

Grade 10 ▶

Unit Three

PRE-INSTRUCTION CHECKLIST

MECHANICS	ACQUAINTANCE & ANALYSIS
Review as necessary to enable revision skill use	<input type="checkbox"/> Expository: Persuasive
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

PATTERN STATEMENT

Focus strengthens; confusion weakens.

NOTES

Two armies prepare for battle. One army's leaders spend time developing a strategy that focuses on neutralizing the enemy's potential advantages. The leaders of the other army do little more than tell their troops that a battle is brewing. On the day of the battle, the army with the strategy focuses its energies accordingly. The other army, with little focus, ends up separated, scattered, and ultimately defeated.

As she prepares for an upcoming race, Jenna determines to run faster than she did last season. She and her coach focus on her posture, her stride, her "explosion" out of the starting blocks—anything and everything that will increase her speed. They spend a portion of every workout focused on one or more of these elements. On race day, Jenna sets a new personal best for finishing time.

Focus strengthens; confusion weakens. In writing, relevance reveals focus and strengthens the author's message. In choosing what to include AND what to remove or leave out of a piece often determines its effectiveness. In persuasion, these decisions can make the difference between an argument worthy of consideration and a collection of seemingly unrelated ideas that waste a reader's time.

ADDITIONAL NOTES

The pattern, *Focus strengthens; confusion weakens*, can be illustrated by engaging students in an activity where

their collective efforts (or focus) are required for success. For example, a desk or table lamp could be turned on and students could be asked for their observations about how the light disperses. (This would represent unfocused energy or confusion.) Then, the teacher could either use a laser pointer to illustrate focused light or show a video clip of an actual laser in action. Again, students could be asked to observe and comment on the light that is produced. Similarly, a flashlight that features a "focusing" option could be used to show both confusion (widely dispersed, unfocused light) and focus (narrower but an obvious, concentrated beam of light). These illustrations (ex) could then be considered in depth (co):

- How do the two different types of light compare/contrast?
- Which light seems to have more strength? Why?
- What labels would you use to describe each light?

The teacher can then guide students to recognize the pattern, *Focus strengthens; confusion weakens* (el). Students could then be asked to identify similar illustrations of the pattern (ap). Nature provides some excellent examples, such as the difference between a general breeze ("confusion") and a tornado or hurricane ("focus").

With the pattern established, the teacher can move to introducing the new skills and genre (CO).

REVISION SKILLS

PATTERNS and BREAKS			
Objective		Checklist	
<p>With teacher prompting, student identifies places within a draft that could be strengthened by structuring text into a pattern that is later broken for emphasis and revises the draft by adding such text (e.g., the pattern "So let freedom ring from the <i>prodigious hilltops</i> of New Hampshire... from the <i>mighty mountains</i> of New York...from the <i>heightening Alleghenies</i> of Pennsylvania..." is broken by "from <i>Stone Mountain</i> of Georgia...from <i>Lookout Mountain</i> of Tennessee...from <i>every hill and molehill</i> of Mississippi..." The general becomes specific as Dr. Martin Luther King Jr. moves into the southern US, and the two-word descriptions and place names become "every hill and molehill." The pattern provides the text with power, but breaking it increases that power.)</p> <p>NOTE: Due to limited texts in which patterns and breaks would be effective, no rubric is suggested. It's a tool students should know how to use only where and when it is effective. Forcing its inclusion in a text merely to have something to assess is likely to do more harm than good.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Read the draft to identify points where a text pattern could be effective. <input type="checkbox"/> Try revising the passages to include a text pattern—and break the pattern if it directs attention to critical concepts. <input type="checkbox"/> If the revised passage works when you read the section aloud, consider keeping it. If it sticks out as a drastic stylistic departure, return to the original text. 	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET



RELATED QUESTIONS			
Objective		Checklist	
<p>With teacher prompting, student identifies additional related questions/issues not addressed in a draft and uses sound reasoning to decide whether or not to add such information.</p>		<input type="checkbox"/> Read the draft to identify related topics. For each major idea, ask yourself, "What other areas or topics connect with this idea?" <input type="checkbox"/> For each identified topic, ask: <ul style="list-style-type: none"> • Is it related to any of my major ideas? If so, how? • Is it relevant to my argument? Does it clarify or strengthen any of my ideas or my overall argument? • Are there obvious counterarguments that opponents might make? <input type="checkbox"/> Develop any related ideas that strengthen the writing and add them to the draft. <input type="checkbox"/> Review the draft to make sure the additions do not hinder the writing's flow. Revise those sections where the flow is interrupted.	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing reveals careful and thorough attention given to related questions. All additions are thorough and either clarify or strengthen the writer's message. ▶ Though some additional related questions could be addressed, including their answers would do little to improve to clarify or strengthen the writing. ▶ Additional revisions may improve some elements, but issues of related questions have been effectively addressed 	<ul style="list-style-type: none"> ▶ Writing reveals good attention given to related questions. Most additions to the text clarify or strengthen the writing. Few cause a distraction or lack sufficient development. ▶ Additional revisions could clarify or strengthen the writing by editing distracting material or developing sections that lack thoroughness. 	<ul style="list-style-type: none"> ▶ Writing suggests some attention given to related questions. Most additions to the writing either clarify or strengthen the writer's message. ▶ Additional revision could further clarify or strengthen writing by considering additional related questions/ issues not addressed within paragraphs or sections and using sound reasoning to decide whether or not to add such information. 	<ul style="list-style-type: none"> ▶ Writing either indicates little thought given to related questions or little thought given to selecting answers to related questions to improve. The writing suffers from a lack of focus and/or thoroughness. ▶ Significant revision could strengthen writing by identifying related questions/ issues not addressed within paragraphs or sections and using sound reasoning to decide whether or not to add such information

