Big Idea/ Topic

Overview of Lesson Sequence:

The Power of Argument Writing: How to Build Confidence Using CCW Technique

This is a 10-segment lesson series on the “Power of Argument Writing.” These lessons work to introduce the color-coded writing technique and ensuring a solid understanding of the building blocks/essential elements of argument writing. The lesson culminates in students composing a final essay following direct instruction on every individual element to demonstrate their understanding of the basic principles of organization and content in argument writing.

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.

Standard Alignment

The 9-10 and 11-12 Georgia Standards of Excellence for English Language Arts encompass a dynamic skillset that steadily increases in sophistication, nuance, and complexity. All 42 ELA standards target important and specific skills that are interconnected and that spiral not only throughout students’ high school years but throughout their entire K-12 education. The ELA GSE are designed to be revisited and reinforced throughout every school year. High school students in Georgia regularly engage in the following holistic practices:

» Read texts of increasing sophistication and expand literary and historical knowledge to better analyze
and integrate references, inferences, allusions, and images.

» Make full use of a variety of texts, resources, and evidence bases to support original ideas and evaluate intricate arguments.

» Address different aspects of the same topic and convey how complex ideas interact by putting texts and sources in conversation.

» Employ convincing examples and compelling evidence with cohesion to communicate knowledge, understanding, and perspective through a variety of well-reasoned writings, presentations, and discussions.

Of course, for students to expand their knowledge, increase their skills, and build lifelong literacy practices, they need to engage in focused instruction and participate in a variety of educational experiences. Even when lessons require students to use an array of literacy skills and knowledgebases (as they always do), instruction must zero in on specific skills at specific times.

The lessons in this sequence are unified by **ELA.GSE.11-12.W1** *(Introduce precise claims and organize claims, counterclaims, reason, and evidence; develop claims and counterclaims; create cohesion; establish and maintain formal tone; provide appropriate conclusion).*

Additional standards are leveraged when students are required to read or write using specific skills and practices:

- **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

GaDOE’s Standards-based Classroom Instructional Framework

This learning plan supports the whole child and aligns to the coherent instruction system of Georgia’s Systems of Continuous Improvement. Each lesson of the sequence is designed in accordance with the standards-based classroom instructional framework put forth by the Georgia Department of Education’s Division of School & District Effectiveness.

This standards-based framework follows a workshop model of instruction and includes an opening, a brief transition, a work session, and a closing. Figure 1 shows general percentages of class time devoted to each segment of the instructional framework; however, it is important to note that these percentages will vary with the instructional focus. For a more detailed description of the teaching practices contained within each segment, visit the instructional framework page on GaDOE’s website.

Tovani (Tovani & Moje, 2017) puts forth a similar framework, which she calls the student engagement model (Figure 2). This model includes a catch segment during which the teacher refocuses the class by clarifying misunderstandings or introducing a new strategy. For more information, please see the professional learning study guide and framework template to design your own lesson: “TIME: Planning for Students to do the Work” (Tovani, 2020). Both frameworks are flexible, and any segment may serve as an entry point. While most class periods will incorporate all segments, this, too, will vary with the instructional focus.

Tovani also writes about the “Curriculum You Anticipate (CYA)” structures, comprised of the six Ts: topic, text, time, targets, task, and tending, to help facilitate deeper dives into the content (2021).

TOPIC: The Power of Argument Writing: How to Build Confidence Using CCW Technique

TIME: This lesson incorporates 10 Lessons, which depending on the environment, pacing, and your professional discretion could take more than 10 days.
## Primary Unit Learning TARGETS

