

# CER: Claim, Evidence, and Reasoning (Multiple-Choice Scaffolding) ★

GRADES

6 - 12

DISCIPLINE

Any

COURSE

 Any

PACING

 50min

SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<p><b>DEVELOPMENT &gt; BODY PARAGRAPHS:</b> Ability to construct a paragraph that makes a point and supports this point through evidence and reasoning.</p>	<p><b>CER: CLAIM, EVIDENCE, AND REASONING (MULTIPLE-CHOICE SCAFFOLDING)</b> Defend your responses to multiple choice questions by articulating your evidence and reasoning that this answer (claim) is correct.</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> <li>• Chooses the correct answer.</li> <li>• Cites evidence from the question itself, an article read in class, or a lab, and uses that evidence to support the answer that they chose.</li> <li>• Reasoning ties the evidence back to the claim and/or explains why other answers choices are incorrect.</li> </ul>	<p><b>Teacher Note:</b></p> <p>The following is an example of the CER formula (Claim, Evidence and Reasoning) being scaffolded for students using multiple choice questions. The example is from a science class. However, it can be used in any discipline or class.</p> <ol style="list-style-type: none"> <li>1. <b>Model</b> how to use the CER strategy by reading and thinking aloud with a sample multiple choice question. <ul style="list-style-type: none"> <li>• <b>Claim</b> [the answer to your question] <i>The correct answer is...</i></li> <li>• <b>Evidence</b> [this supports your claim and is based on things you can see (e.g. observations made in lab or from an article, words within the question itself, diagrams within the question itself)] <i>I know this because ...</i></li> <li>• <b>Reasoning</b> [this links your evidence to your claim. It may also explain why other answer choices are incorrect] <i>This evidence supports my claim because...</i></li> </ul> </li> </ol> <ul style="list-style-type: none"> <li>• <b>As a class</b>, use the CER routine to complete the additional multiple choice questions.</li> <li>• <b>Practice</b>, have students work individually or in pairs to complete CER for three questions.</li> <li>• <b>Share out.</b></li> </ul>
	<p>Standards:</p> <p><b>CCR.R.1</b> : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>CCR.W.1</b> : Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>CCR.W.9</b> : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Additional Attachments:</p>		





# Justifying and Explaining Evidence ★

GRADES

**5 - 12**

DISCIPLINE

**Any**



COURSE

**Any**

PACING

🕒 **60min**

SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<p><b>CONNECTING EVIDENCE TO THE CLAIM:</b> The ability to explain the relevance of the evidence (e.g. facts, statistics, expert quotes) to the writer's claim.</p>	<p><b>JUSTIFYING AND EXPLAINING EVIDENCE</b> Use the Argument Planner to record 2-3 pieces of compelling evidence from a selected text. Explain the connection between the evidence and your claim, projecting the outcome if we accept your analysis.</p>	<p><b>Exceeds expectations:</b> Identifies evidence that is strong and clearly relevant to the claim. Explains how and why the evidence supports the claim using contextual information that helps demonstrate the relevance. Projects the impact of acting on this evidence or of accepting the logic that the writer delineated.</p> <p><b>Meets expectations:</b> Identifies evidence that is relevant to the claim. Explains how and why the evidence supports the claim using contextual information that helps demonstrate the relevance.</p> <p><b>Not Yet:</b> May identify evidence that is not relevant to the claim. May simply introduce evidence with no commentary or explanation. May summarize evidence rather than analyze it. May make general comments about the evidence, but does not show how the evidence is</p>	<p><b>Modeling:</b></p> <ol style="list-style-type: none"> <li>1. Class reads a common text. This should be short, and ideally should be something the class has already read before.</li> <li>2. Give students a copy of the handout, Argument Planner. Have a model claim planned out and printed on the paper.</li> <li>3. For the first piece of evidence, model using the handout on the common article. Students merely watch and listen.</li> <li>4. For the second piece of evidence, work together as a class to complete the row.</li> <li>5. For the third piece of evidence, assign students a partner to complete the row with. Tell them which piece of evidence to use, but have them complete the rest of the row on their own. Give them a few minutes. Then, go over the row together.</li> </ol> <p><b>Practice:</b></p> <ol style="list-style-type: none"> <li>1. Instruct students to use the same process on an article they share with another student.</li> <li>2. Once they have one or two pieces of evidence analyzed have students meet with you to check their work. This will help you to see if students are understanding the process.</li> <li>3. When students are finished with this process working with their partner, ask them to work individually on another article.</li> <li>4. When they are finished, have them share their work.</li> </ol> <p><b>Ticket out the door:</b></p> <p>Give students a 3x5 note card or a scrap of paper. Have them respond to the prompt: How do you think this activity will make your paper a stronger piece of writing?</p>

