

Grade 7 ▶

Unit Five

PRE-INSTRUCTION CHECKLIST

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

PATTERN STATEMENT

Order influences strength.

NOTES

Strong evidence or support makes a reader more likely to consider a writer's position. Keeping readers attention, even if they disagree with the author's conclusions, is a major challenge of writing effective persuasion. Weak, easily-refuted support makes a reader more likely to quit reading before the writer presents a full argument. Therefore, the strength and structure of the writer's argument can determine whether or not the text is even fully read.

This unit requires students to 1) identify the strongest possible evidence/support for a position or conclusion, and 2) to structure that evidence/support in the most effective way possible. This initial attempt at crafting convincing argument may take more time and coaching than previous units. Consider adding at least one additional round of coaching to what you generally plan for in a unit.

ADDITIONAL NOTES

The pattern, *Order influences strength*, can be illustrated by displaying a wire coat hanger and materials of varied weights and telling the students that you intend to construct a mobile. Since a coat hanger is often used as the starting point, pick it up and explain that you will use it to support all the things you want to hang as part of your mobile. Pick up a heavy object (e.g., a hand weight) and tie it to the hanger. Pick up the hanger so that the item is hanging freely and (hopefully) causing the hanger to bend. Repeat the idea, hanging heavier objects on lighter objects and letting the students witness the results (EX-ex).

Have the students then discuss the following questions (EX-co):

- What happened? Why was the mobile doomed to fail or fall apart?
- If all the same materials were used, how would the mobile need to be structured to be safely hung for display?
- In constructing a mobile, what relationship exists between the order in which materials are used and the overall strength or soundness of the mobile?

Using additional questioning and rephrasing of student responses, guide the students to recognize the pattern statement (EX-el). Have the students identify other examples that illustrate the pattern. List and post any effective illustrations (EX-ap).

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REVISION
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Overused
Phrases



Transitions



GENRE

Expository:
Persuasive

REVISION SKILLS

OVERUSED PHRASES			
Objective		Checklist	
<p>With teacher prompting, student identifies clichés (e.g., <i>window of opportunity</i>, <i>a drop in the bucket</i>) or overused phrases (e.g., <i>closest friends</i>, <i>little did he know</i>) and revises the sentence, eliminating the cliché or phrase.</p>		<p><input type="checkbox"/> Read the draft to identify common phrases.</p> <p><input type="checkbox"/> Ask yourself if the common phrase represents overused phrasing. Is it what you expect to hear in the given context? If so, it is likely a cliché. [Susan Bell (2007) offers this guiding question: "Am I writing new words to fit this moment and this story?" (p. 136)]</p> <p><input type="checkbox"/> Revise the sentence with fresher language.</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing contains no examples of overused phrases. The writer uses fresh language throughout the text. ▶ Sentence structure aligns with word choice to give the text both freshness and flow. ▶ Additional revision may improve other aspects of the writing. 	<ul style="list-style-type: none"> ▶ Writing contains no examples of overused phrases. The writer uses fresh language throughout the text. ▶ Some sentences feature awkward construction, as if avoiding overused phrases caused the writer to choose new words but not restructure the sentences accordingly. ▶ Additional revision may improve writing by better aligning word choice and sentence structure. 	<ul style="list-style-type: none"> ▶ Writing contains few (two or fewer) examples of overused phrases. The writer uses fresh language throughout most of the text. ▶ Additional revision may reveal and improve instances of overused phrases. 	<ul style="list-style-type: none"> ▶ Writing contains several (more than two) examples of overused phrases. As a result, the text lacks freshness and interest. ▶ Additional revision could significantly improve the text.

TRANSITIONS			
Objective		Checklist	
<p>With teacher prompting and support, student reviews the last lines of a preceding paragraph and the first lines of a subsequent paragraph, checking for logical and flowing transitions and making necessary revisions to establish such transitions.</p>		<p><input type="checkbox"/> Read the draft sentence by sentence, focusing on the flow (or lack of it) from one to the next. Do the same with paragraphs and sections.</p> <p><input type="checkbox"/> If transitions are rough, try one of the following:</p> <ul style="list-style-type: none"> • repeat a word from a previous sentence in the next sentence to establish a continuity of thought • use a signal word—e.g., later, meanwhile, after • rework the sentence/paragraph/section to base the transitions on an obvious “thread,” such as chronology (i.e., an obvious thread frees the writer from being too concerned with transitions) 	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing clearly, smoothly, and naturally connects all ideas and sections. The writer’s intended message is never lost due to missing or awkward transitions. ▶ Additional revision may improve other aspects of the writing. 	<ul style="list-style-type: none"> ▶ Writing clearly connects all ideas and sections. ▶ Some transitions, while connecting ideas, seem unnatural or forced—as if the writer added the transition without maintaining the flow or tone of the surrounding text. ▶ Additional revision may improve transitions and give the writing a consistent and natural flow. 	<ul style="list-style-type: none"> ▶ Writing clearly connects most of its ideas. Only a few examples of missing transitions jolt the reader or fail to connect the writer’s thoughts. <p>Additional revision could improve the writing’s clarity and flow by improving or adding transitions.</p>	<ul style="list-style-type: none"> ▶ Writing suggests little attention given to transitions. In many places, the writer’s intended meaning becomes unclear because the ideas are not connected. ▶ Additional revision could significantly improve the writing’s transitions.