<table>
<thead>
<tr>
<th>Task</th>
<th>Argumentative Essay Rubric for Scoring</th>
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<tbody>
<tr>
<td><strong>I can connect</strong> to something I know to help me understand something new.</td>
<td><strong>Unit “Big Make”</strong></td>
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<td><strong>I can compose</strong> argumentative writing that features the primary genre characteristics.</td>
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<tr>
<td><strong>I can select</strong> an appropriate topic for my writing.</td>
<td>Rubric for Scoring</td>
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<tr>
<td><strong>I can use</strong> the color-coding technique for better understanding the structure of my writing.</td>
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<td><strong>I can use</strong> a hook strategy to engage my reader.</td>
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<td><strong>I can introduce</strong> my topic and provide essential information to set up my argument.</td>
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<td><strong>I can compose</strong> a clear, developed thesis.</td>
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<td><strong>I can research</strong> to find evidence to support my argument.</td>
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<td><strong>I can rebut</strong> a counterclaim.</td>
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<td><strong>I can craft</strong> body paragraphs with a topic sentence.</td>
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<td><strong>I can integrate</strong> relevant RDFQs into my body paragraphs.</td>
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<td><strong>I can connect</strong> the RDFQs to my claims in a way that strengthens my argument.</td>
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<td><strong>I can transition</strong> between paragraphs and ideas.</td>
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<td><strong>I can restate</strong> my thesis in a creative way (in my conclusion) that does not feel repetitive.</td>
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<td><strong>I can summarize</strong> the main points of my argument in my conclusion without making it feel redundant.</td>
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<td><strong>I can write</strong> a conclusion that makes my essay feel complete.</td>
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<td><strong>I can cite</strong> my sources to lend credibility to what I say.</td>
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<td><strong>I can capitalize, punctuate, and spell</strong> correctly as a courtesy to my readers.</td>
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<tr>
<td><strong>I can use</strong> a wide variety of sentence structures.</td>
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<td><strong>I can self-assess</strong> my writing using a rubric.</td>
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<td><strong>I can objectively assess</strong> the writing of others using a rubric.</td>
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<td><strong>I can demonstrate</strong> improvement by revising my writing.</td>
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**TEXT:** Throughout the course of this unit, you should keep the focus on selecting accessible texts for your students, with an emphasis on text variety (both genres/types and perspectives connected to the topic), though the true focus should remain on selecting accessible texts for your students that will also be interesting. Various texts are identified throughout the unit as samples that could be utilized with any given task.

**Disclaimer:** The Georgia Department of Education (GaDOE) does not endorse any of the books, resources, websites, programs, products, and other materials that may be featured as part of the Remote Learning Plan units. Any use of books, resources, websites, programs, products and other materials are intended to serve as examples only. All curriculum decisions are made at the local level.

**TENDING:** In considering the various aspects of this unit, students may be conflicted as they deconstruct
and seek to understand the power structures in their lives, so it is important to support them as they engage in this work. Identifying students’ concerns and connections [or disconnections] will be crucial in helping them to engage with the learning, which occurs on an individual basis. When tending to students’ individual needs, utilizing “catch and release” times in addition to the other scaffolds, supports, and accelerations in the Student Learning Support portions can increase your awareness of your students’ needs. For more information on engagement strategies for a variety of disinclined learners, check out Tovani’s *Why Do I Have to Read This? Literacy Strategies to Engage Our Most Reluctant Students* (2021).

**Writing & Convention Skills Covered:**

**Argumentative Writing**
- Basic elements of an introduction, body paragraph, and conclusion-
  - Hook
  - Topic
  - Expansion
  - Thesis statement
  - Transitions
  - Topic sentences
  - RDFQ (Reason, Detail, Fact, Quote)
  - Restated thesis
  - Universal statement
- Focus on rhetorical strategies:
  - Parallel structure
  - Rhetorical questions
  - Claims
  - Counterclaims
  - Antithesis

**Evidence-based Practices:**

In addition, evidence-based practices have been identified throughout the Remote Learning Plan Reading Power lessons, by color-coding the evidence-based practices (*EBP*) and accompanying citation; these are practices that have been found to be effective at producing positive outcomes with adolescent student populations. For more specific information, please review the IES Practice Guide cited for each practice.

**High-leverage Practices:**

Furthermore, these lessons have high-leverage practices embedded throughout the series. High-leverage practices are those research-based practices that are found to foster learning and engagement with ALL students, regardless of content area and/or grade-level. They should be implemented frequently and fall under four main domains: collaboration, assessment, social/emotional/behavioral, and instruction.
The following high-leverage practices are embedded throughout the Power of Argument lesson series:

- **Collaboration**: Collaborate with families to support student learning.
- **Social/Emotional/Behavioral**: Establish a consistent, organized, and respectful learning environment.
- **Social/Emotional/Behavioral**: Provide positive and constructive feedback to guide students' learning and behavior.
- **Instruction**: Identify and prioritize long- and short-term learning goals.
- **Instruction**: Systematically design instruction toward specific learning goal.
- **Instruction**: Teach cognitive and metacognitive strategies to support learning and independence.
- **Instruction**: Provide scaffolded supports.
- **Instruction**: Use explicit instruction.
- **Instruction**: Use strategies to promote active student engagement.
- **Instruction**: Use instructional technologies.
- **Instruction**: Provide positive and constructive feedback to guide students' learning and behavior.

For more information on high-leverage practices, please visit the following [GaDOE High-Leverage Practices](#) resource.