		applicable to the situation being written about.	
	<p>Standards:</p> <p><b>W.8.1</b> : Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>W.8.9</b> : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>CCR.W.1</b> : Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>CCR.W.9</b> : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <hr/> <p>Additional Attachments:</p> <p> <b>Connecting evidence to claim ARGUMENT PLANNER.docx</b></p> <p> <b>Model Connecting Evidence to Claim.docx</b></p>		

by Jean Wolph

*Adapted from "Commentary on evidence" by LDC Mini-Task Team*

## Connecting Evidence to a Claim: Argument Planner

Claim: \_\_\_\_\_

Source:		
<i>Title, author, publication, website URL, date, page numbers, etc.</i>		
<p><b><u>Evidence</u></b> from the article  (fact, statistic, quote, etc.)</p>	<p><b><u>Connection:</u></b>  How could you connect the evidence to your purpose? How can you help readers see the RELEVANCE or importance of this fact to the context or situation? <u>How</u> and <u>why</u> does this evidence support your claim? <u>Give examples.</u></p>	<p><b><u>Possible Outcome or Result:</u></b>  What might happen if we use this evidence to make a decision about how we'll think, act, or believe?</p>
<i>The text says...</i>	<i>Here's how it applies to my claim:</i>	<i>If we do this...</i>
<i>The text says...</i>	<i>Here's how it applies to my claim:</i>	<i>If we do this...</i>
<i>The text says...</i>	<i>Here's how it applies to my claim:</i>	<i>If we do this...</i>

## Connecting Evidence to a Claim: Argument Planner

**Claim: Sligo Creek is polluted and students should help clean it up.**

Source: Watershed Wednesday: Friends of Sligo Creek (Takoma Park, Maryland)

[http://www.chesapeakebay.net/blog/post/watershed\\_wednesday\\_friends\\_of\\_sligo\\_creek\\_takoma\\_park\\_md](http://www.chesapeakebay.net/blog/post/watershed_wednesday_friends_of_sligo_creek_takoma_park_md)

*Title, author, publication, website URL, date, page numbers, etc.*

<p><b><u>Evidence</u></b> from the article  (fact, statistic, quote, etc.)</p>	<p><b><u>Connection:</u></b>  How could you connect the evidence to your purpose? How can you help readers see the RELEVANCE or importance of this fact to the context or situation? <u>How</u> and <u>why</u> does this evidence support your claim? <u>Give examples.</u></p>	<p><b><u>Possible Outcome or Result:</u></b>  What might happen if we use this evidence to make a decision about how we'll think, act, or believe?</p>
<p><i>The text says...</i></p> <p>"In addition to its many neighborhood events, FOOSC holds a "Sweep the Creek" trash cleanup twice a year. During last fall's Sweep the Creek, 222 FOOSC volunteers collected 167 bags of trash. "</p>	<p><i>Here's how it applies to my claim:</i></p> <p>This supports my claim because it proves that there is a lot of trash in Sligo Creek. If the volunteers had only found a little bit of trash, then maybe someone could argue that Sligo Creek wasn't that polluted. But they filled 167 bags with trash from the creek. That's a lot!</p>	<p><i>If we do this...</i></p> <p>If students reflect on how much trash is in the creek, they might decide to help out. Sligo Creek is really close to our school, and some students live right on the creek. Maybe they will join the volunteers next year, or at least be less likely to litter.</p>
<p><i>The text says...</i></p>	<p><i>Here's how it applies to my claim:</i></p>	<p><i>If we do this...</i></p>

# Linking Claims and Evidence With Analysis ★

GRADES

6 - 12

DISCIPLINE

 Social Studies

COURSE




Any

PACING

 50min

SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<p><b>CRAFTING A THESIS AND ORGANIZING IDEAS &gt; CONNECTING EVIDENCE TO CLAIM:</b> The ability to analyze evidence in order to connect it to a particular claim.</p>	<p><b>LINKING CLAIMS AND EVIDENCE WITH ANALYSIS</b></p> <p>When given specific claims and evidence, compose a "bridge" that connects them, clearly explaining how the particular piece of evidence supports the claim.</p>	<p><b>Meets Expectations if student:</b></p> <ul style="list-style-type: none"> <li>○ Composes coherent analyses that clearly show how the evidence supports the claim.</li> <li>○ Defend their analyses orally by responding appropriately to the prompts.</li> </ul>	<p><b>Procedure</b></p> <p><i>Note: This strategy is best used immediately after the Building Arguments strategy.</i></p> <ol style="list-style-type: none"> <li>1. After completing the card activity, ask students to link the claims with the evidence. Which evidence proves which claims? Use a three-column chart to record answers. (See Reproducible 16.1.)</li> </ol> <ul style="list-style-type: none"> <li>● <i>Left:</i> Claims. Teacher completes in advance, listing claims students need to prove.</li> <li>● <i>Middle:</i> Evidence. Students complete first. They either paste in evidence that has been cut up into strips or write in evidence they gather themselves.</li> <li>● <i>Right:</i> Analysis. Students complete last. This is where they explain how the evidence in the middle connects or proves the claim on the left.</li> </ul> <ul style="list-style-type: none"> <li>● Ask them to justify their choices, using the following prompts: <ul style="list-style-type: none"> <li>● What does this piece of evidence prove? What makes you say that?</li> <li>● How does this piece of evidence prove X? Explain your thinking.</li> <li>● What else might this evidence prove?</li> <li>● Why is this evidence important?</li> <li>● What does this evidence show?</li> </ul> </li> </ul> <p><b>Rationale</b></p> <p><b><i>Analysis/explanation is the link or the “glue” that holds the evidence and claim together,(1) explaining how and why the evidence helps prove the claim.</i></b> The ability to analyze evidence is central to the study of history; students need to read data or source documents and be able to form interpretations or conclusions. Students benefit from opportunities to analyze and explain evidence orally, as “thinking,” before trying to put that thinking into more formal written form in the body paragraphs of their essays. Students need to learn how to craft “warrants,” (2) a basic explanation of how their evidence proves their claim. One good way for them to learn this is to give them various pieces of evidence and various claims and have them practice connecting the two.</p>



