They may need to split the screen so that the rubric is on one side and the essay is on the other. Using the rubric displayed on your screen, lead students through the scoring once more.
- Ask them to score their essays using the rubric now based on what they have written, but ask them to remember this is just the self-assessment. Now they will have a chance to make revisions prior to submitting it for a grade.
- Have students highlight areas of the essay they need to revise [with a different color if they already used highlighting to indicate parts].
- For some, they will have no introduction, so they should make a note at the top of the essay to include an introduction. For some students, they will need to focus on transitions. For others, they may have run out of steam before writing a conclusion. Remember, they did this as a baseline before direct instruction.

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

[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 Ten Handout (Unplugged)](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

- Release students to revise their essays. They have options:
  - work independently after sharing the essay document with the teacher
  - work while attending the Teams or Google meet (or alternative platform meet) so that the teacher can help as needed
- select a partner with whom to share the essay and participate in peer review as they revise.
- Assign a final due date for electronic submission *[Depending on the amount of time spent in the process, it could be that day or the next day – or even a week later. It is all at your discretion.]*

**Unplugged/Offline**

- Have students complete Part II of the *Power of Argument Writing: Lesson Ten 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**

- Give students a “Ticket out the Door” where they can reflect and self-report their growth through the process of learning the CCW technique [Microsoft or Google Form].
- After final essay submissions, assess them with the rubric and provide students with feedback.
- Provide additional assessment over the color-coded writing process as needed after essay submissions.

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

**Unplugged/Offline**

- Have students complete Part IV of the *Power of Argument Writing: Lesson Ten 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 tenth and final lesson in the *Power of Argument Writing* unit, the summative assessment of students’ completed essay will serve as evidence of student success in this lesson; the included rubric will be used to assess it.

- The baseline provides initial data and the revised essay provides the opportunity to show growth. The use of the rubric provides reliable data that will indicate growth and improvement. The baseline is recorded for data purposes and the revised essay is calculated into the students’ overall course grade.

- Students feel proud to see their essay grade increase so much. Through this process, students come away having written two full essays. They feel accomplished. They also feel great pride and, they can be empowered when they see their final essay score increased so dramatically. The biggest indicator is that they show more confidence as you move forward with other writing tasks. It is not so scary, and each student can see something great in their writing. They ask more questions about their writing choices. They want critiques because they feel that writing is something at which they can be great if they view it as a process that allows for growth.

- The Microsoft/Google Form ticket-out-the door submission at the end can also be utilized as an assessment of their growth throughout the learning process.

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 model essays, modeling your process of approach.
- Relying solely on digital text may not be ideal for all students. Hand-written anchor charts help some students. Using physical space in a classroom if possible and then recording/uploading images is helpful for students.
- Providing outlines for students as options is ideal for scaffolding and chunking. Making them printable for students at home is beneficial. Many students prefer to write in the colors vs. typing and highlighting.
- Lessons are already chunked, but recording narrated lessons will help students that need to review content or move at a slower pace. (Use Google meets and record, Loom Extension, Screencastify, Screencastomatic, or other recording resources)
- Because lessons utilize Pear Deck, they can be self-paced as needed. Students who do not need so much structure can work independently and check in on an as-needed basis. Also, there is flexibility in focus. If a student is ready to focus on artful transitions instead of crafting an introduction, there is flexibility in the process to accommodate individual students’ needs.
- Remediation and acceleration are possible for any and all students.

Acceleration/Extension

- To extend the learning, you could have high-achieving students serve as peer review for one another. In addition to simply reviewing the structural and craft choices, they can assess the relevance of support and strength of argument.

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 final essays with their family members.

References

Education Evaluation and Regional Assistance, Institute of Education Sciences.  