**Lesson Sequence**

*Lesson 1 . . . Getting the Baseline*
*Lesson 2 . . . Calibrating the Rubric*
*Lesson 3 . . . Introducing the Color-Coded Writing (CCW) Technique*
*Lesson 4 . . . Collaborative Writing: Selecting a Topic and Ideation*
*Lesson 5 . . . Collaborative Writing: Introductions and the Importance of the Thesis Statement*
*Lesson 6 . . . Collaborative Writing: Introductions and How to Hook Your Reader*
*Lesson 8 . . . Collaborative Writing: Let’s Get to the Body of Things*
*Lesson 9 . . . Collaborative Writing: Coming to a Conclusion*
*Lesson 10 . . . Time to Show Some Growth*

**Learning Environments**

*Synchronous, Asynchronous, & Unplugged/Offline Distance Learning*
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. Throughout the lessons, the various learning environment modifications can be identified through the color-coded label of **Synchronous, Asynchronous**, or **Unplugged/Offline**. If you are in a face-to-face setting, you will likely be able to follow this plan with minimal adjustments; however, utilizing chart paper to create Anchor charts as you move through the lessons could be an excellent addition to keep track of the thinking.

**Daily Routine***

Generally, each day opens with a teacher-led mini lesson. Students then have a set amount of time to read and work on their own. During this time, you will confer with individuals or work with small groups. You can manage these work sessions in several ways:

» Ask students to log off and then log back in at a specified time. This flexibility means they can work in a location where they are comfortable.

» Ask students to mute their mics and work nearby while logged in. This may work best when the work session is short or when you are planning catch-and-release segments or mid-workshop teaching. To create a sense of togetherness, consider playing soft music while students work.

» Assign students to breakout rooms during the work session and ask them to mute their mics. They will read and work independently in the breakout room, but you can more efficiently check in with several students at a time. This configuration may work best when you anticipate productive struggle or when you would like students to move back and forth between working with others and working independently.

*These procedures will change depending on the environment in which your course is taking place.

Before releasing students to their independent work, make a habit of asking if any students have questions or want to chat before getting started. Invite them to stay back with you, and then listen carefully as they talk. This practice affirms productive struggle, ensures that more students are working in meaningful ways, and enables you to better grasp and address any stumbling blocks. It also creates an atmosphere of openness, reinforces individualized learning, and positions you as a trustworthy and supportive partner in their work.

Play around with this formatting idea for **choice breakout rooms** (Park, 2020).

**Materials**
This learning plan requires minimal supplies, allowing you to adapt it to your teaching environment and to your students. Most days, students will need writing materials, color-coding documents/rubric, and annotation supplies such as highlighters and sticky notes or an online annotation tool (explore free tools here (Enoch, 2018) and here (Farber, 2019)).

Give yourself and your students grace when it comes to new technology—often, simple and familiar is the most effective. For more tips, please check out our new GaDOE ELA Guidance Document: “Digital Tips for Student Engagement” (2021); you can utilize the virtual introduction document here.

For information about a workshop model of instruction, teacher as writer, and reader’s and writer’s notebooks, view this guidance from the Georgia Writing Project (GaWP) (2019).

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**Evidence of Student Success**

- Formative assessments throughout the lessons include observations of discussions, ideations, and individual contributions to the collaborative process.
- Digital learning allows the teacher to see in real time if a student understands a concept. Instead of handing in papers, students share work digitally and the teacher can comment immediately and offer feedback. Check for understanding quizzes embedded in digital lessons using Pear Deck.
- Online summative assessment of color-coded writing technique that includes MLA performance assessment as well as organizing and color-coding a scrambled essay.
- 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, I believe are empowered, when they see their final essay score increased so dramatically. The biggest indicator is that they show more confidence as we 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.

**Formative Assessment**

- In this mini unit, formative assessment occurs in three ways:
- Conferring [Guidance: Tips for Conferring to Maximize Student Engage](#)
- Sharing ["How to Create an Inclusive Virtual Classroom" (Kern, 2020)]
- Small Groups ["Small Group & Conferencing Tips from Kate Roberts” (based on Roberts, 2018)]

**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.
- In this section of each plan, supports are identified for students who might struggle with conceptual processing, language, visual-spatial processing, organization, and/or memory.
- In addition, scaffolding and acceleration/extension are provided for use.
  - For more information about evidence-based teaching practices and scaffolding, see this [infographic](#) (REL Southeast, 2017).

- 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.
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.

- The Owl at Purdue Writing Lab

Drawing upon the research of Day (2013), Ferguson (2005), and LaRocque (2013), Jacques and Villegas (2018) argue that family engagement best occurs for parents when the following conditions are met:

A relationship with a trusted staff person or teacher who is approachable, friendly, receptive to concerns, and a champion for the student and family. Perceptions that families are welcome and valued at the school. Receptivity, transparency, empathy, and flexibility from school staff regarding communication and collaborative efforts to support learning and success. (p. 1)

References


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Tovani, C., & Moje, E.B. (2017). *No more telling as teaching: Less lecture, more engaged learning (not this but that)*. Heinemann.