			<p>(1) Andrea A. Lunsford and John J. Ruszkiewicz, <i>Everything's an Argument</i>, 2nd ed. (New York: Bedford/St. Martin's, 2001), 95.</p> <p>(2) Stephen Toulmin, <i>The Uses of Argument I</i> (Cambridge, UK: Cambridge University Press, 1958).</p>
	<p>Standards:</p> <p><b>CCR.W.1</b> : Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>WHST.11-12.1.B</b> : Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <hr/> <p>Additional Attachments:</p> <ul style="list-style-type: none"> <li> <b>Facing History &amp; Ourselves: Common Core Writing Prompts &amp; Strategies (Strategy #16)</b></li> <li> <b>Facing History and Ourselves</b></li> <li> <b>Three-Column Chart.pdf</b></li> </ul>		

by Facing History and Ourselves

Adapted from "*FH Strategy Name*" by LDC Mini-Task Team

**(Reproducible 16.1) Three-Column Chart Linking Claims, Evidence, and Analysis**

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<b>CLAIM</b>	<b>EVIDENCE</b>	<b>ANALYSIS ← →</b> <b>(How does the evidence prove the claim?)</b>
<i>(Teacher provides the claim.)</i>	<i>(Student first finds evidence to support the claim.)</i>	<i>(Student then links the evidence with the claim.)</i>

# Outline for Writing an Argument ★

GRADES

**6 - 12**

DISCIPLINE


**Any**

COURSE

**Any**

PACING

🕒 **50min**

SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<p><b>PLANNING &gt; OUTLINING THE WRITING:</b> Ability to develop a line of thought and text structure appropriate to an argumentation task.</p>	<p><b>OUTLINE FOR WRITING AN ARGUMENT</b> Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.</p>	<p><i>Work Meets Expectations If:</i></p> <ul style="list-style-type: none"> <li>• Creates an outline or organizer.</li> <li>• Supports controlling idea.</li> <li>• Uses evidence from texts read earlier.</li> </ul>	<p>Provide and teach one or more examples of outlines or organizers. Pass out the Argument Outline Handout. Invite students to generate questions in pairs about how the format works, and then take and answer questions.</p> <p>Students complete Argument Outline Handout. Mini-conferencing with students while they work. Approve completed outlines and take home to read if needed.</p> <p><b>Notes:</b></p> <p>The Argument Outline is an LTF adapted template for writing the persuasive essay.</p> <p>Earlier in the year it would be helpful to read several articles during which you dissect ALL elements of an argument and counter-argument. In addition, students should analyze all components of an argument by reading exemplar models written by published authors (the informational texts included in this module).</p> <p><b>Accommodations and Interventions:</b></p> <p>Students needing extra support will benefit from the format of the Outline. More advanced students have the option to be more creative with their writing and don't necessarily have to follow the outline perfectly.</p>
	<p>Standards:</p> <p><b>CCR.W.1</b> : Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>CCR.W.2</b> : Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>CCR.W.5</b> : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>		
	<p>Additional Attachments:</p> <p> <b>Outline for Writing an Argument</b></p>		

Name: \_\_\_\_\_

*Outline for Writing an Argument*

**Introduction:** Use the trial introduction you wrote that includes a thesis/claim sentence.

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**Body Paragraph 1:** (Should include a topic sentence)

**Topic sentence (which may include a concession/counterargument):** \_\_\_\_\_

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**Evidence 1 to support claim:** \_\_\_\_\_

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**Explanation of how evidence 1 supports claim:** \_\_\_\_\_

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**Transition to next idea:** \_\_\_\_\_

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**Evidence 2 to support claim:** \_\_\_\_\_

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**Explanation of how evidence 2 supports claim:** \_\_\_\_\_

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Complete this statement; however, this sentence is NOT included in your paper.

This paragraph uses \_\_\_\_\_ as evidence to support the claim.

