Big Idea/Topic

The Power of Argument Writing: How to Build Confidence Using CCW Technique
Lesson Seven: Collaborative Writing: Introductions – Why Do They Take So Much Effort?

This is the seventh 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 when writing introductions, focusing on the role of transitions.

**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>
</table>
| I can **connect** to something I know to help me understand something new. | • Introduction paragraph | • Argumentative Essay  
• Rubric for Scoring |
| I can **introduce** my topic and provide essential information to set up my argument. |  |  |
| I can **transition** between paragraphs and ideas. |  |  |
| I can **use** the color-coding technique for better understanding the structure of my writing. |  |  |

*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.)
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 Seven Handout (Unplugged).

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

Synchronous or Asynchronous

- Mini-lesson: Why are we spending so much time on the introduction?
  - You can use this time to share with students that an introduction often takes time and effort because we are doing so much thinking. Taking time to craft a thesis that drives the argument will save us time later. Hooking the reader’s attention may take time to craft, but when you do it, it makes your whole essay so much stronger. We are also collaborating, so it takes time to share and critique so many ideas.
  - Let’s finish this introduction. Present the Color-Coded Writing Chart and remind students that the hook is orange, the topic is red, the expansion is green, and the thesis is black.
  - Allow students 20 minutes of independent writing time to craft their introduction. If this is done using a shareable virtual document (Microsoft/Google docs0, ask students to share their work so you can monitor in real time.
Now put it in order!

Introductions:

• **What is the hook?**

• **What is the topic?**

• **Explain why it matters.**

• **What is a thesis statement?**

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**Unplugged/Offline**

- Have students read Part I of the *Power of Argument Writing: Lesson Seven 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**

Come together as a group and ask for a student to volunteer to share the introduction. In an asynchronous environment, you can do this by asking them to submit introductions to you, and then you can share anonymous snip-it's. This is a great time to use physical space or anchor charts in your classroom. By using the whiteboard, you can critique and model how to craft an introduction. For synchronous or asynchronous instruction, you can take a picture and embed it in your digital content (slide deck or modules). By doing that, you continue to emphasize the relevance of the students’ own work, and you are allowing students to come back to that
Another Example

You do it:

1. Using the outline attached in google classroom post, complete the introduction.
2. Color-code your introduction.

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

- Transitions Mini-lesson: Transition back to whole group and use Pear Deck to engage students with the lesson:
Transitions Activities

You do it!

1. Using the two-page chart linked in the google classroom post, do the following:
   a. Circle overused transitions and make a list in the space on the back.
   b. Highlight 4 transitions you have never used and want to try this year. Add to list on back
   c. Read the paragraph and circle all of the transitions.
Transitions:

- **Transitions** are words or phrases that connect ideas or signal shifts in importance or relevance. **Transitions** help us move from one point to another smoothly and can also help us emphasize or minimize an idea.

[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 Seven 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

- Linked in the slide deck is a handout with transitions for different purposes. Students work independently to underline 5-10 overused transitions. They then use the highlighter to select 5-10 transition words and phrases they have never used but would like to incorporate into their writing this year. Depending on the platform, it is possible to make a copy for each student to keep as a resource. You will also be able to monitor their participation in this activity.

Unplugged/Offline

- Have students complete Part III of the Power of Argument Writing: Lesson Seven 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

- Come together as a group to share their work with transitions, or you could use Padlet to create a discussion board of the most overused transitions. Let them know it is time to transition to body paragraphs tomorrow!

[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 Seven 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 seventh 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 introduction paragraphs will inform instruction regarding readiness to proceed through process.

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 Engage]
  “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

- If you are using Google classroom or Canvas, it is possible to upload a color copy of an outline for students to complete. This is great scaffolding for struggling learners.

- For additional practice with transitions, see this resource from https://www.mdc.edu/kendall/collegeprep/documents2/transitional%20words%20and%20phrasesrevised815.pdf
**Acceleration/Extension**

- Have students experiment with various transitions and relationships in their introduction paragraphs. Let them edit three versions virtually, and then decide on which one is stronger. You can conference with students requiring acceleration to help them.

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**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 TRANSITION to discuss transitions with their families. Tell them to examine how many transitions they go through on a daily basis. Ask them to consider the language they use to move from one activity to another and to note if their family members use any different transition words.

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**References**


