**Writing and Revising Claims**

**Overview of Instructional Resource**

The goal of this instructional resource is to layer annotated reading, reflective writing, and critical thinking to support students as they gather information from texts, consider multiple angles on a topic, develop and revise a claim, and finish a draft. In this instructional resource, found in the *Using Sources Material Purposefully* section of the Instructional Resource Guide, students will read, respond, and think about three different layered activities as they write and revise their claims. Ideally students would have gone through foundational argument activities and writings before engaging in these activities. The steps of the layered process are listed below and can be stretched out across 3 – 10 days depending on time. This sequence focuses on a video games text set, but there is also a reality tv text set that could be used in its place.

**Skill Emphasis**

* Explore an issue to make a claim.
* Identify and respond to evidence.
* Revise claim based on new information in sources
* Integrate sources.

**Sample Text Sets:**

* **Video Games**
  + [The Neurology of Gaming](https://bc-gb.com/news/6721/neurology-gaming-infographic/) (Infographic)
  + [Video Games Aren’t Addictive](https://www.nytimes.com/2017/04/01/opinion/sunday/video-games-arent-addictive.html) (New York Times Article)
  + [When Video Games Become Addictive](http://www.cnn.com/2016/01/06/health/video-games-addiction-gentile-feat/index.html) (CNN Article)
  + [Do Video Games Cause Violence](https://newsela.com/articles/lib-procon-video-game-violence/id/23654/) (News ELA Article)
* **Reality TV**
  + [Possible texts for Reality TV text set](https://docs.google.com/document/d/1twWfGfyBHtsI1zVLws2q9V0cSq9cnd35hR4LgU55-Zo/edit?usp=sharing)

**Classroom resources**

* Notebook/Journal
  + Students will be writing in their notebook as they interact with the text material.

**Digital resources**

Organizers, Tools, and Resources

[Technology Adaptation](https://docs.google.com/document/d/1gXDt7I0Cg_S4L_VHQW9nYKPg9-BQmWMSW2pF_wImUOo/edit)

[Layering Reading, Writing, and Thinking](https://drive.google.com/file/d/0Bz5FDAu6zx_EUUFQRWx2RkhxZGs/view)

[Glossary of Terms](https://docs.google.com/document/d/1AJFenIRnTdxNMa6KrfgffT85dPxUjFWSkJesEe3DIiI/edit?usp=sharing)

[Gretchen Bernabei’s Kernel Essays Handout](https://docs.google.com/document/d/1lbXwYqHEtb-JKDZzK4FV2PhCtgpoz16erOG-cBRldpk/edit#heading=h.gjdgxs)

[Claim, Evidence, and Reasoning Protocol](https://docs.google.com/document/d/1g9ZlIBz1SXbIXacslwuF2kT9F55K73YfF4cTTkfdhpM/edit)

[Reading to Revise in Color](https://docs.google.com/presentation/d/1wx0I0oLW8PrVFDafnKtHBF3s3EFoBsXuv-Dpa0g73QI/present?ueb=true&slide=id.p4)

**Overview of Lesson Sequence**

1. Quick Write
   * This response is a first reaction to what students think about the topic.
2. Layering Activity #1
   * Infographic with reading and initial response.
   * Engage students in a thinking discussion.
   * Add to writing new perspectives and class-created sentence stems for ease of writing.
3. Layering Activity #2
   * Text #1 with annotated reading strategy.
   * Text #2 with continued annotated reading strategy.
   * Written thinking in response to annotation.
   * Add to writing new perspective.
4. Layering Activity #3
   * Text #3 with annotated reading strategy.
   * Organize thinking in response to annotation using graphic organizer.
   * Add to writing new perspectives utilizing Countering sentence stems.
5. Initial Claim
   * Write an initial claim.
6. Organize & Draft
   * Students will use the material they have gathered from the texts, their writing, and their claim to draft an argument essay.
7. Teach & Revise as Necessary
   * Depending on teacher focus and classroom needs, provide specific teaching and revision around targeted elements of argument.

**Lesson Sequence**

**Becoming Aware**

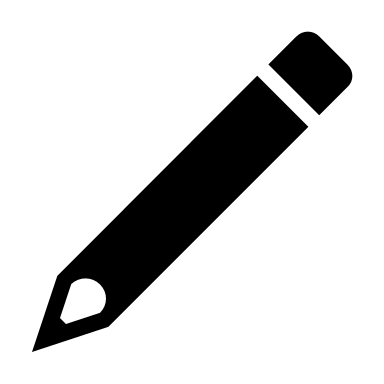
* **(5 minutes) Quick Write** 
  + Students turn to a new page in their notebook, opening it so there is both a left and right side visible.
  + Title the right side WRITING and the left side READING. (This optional step is a management tool to help students keep their writing separate from their reading. However, many students can simply read and write in layers one after another.)
  + Students and teachers respond to the words: Video Games.
  + This response is a first reaction to what they think about video games so it can be about their interaction with video games, how they feel about video games, what they’ve heard about video games...
  + Students start this quick-write as the first entry on the writing side of their notebook. This first writing is to acknowledge that we come to an idea, topic, or issue with a gut claim, feeling, or belief.