**Body paragraph 2:**

**Transition to the next paragraph (which may include concession/counterargument):**

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**Topic Sentence:** \_\_\_\_\_

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**Evidence 3 to support claim:** \_\_\_\_\_

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**Explanation of how evidence 3 supports claim:** \_\_\_\_\_

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**Transition to next idea:** \_\_\_\_\_

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**Evidence 4 to support claim:** \_\_\_\_\_

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**Explanation of how evidence 4 supports claim:** \_\_\_\_\_

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Complete this statement; however, this sentence is NOT included in your paper.

This paragraph uses \_\_\_\_\_ as evidence to support the claim.

**Body Paragraph 3:**

**Transition to the next paragraph (which may include concession/counterargument):**

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**Topic Sentence:** \_\_\_\_\_

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**Evidence 5 to support claim:** \_\_\_\_\_

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**Explanation of how evidence 5 supports claim:** \_\_\_\_\_

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**Transition to next idea:** \_\_\_\_\_

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**Evidence 6 to support claim:** \_\_\_\_\_

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**Explanation of how evidence 6 supports claim:** \_\_\_\_\_

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Complete this statement; however, this sentence is NOT included in your paper.

This paragraph uses \_\_\_\_\_ as evidence to support the claim.

**Conclusion:** Use one of the strategies we have discussed.

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Complete this statement; however, this sentence is NOT included in your paper.

This conclusion uses \_\_\_\_\_ strategy to provide a strong ending for the essay.

# Revising for Tone ★

GRADES

**6 - 12**

DISCIPLINE

**Any**

COURSE

**Any**

PACING

🕒 **40min**

SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<p><b>REVISION, EDITING, AND COMPLETION &gt;</b>  <b>REVISION:</b> Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p><b>REVISING FOR TONE</b>            One thing good writers do is they make sure their writing is the correct tone for their audience. Your paper has a formal tone. Revise it to make sure it reads as formal</p>	<p>Student meets expectations if:</p> <ul style="list-style-type: none"> <li>• At least five words are changed.</li> <li>• The replacement words are formal in tone.</li> </ul>	<p>*Need dictionaries, thesauri, or the internet!</p> <ol style="list-style-type: none"> <li>1. Provide students with a definition of tone: the way a text (or voice) sounds. Today, we will think about two tones: <i>casual</i> and <i>formal</i>. Casual is how you talk with friends and family. Formal is how you talk when you are trying to get a job, or an A on an essay.</li> <li>2. Which is casual? Which is formal? Why?</li> </ol> <p>She walked to the store and got candy.</p> <p>She ambled to the corner market and purchased confections.</p> <p>Explain how a thesaurus works, invite students to try in the next step...</p> <p>**Be sure to remind students not to use words that they don't know!</p> <ol style="list-style-type: none"> <li>2. With a partner: Consider the following phrases, and try to rephrase them so they are formal using a thesaurus.</li> </ol> <p>I got football after class so I wont be catching the bus until late. --&gt;</p> <p>She always gets mad when I make a joke --&gt;</p> <ol style="list-style-type: none"> <li>3. When you made these phrases more formal, what changed? (how long they were, the vocabulary)</li> <li>4. Now, using the same tools, go back to your essays and make them more formal.</li> <li>5. End of class: share out your best revision.</li> </ol>
	<p>Standards:</p> <p><b>CCR.W.4</b> : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>CCR.W.5</b> : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>		



# Small Peer Group Workshop ★

GRADES

**6 - 12**

DISCIPLINE

**Any**

COURSE

**Any**

PACING

🕒 **30min**

## SKILL AND DEFINITION

## PRODUCT AND PROMPT

## SCORING GUIDE

## INSTRUCTIONAL STRATEGIES

**REVISION, EDITING, AND COMPLETION > PEER EDITING:** Add your own definition here

**SMALL PEER GROUP WORKSHOP**

**Step One:**

- Read each essay and add comments, suggestions, and questions between the lines or in the margins.
- Please try to add *at least three comments* per page.
- You may use the journalist's questions (What? When? Why? Where? Who? How?) when you want the essay's writer to provide more details.
- Also, attempt to point out awkward phrases, confusing ideas, or otherwise unclear passages as you mark the writer's rough draft.

**Step Two:**

- Once you have read the entire essay and hand-marked the paper, write a half page letter to the essay's writer; your goal should be to provide the writer with specific possibilities for revision.
- Make your letter as specific as possible so that the writer knows exactly which section of the essay you're addressing.
- In your responses, deal with areas such as *purpose, feeling,*


*Feedback meets expectations if:*

- includes at least three comments per page
- questions are asked to prompt the writer to provide more details and to get the author to reflect on his/her own writing.
- comments and letter provides useful and constructive feedback for the writer
- positive comments are explained.
- it avoids broad sweeping comments such as "Your writing is awesome," "Keep it up!" or "This draft is really good"
- it targets aspects of the essay targeted in during the revision process like organization, content, and focus, rather than editing for typos, misspellings, and grammatical errors.