GENRE

EXPOSITORY: Persuasive			
Definition		Objective	
<p>Presents an argument for the reader to accept the writer's premise or to take specific action. Examines an issue for the purpose of convincing the reader. While objective, persuasive writing is overtly biased; however, factual accuracy is still an important element.</p>		<p>With teacher prompting, student writes a cohesive and coherent essay attempting to persuade a reader to accept an opinion or position or take specific action, detailing multiple reasonable rationale statements in separate paragraphs, utilizing multiple forms of rationale (e.g., comparison and contrast, narrative, cause and effect explanation), and including a synthesis of the rationale to make a concluding argument to the reader.</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified) and coherent (clear and logical) persuasive essay. ▶ The writer's position is clear and its supporting evidence/ argument flows. It is easy for the reader to understand the writer's position, support, and the idea or action to be considered. ▶ Writing shows evidence of careful revision. It reads more like a professional piece than a school assignment. ▶ Additional revisions may minimally improve the essay. 	<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified) and coherent (clear and logical) persuasive essay. ▶ The writer's position is clear and its supporting evidence/ argument flows. It is easy for the reader to understand the writer's position, support, and the idea or action to be considered. ▶ Additional development or revision may improve the quality of the writing so that it reads more like a professional piece. 	<ul style="list-style-type: none"> ▶ Writing presents a coherent (clear and logical) persuasive essay. ▶ Essay reads like a list of facts. Though the writer's position and support are evident, the writing lacks connection and flow. This creates unnecessary work for the reader, making the acceptance of the writer's argument unlikely. ▶ Additional development or revision could significantly improve the essay's connection and flow, making it easier for the reader to understand and giving the writer's argument greater coherence. 	<ul style="list-style-type: none"> ▶ Writing fails to present a cohesive (unified) and/or coherent (clear and logical) persuasive essay. Either the author's position is unclear or the author's argument fails to adequately support it. ▶ Additional development or revision could significantly improve the essay by clarifying the author's argument or significantly strengthening the stated support for it.

PRACTICE TEXT

Seated in desks and listening to lengthy lectures, students bide their time in classrooms—holding cells that add tests and grades to confinement. Meanwhile, the rest of the world gets things done—widgets are formed, contracts forged, and ideas formulated. This separation of teens and toil prevents students from gaining practical and beneficial work experience. Work experience teaches lessons students can use for the rest of their lives. Therefore, it makes sense to allow high school students to work for pay and class credit.

If students worked at least half a day during the week, they could gain direction for their future lives. Working in a real job would give a student a taste of the profession. This could confirm the student’s thinking about future study and employment, or provide helpful recognition that the profession is not really something that interests the student. America’s Career Resource Network (ACRN), an organization funded by the U.S. Department of Education, agrees, claiming “work-based learning” can “can help students make informed choices about their future.” ACRN tells parents, “Your child will have a better idea of what type of education or training to undertake after high school if he or she has tried out career options while still in high school.”¹

Students gaining real work experience also learn essential skills for success in any profession. For example, interpersonal skill with people of varying ages and backgrounds is essential for professional success. In fact, an inability to get along with co-workers is a common reason for employee firings.² In school, students interact primarily with peers. By spending more time in a work environment, students would gain experience and skill in interacting with a wider variety of people.

One argument against allowing students to work is that the time away from school will interfere with their academic achievement. Research reveals a contradictory conclusion. Students who spend time in work environments actually take their studies more seriously because they relate what they learn to their work experience.³ This connection between school and the workplace can actually promote academic achievement.

High school students benefit from participating in the world’s daily activity of getting things done. Direction for the future, development of essential skills, and discovery of links between school and work are just three benefits students gain from workplace experience. These gains justify allowing students to work for pay and class credit. Such an approach recognizes that learning happens outside the classroom, and that such learning can be valuable to students’ professional success.

REFERENCES

1. America’s Career Resource Network. “Work Experience Options for High School Students,” <http://cte.ed.gov/acrn/parents/workopt.htm>.

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gradeunit
THREEREVISION
SKILLSPatterns and
BreaksRelated
Questions

GENRE

Expository:
Persuasive

2. English, P., "Top Ten Reasons Employees Get Fired." <http://hubpages.com/hub/Fired>.
3. America's Career Resource Network.

A POSSIBLE REVISION

Because of the nature of the skill, no suggested revisions are presented. Instead, discuss related questions with the students, engaging them in applying the skill to identifying and selecting related questions that, if answered, could clarify or strengthen the text. Discuss any other factors that could improve the sample essay, including previously addressed revision skills.