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Expository:
Persuasive

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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 and support, student writes a cohesive and coherent essay attempting to persuade a reader to accept an opinion or position, detailing at least three reasonable rationale statements in separate paragraphs and structuring the rationale from most to least important.</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) persuasive essay, detailing at least three reasonable rationale statements in separate paragraphs. ▶ Essay structure presents the rationale from most to least important, and includes a paragraph that synthesizes the rationale to make a concluding argument. ▶ Essay flows, making a convincing argument and capturing/ maintaining a reader's interest. It draws the reader through the author's thinking to the conclusion. ▶ Essay not only presents the writer's viewpoint but also effectively addresses the most likely counter arguments an opposing viewpoint may offer. ▶ Additional revisions may minimally improve the essay. 	<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) persuasive essay, detailing at least three reasonable rationale statements in separate paragraphs. ▶ Essay structure presents the rationale from most to least important, AND includes a paragraph that synthesizes the rationale to make a concluding argument. ▶ Essay flows, making a convincing argument and capturing/ maintaining a reader's interest. It draws the reader through the author's thinking to the conclusion. ▶ Additional development or revision may increase the essay's effectiveness by identifying and addressing likely arguments offered by an opposing perspective. 	<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) persuasive essay, detailing at least three reasonable rationale statements in separate paragraphs. ▶ Essay structure presents the rationale from most to least important. ▶ Essay reads much like a list of facts and reasons. It lacks flow and fails to make a convincing case for a reader to accept an opinion or position or take a specific action. ▶ Additional development or revision could significantly improve the essay's flow and strengthen its effect on the reader. 	<ul style="list-style-type: none"> ▶ Writing fails to present a cohesive (unified) and coherent (clear and logical) persuasive essay, detailing at least three reasonable rationale statements in separate paragraphs, <p>AND/OR</p> <p>Essay structure fails to present the rationale from most to least important.</p> <ul style="list-style-type: none"> ▶ Additional development or revision could significantly improve the essay's content and/or structure.

PRACTICE TEXT

CLASS IS DISMISSED, AND HERE ARE YOUR PAYCHECKS!

Adults are rewarded for labor. When they go to work, they get paid. When they work overtime, they get paid. When they take on extra jobs, they get paid. Almost every moment they spend doing what someone else wants them to do results in a paycheck. Another day, another dollar. The principle is simple: when you work, you are paid and you can bring home the bacon.

Young people only get an allowance. Young people live in a different world. When young people do what someone else wants them to do, they are rarely paid for it. They are told that their age is a reason for not paying them.

Young people should be paid for doing work others want them to do. This includes paying students for going to school, and three good reasons support this idea.

Students should be paid to go to school because it is how the rest of the world works. The purpose of education is to prepare students to live successfully as adults. Since the grown-up world is one of pay for work, paying students to “work” by attending school is good training. Like adults, students would experience successes and failures at handling money and learn beneficial lessons. Easy come, easy go. Like adults, students would recognize immediate, concrete rewards for the time they spend carrying out someone else’s instructions. Like adults, students would experience a measure of financial independence that would allow them to participate in and develop understandings of how the financial world works. Reading about capitalism, stock markets, charity contributions, and other facets of the financial world provides less experience than participating in the country’s economic system would. Paying students to go to school would better prepare students for successful living than the current system does because it mirrors how the adult world works.

Paying students is as good as gold. Students should be paid to go to school because schools could motivate students the same ways businesses motivate workers. For example, workers are paid to show up and complete their tasks without causing the company any problems. Similarly, students could be paid based on the days they attend school without causing any problems for teachers. Adult employees are also offered extra incentives, such as additional pay for extra time and work, or for meeting specific goals or deadlines. Again, students could be motivated to work harder and longer and achieve more if additional pay was possible. Put bluntly, money motivates. It makes one feel like a million bucks. Why not use it to inspire students to learn more while they are in school?

The only two sure things in life are death and taxes. Students should be paid to go

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to school because they could pay taxes to their national, state, and local governments. Imagine the additional money adding millions of new tax payers would provide. School students could contribute to the services they now receive for free, such as trash collection, protection by police and fire departments, and spying by the CIA. With so many new taxpayers, governments would not have to borrow money, and they may even be able to give their employees raises. Paying students to attend school could get everyone on the gravy train.

Some will say this is a ridiculous idea. They will argue that students should go to school “for the pure love of learning.” Applied to the grown-up world, this logic would suggest that adults should work for the pure love of working and nothing else. Not many adults would buckle down and accept that idea and agree to work for free. Others may argue that it is too expensive to pay students to do something they can be made to do for free. “Money doesn’t grow on trees,” they will argue. While it is always true that not paying costs less than paying, it does not mean that not paying is the best idea. The benefits outlined previously do not exist in the current, free system. We should stretch the dollar, sweeten the deal, and give students a quick buck.

If we want young people to learn to be successful adults, to work hard and reap the rewards, and to sacrifice for the benefits they already receive, there is a simple answer: let’s pick up the tab and remove the unsupportable wall between the worlds of grown-ups and young people. There’s gold in them thar hills! Let’s start paying students to attend school.

A POSSIBLE REVISION

This is not THE correct revision, but one possibility. Accept any justifiable revisions.

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Young people should be paid for doing work others want them to do. This includes paying students for going to school, and three good reasons support this idea.

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