1. Distribute the Peer Group Workshop Handout to all students and read aloud the handout to the group.
2. Arrange students into groups.
3. Have them revise a paper for between 10 and 20 minutes, then pass the paper to the next group member for further revision.
4. When all of the members of the group have read an essay, have them discuss their feedback.
5. The author will take notes silently on the discussion.
6. Then, when the discussion is over, the author asks those who revised his/her paper clarifying questions and about any other aspects that did not come up in discussion.

*Module Author and School* - Jacqueline Goods, Adrian Constant, Marilyn Ménélas, Jennifer Rygalski (Academy of Innovative Technology)

10th Grade - ELA

	<p><i>tone, content, organization, title/introduction/conclusion, and style.</i></p> <ul style="list-style-type: none"> <li>● Write your feedback in complete and clear sentences.</li> </ul>		
	<p>Standards:</p> <p><b>CCR.W.5</b> : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>CCR.W.2</b> : Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>CCR.W.7</b> : Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>Additional Attachments:</p> <p> <b>Peer Group Workshop - Student Handout</b></p>		

## Small Peer Group Workshop Guidelines

**Purpose:** Simply put, our goal is dialogue. As a group, you will operate as a focus group, helping each other identify sections of your drafts that succeed at this point and, on the other hand, areas that may require revision. If this exercise works, you will receive multiple perspectives on your writing—on your purpose, structure, ideas, evidence, and the like. As a writer, you have the opportunity to ask questions, offer alternative ideas, and to engage with other writings working with similar issues.

Your peers may offer similar responses or contradictory advice, but whatever the situation, you will receive multiple ideas to consider in revising your work before final submission. Ultimately, the decisions remain up to you, the writer; however, the multiple perspectives you receive may help you focus your attention on certain sections of your essay as you revise.

Finally, your workshop session offers a foundation for conversations that you may have with me about your work, as I will be interested in the feedback you received from your peers.

**Directions:** Before each project's workshop days, you will receive copies of your group members' discovery drafts in advance. For each draft, complete the two steps described below in advance.

**Step One:** Read each essay and add comments, suggestions, and questions on the essay (between the lines or in the margins). Please try to add **at least three** comments per page. You may use the journalist's questions (What? When? Why? Where? Who? How?) when you want the essay's writer to provide more details:

Who?                      Where? Why?

After work that night, I met two of my friends to go to a party.

Also, attempt to point out awkward phrases, confusing ideas, or otherwise unclear passages as you mark the writer's rough draft.

**Step Two:** Once you have read the entire essay and hand-marked the paper, I want you to write a half page letter to the essay's writer; your goal should be to provide the writer with specific possibilities for revision. Make your letter as specific as possible so that the writer knows exactly which section of the essay you're addressing. In your responses, deal with areas such as **purpose, feeling, tone, content, organization, title/introduction/conclusion**, and **style**. Write your feedback in complete and clear sentences. See advice for writing valuable feedback below.

You will give me the handwritten note so that I may make copies of it and give it back to the writer the following day as well as have a copy for your classwork grade.

**Suggestions and Guidelines for Written Feedback:** Your goal for your responses should be to provide useful and constructive feedback for the writer. Remember, your job is to help the writer improve the draft; your job is not to evaluate the quality of the writer's work. As you read, you should look for places in the essay that could be improved; you are not looking for "mistakes" or "errors."

1. **Ask Questions:** In many cases, the best feedback you can offer comes in the form of questions. Your goal should not be to *tell* the writer what to do; rather, you want to get the writer to think about parts of his or her writing and ponder ways to make improvements. By asking questions, you will be able to simultaneously offer suggestions and create room for the writer to think of improvements on his or her own.

*Why do you wait until the 4<sup>th</sup> page to begin talking about \_\_\_\_\_ ?*

*What did \_\_\_\_\_ do when she found out about \_\_\_\_\_ ?*

2. **Show where the Writer could Provide More Information:** An effective approach would be to ask for more information and to explain why you think the information would be helpful:

*I would like to know more about . . . because . . .*

3. **Be Positive:** Remember to provide positive feedback. Don't fall into the trap of merely looking for "what's wrong" with the draft. When writers know where they succeed, then they can try to improve other areas of their writing in the same manner. However, don't just say that you like something, but just like with your questions, explain why:

*I like . . . because . . .*

**Some DON'Ts for Workshop Responses:** For the most part, you can respond to essays as you wish. As you'll see on the "Sample Peer Workshop Feedback" handout, students have used a variety of approaches, tones, and styles in their responses, and the variety helps make the workshop experience valuable, personal, and interesting. If responses are overly formulaic, writers may lose interest in them, so feel free to explore different ways of responding. However, you should avoid the following two strategies.

1. Broad sweeping comments such as "Your writing is awesome. Keep it up" or "This draft is really good" will not aid the writer's revision work, so please avoid using them. The more you refer to specific passages and ideas in the essay, the more you will help the writer make changes.
2. Your impulse may be to concern yourself with grammar and mechanics in responding to your group members' drafts, but remember that the focus of the peer workshops is not copy-editing or proofreading. Rather, we want to focus on revision—"seeing the essay" again—which will lead to large scale changes in feeling, organization, content, focus, etc. If the writer successfully makes large changes, the typos, misspellings, and grammatical errors may disappear because the content could drastically change.

### **Procedure for Workshop Sessions:**

- Each group member's essay will receive an equal amount of attention—somewhere between 10 and 20 minutes, depending on your group's size.
- When your peers are discussing your essay, you should avoid over-talking and/or defending your draft; instead, take notes on their feedback. This step is important so that you can remember the advice you received later on when you are making your changes. Often, good ideas come up in discussion that no one had written down in their advice to the writer. Remember, you want to gain your group members' perspectives, so be open to their suggestions and insights; later on, you can decide which to use in your revision.
- When your peers have finished going through their comments for you, *then* you may ask them questions to help focus your revision efforts or you may then respond to issues they brought up or misunderstandings they had. Ask them to clarify points they made *or* ask them about aspects of your essay that didn't come up in discussion.
- When you leave class after your essay has been work-shopped, make sure that you receive the hand-marked copy of the rough draft.
- In making your revisions for the final submission of your essay, you should consider the feedback from your peers. You'll never be able to use all of the feedback you receive in your essay, but you should carefully weigh your options and use the suggestions that best help you fulfill the intended purpose of your essay.

The success of small group peer workshops directly depends on the effort put forth by each member of the group. During workshop session, I will visit each group, join in the discussion when necessary, answer questions, give advice, and check to make sure that each group member is actively involved in the workshop process.

# Using ARMS to Revise ★

GRADES

**6 - 12**

DISCIPLINE


**Any**

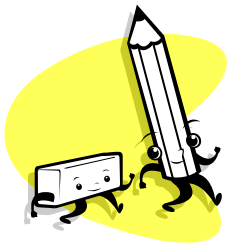
COURSE

 **Any**

PACING

 **50min**

SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<p><b>REVISION, EDITING, AND COMPLETION &gt;</b>  <b>REVISION:</b> Ability to revise text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p><b>USING ARMS TO REVISE</b>            You will use the ARMS strategy to systematically revise your writing and give feedback to others about their writing.</p>	<p>Complete:</p> <ul style="list-style-type: none"> <li>● Evidence of feedback:               <ul style="list-style-type: none"> <li>○ Added words or sentences</li> <li>○ Removed words or sentences</li> <li>○ Moved words or sentences</li> <li>○ Substituted words or sentences</li> </ul> </li> </ul> <p>Not Complete</p> <ul style="list-style-type: none"> <li>● Missing or incomplete feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Explain: When we revise our writing, we are looking at the ideas and progression of the writing. To help you revise your writing, we are going to use the <b>ARMS</b> strategy.</li> <li>● Display ARMS strategy:               <ul style="list-style-type: none"> <li>○ Add words or sentences where information is missing or lacking development</li> <li>○ Remove words or sentences that do not fit or are repetitive</li> <li>○ Move words or sentences around to help the flow of the essay</li> <li>○ Substitute weak words and/or sentences with more specific vocabulary</li> </ul> </li> <li>● Briefly review the <b>ARMS</b> strategy with the students (if it has been taught before).</li> <li>● For students unfamiliar with this strategy, more time will be needed for modeling:               <ul style="list-style-type: none"> <li>○ Model how (any why) to add, remove, move, and substitute words/sentences with an example text (suggestion: use a piece of your own writing as an example to revise)</li> </ul> </li> <li>● Assign students partners. Instruct students to use this strategy on their partner's writing.</li> <li>● Monitor and assist as needed</li> <li>● Invite students to conference when revisions are complete, encouraging them to explain the changes they made to their partner.</li> </ul> <p>Note: "Additional Peer Revision" and "Peer Checklist for Revision" below offer different revision strategies.</p>
	<p>Standards:</p> <p><b>CCR.W.5</b> : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Additional Attachments:</p> <p> <b>Use ARMS to Revise</b></p>		



# PEER CHECKLIST

Name \_\_\_\_\_ Essay topic \_\_\_\_\_

## NOTES


## 1. ORGANIZATION

### INTRODUCTION

Introduction begins with a skillfully crafted hook.  
Introduction establishes a clear organizational structure.  
Introduction has a clear thesis statement.


### BODY

Each body paragraph has a topic sentence.  
Effective transitions support a clear development of ideas.  
Each body paragraph has effective supporting details.  
Each body paragraph has a conclusion or transition sentence.


### CONCLUSION

The conclusion paragraph does not introduce new ideas.  
The conclusion paragraph restates the thesis statement.  
The conclusion paragraph answers “So what?” or makes a broad generalization.

## 2. COHERENCE


The ideas flow logically and make sense.  
Sentence to sentence connections are present.  
There are no awkward parts that interrupt the flow of the essay.  
There are no extraneous details.

## 3. IDEAS/CONTENT


Everything in the essay supports the thesis statement.  
There is enough supporting evidence for each body paragraph.  
Descriptive and precise words are used.  
Sentence structure is varied (a mix of simple, compound, and complex sentences).

## GRAMMAR AND MECHANICS


Point out any of the following that you find:

- Misspelled words
- Grammatical mistakes
- Punctuation errors
- Run-on Sentences
- Fragments



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# Writing on Demand ★

GRADES

**Any**

DISCIPLINE

**Any**

COURSE

**Any**

PACING

🕒 **20min**

SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<p><b>PLANNING &gt; PLANNING THE WRITING:</b> Ability to develop a line of thought and text structure appropriate to an argumentation task.</p>	<p><b>WRITING ON DEMAND</b> Complete a minimum of [insert length requirement] of "on demand writing" about the text(s) you recently read and the topic we have been studying.</p> <p>Be sure to answer -</p> <p>[Insert final writing prompt for the unit].</p>	<ul style="list-style-type: none"> <li>• Question/prompt is restated in a creative way and provides a clear focus for response.</li> <li>• Answer is specific, detailed, and clearly stated.</li> <li>• Thinking/ideas are supported with relevant and precise facts/details– maybe even a quote.</li> <li>• Concluding sentence is thoughtful and purposeful.</li> <li>• Writing shows evidence of editing for conventions – there are virtually no errors.</li> </ul> <p>[Ideally the student writing provides teacher the opportunity to differentiate and direct instruction to students who need more support understanding the specific content and guidance planning/writing their final papers].</p>	<ol style="list-style-type: none"> <li>1. Explain to students they are going to complete a "Writing on Demand" activity. For the last ten minutes of the class period, students will "write on demand" to the final writing prompt for the unit. Tell students that this is an "exit slip" that will be collected as students leave class.</li> <li>2. Explain to students that the purpose of having them "write on demand" is to emulate a timed writing situation where students are given a prompt. Tell students that this writing helps teachers assess students' ability to write on demand as well as their understanding of the next stage in the writing process and preparedness to begin writing.</li> <li>3. Provide the students with the writing prompt and give them 10 minutes to write their responses.</li> </ol>
	<p>Standards:</p> <p><b>CCR.W.5</b> : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>CCR.W.10</b> : Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a</p>		

# Thesis Statement Using TVA ★

GRADES

6 - 12

DISCIPLINE

Other

COURSE

Any

PACING

🕒 50min

SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<p><b>INITIATION OF TASK &gt; ESTABLISHING THE CONTROLLING IDEA:</b> Ability to establish a thesis statement that clearly articulates a position on a topic.</p>	<p><b>THESIS STATEMENT USING TVA</b> Write a strong thesis statement using the formula T+V+A to address the teaching task.</p>	<p><b>Meets Expectations:</b></p> <ul style="list-style-type: none"> <li>• Thesis statement contains the formula elements.</li> <li>• Addresses the requirements of the teaching task.</li> </ul> <p><b>Needs Work:</b></p> <ul style="list-style-type: none"> <li>• Thesis statement is missing formula elements.</li> <li>• Does not address some requirements of the teaching task.</li> </ul>	<p><b>Direct Instruction:</b></p> <ul style="list-style-type: none"> <li>• Give students handout:</li> <li>• Review T+V+A with Students <ul style="list-style-type: none"> <li>◦ T= topic what it means</li> <li>◦ V= strong verb (action verb)</li> <li>◦ A= argument- the specific debatable point or what he/she wants to say</li> </ul> </li> <li>• With students do <b>Model</b> on a topic that is different than the class topic. <ul style="list-style-type: none"> <li>◦ For example: Child labor (<i>topic</i>) must be eradicated (<i>verb</i>) internationally because it prevents children from getting an education, endangers their health, and isolates them from their families (<i>argument</i>).</li> </ul> </li> <li>• Review the essay prompt. Make sure students have this to refer to as they write their theses.</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>• Each student will create a thesis statement and write it on the board, or on papers at their desk if board space is limited.</li> <li>• All students will review thesis statement providing feedback on the quality, the effectiveness of addressing the prompt and its ability to meet all criteria.</li> <li>• As a class, the teacher will highlight strong thesis statements.</li> <li>• Exit card: Write your name and thesis statement on a notecard. Hand it to the teacher on your way out the door.</li> </ul>
	<p>Standards:</p> <p><b>CCR.W.4</b> : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>CCR.W.5</b> : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Additional Attachments:</p>		



# T+V+A = Thesis Statement

## Definition:

<b>Topic:</b> Central topic for the paper.	<b>Verb:</b> Strong action word.	<b>Argument:</b> The specific debatable point.
<b>Thesis Statement:</b> Add these pieces together to create a strong statement that will be the central focus of you paper.		

## Model:

<b>Topic:</b>	<b>Verb:</b>	<b>Argument:</b>
<b>Thesis Statement:</b>		

## Practice:

<b>Topic:</b>	<b>Verb:</b>	<b>Argument:</b>
<b>Thesis Statement:</b>		

# Thesis Generator ★

GRADES

6 - 12

DISCIPLINE

Any

COURSE

 Any

PACING

 50min

## SKILL AND DEFINITION

## PRODUCT AND PROMPT

## SCORING GUIDE

## INSTRUCTIONAL STRATEGIES

**INITIATION OF TASK > ESTABLISHING**

**THE CONTROLLING IDEA:** Ability to craft a relevant and useful thesis that adequately addresses the writing task.

**THESIS GENERATOR**

Use the thesis generator process to craft a thesis statement.

**Not proficient:**

Four steps (and especially the thesis statement) are incomplete or do not address the writing task.

**Proficient:**

Uses the four steps of the thesis generator process to craft an effective thesis statement that guides purpose for writing. Purpose may be implied from thesis statement, but the thesis is precise and relevant.

**Advanced:**

Uses the four steps of the thesis generator process to craft a more sophisticated thesis statements. (i.e. Thesis moves from listing to a complex claim.)

**Background:**

The thesis generator process is borrowed from Jim Burke's *The English Teacher's Companion* (2013). This process can be adapted for a variety of situations including non-text dependent writing tasks, independent research and writing tasks, and Advanced Placement Prompts.

*\*Nearly 50% of my students are English Language Learners and this process provides useful scaffolding for writing thesis statements.*

While the initial practice of this process will likely take longer than 15 minutes, the intention is for students to practice the process so they are able to generate thesis statements in an on-demand, timed setting such as an AP Exam. After students learn this process, they will be able to use it again and again in an increasingly effective and time-efficient manner.

**Instruction:**

Optional: Read and discuss "Thesis" Chapter from *Models for Writers*

Ask students to think, pair, and share about the following question:

*After reading the "Thesis" chapter, what new understandings do you have about thesis statements? What strategies do you have or use for crafting a thesis statement?*

1. Introduces the four step thesis generator.

- Identify the subject of your essay.
- Write the subject of your essay as a question.
- Answer your question with a statement.
- Refine your answer into a thesis statement.

2. Model the process by thinking aloud and crafting a thesis statement. (Model can be for template task, AP Prompt, etc.)

3. Give students the opportunity to use the process to craft a thesis statement.

4. Circulate around the room to provide students feedback and provide suggestions for revision if necessary.
5. Students share thesis statements with one another and give feedback.
6. Collect thesis statements. Determine which students need additional help, and with what. Revisit the lesson ASAP.

**Student Handouts and Work Samples:**

Included in the Student Handouts are resources for modeling the thesis generator process when introducing it to students, and then examples of how the process can be used with a template task and Advanced Placement Language and Composition Prompts.

The student work samples include several template task examples for a module about how authors use language to reveal the essential message of a text. There are also examples of several thesis statements generated for the 2008 Synthesis Prompt - these can be used as examples for students to critique and evaluate. The 2013 Argument Prompt examples show how three students used the thesis generator process. This can be used as a model for how students use the process for the same prompt.

Standards:

**W.11-12.1** : Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.11-12.2** : Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**CCR.W.1** : Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**CCR.W.2** : Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Additional Attachments:

[🔗 Thesis Generator Model](#)

[🔗 Thesis Generator for Author's Message Module](#)

[🔗 Thesis Chapter from Models for Writers](#)

[🔗 Example 1](#)

[🔗 Example 2](#)

[🔗 Example 3](#)

[🔗 Example 4](#)

[🔗 2008 AP Lang and Comp Synthesis Prompt Student Examples](#)

[🔗 2013 AP Lang and Comp Argument Prompt Thesis Generator Process Examples](#)

## Thesis Generator

**Thesis:** a theory or statement one puts forward as a premise one must prove

Steps	Example
1. Identify the <i>subject</i> of your essay	Relationships between teenagers and their parents.
2. Turn your subject into a guiding question	How does the relationship between teenagers and their parents change?
3. Answer your question with a statement	As teens grow more independent, they resent and resist the limitations and expectations their parents impose on them.
4. Refine this statement into a <i>working</i> thesis	Conflict between teenagers and their parents is a difficult but necessary stage in kids' development.

Steps	Example
1. Identify the <i>subject</i> of your essay	Rhetorical strategies Kennedy uses to argue for the stabilization of steel prices as the United States was emerging from a recession in 1962.
2. Turn your subject into a guiding question	What effective rhetorical strategies does Kennedy use to argue for the stabilization of steel prices after a 3.5% increase?
3. Answer your question with a statement	Kennedy uses the rhetorical strategies of...
4. Refine this statement into a <i>working</i> thesis	