**Getting Informed and Joining the Conversation**

* **(25 minutes) Layered Activity #1**

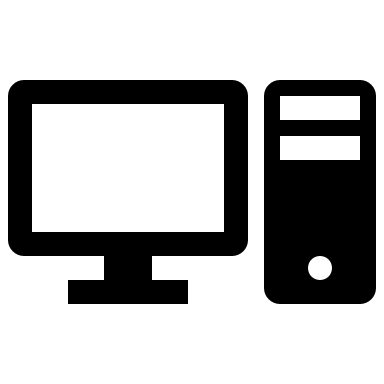
To begin thinking about entering the conversation this infographic explains brain function when someone plays a video game.

[Infographic - The Neurology of Gaming](https://bc-gb.com/news/6721/neurology-gaming-infographic/)

[Glossary of Terms](https://docs.google.com/document/d/1AJFenIRnTdxNMa6KrfgffT85dPxUjFWSkJesEe3DIiI/edit?usp=sharing)

This is a comprehensive glossary for all sources used in this Instructional Resource.

* + Reading Directions
    - In the reading side of the notebook, students record: What they see – images, words, colors, placement, information...
    - What they are thinking about Video Games based on the infographic.

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**Technology Adaptation:**

[Digital White Board](https://docs.google.com/document/d/1gXDt7I0Cg_S4L_VHQW9nYKPg9-BQmWMSW2pF_wImUOo/edit)

* + Share Thinking in Discussion
    - This would be a good place for the Digital White Board discussion to facilitate students sharing their thinking.
    - Other strategies such as small or whole group discussion can also be used.
  + Add to Writing
    - As a class, brainstorm sentence frames that we might use to add to our writing:
      * *The image makes me question...*
      * *Now I am thinking...*
      * *I’m wondering...*
      * *Just as I was thinking earlier...*
    - Students add to their initial writing about Video Games with new information from the image. Guide students to include specific details from the infographic as they add to their writing.
* **(25-30 minutes per reading) Layered Activity #2**

Teachers layer thinking by providing a text with a different perspective. These two texts are news articles with opposing views on video game addiction.

[Text #1 - Video Games Aren't Addictive](https://www.nytimes.com/2017/04/01/opinion/sunday/video-games-arent-addictive.html)

[Text #2 - Video Games Become Addictive](http://www.cnn.com/2016/01/06/health/video-games-addiction-gentile-feat/index.html)

* + Reading Directions for Each Text
    - Students code the text as they read.

**\* –** *Star key insights from the article*

**F –** *Use an F for a fact that seems important or compelling*

* + Written Thinking in Response to Annotation
    - Students then respond to two or three of their codes in their reading notes. Ask students to write what the text said and why they think it matters when thinking about Video Games.
  + Add to Writing
    - Students add to their writing about Video Games with new information from the articles. Guide students to include references to specific insights and facts from the articles as they add to their writing. This writing is the first step in formulating a claim about the issue.
* **(20-25 minutes) Layered Activity #3**

This text is another perspective about violence and its connection to video games.

[Text #3 - Do Video Games Cause Violence?](https://newsela.com/articles/lib-procon-video-game-violence/id/23654/)

* + Reading Directions
    - Students read the text once, underlining lines or thoughts that stick out to them because they supported, challenged, or extended their thinking about Video Games.
    - Students read the text again, this time coding the text for argument elements:

C – Claim being made

R – Reasons

E – Evidence or explanation

CC – Counter Claim

* + Written Thinking in Response to Annotation

Students then respond to two or three of their underlines or codes in their reading notes. Ask students to record what the text says and then their response to the comment. Using an It Says/I Say T-chart is an easy way for students to record what the text says and what they think in response. In doing so, students further develop or revise their claim.

**Formative Assessment**

Collect “It Says/I Say” T-chart to assess where students are with pulling evidence from the text and responding to it.

|  |  |
| --- | --- |
| **It Says**  (Students write actual lines from the text here) | **I Say**  (Student record their response and thinking to the text lines) |
|  |  |

* + Add to Writing
    - As a class, add to the list of sentence frames we might use to add to our writing:

*I understand,...However, I still...*

*In some ways I still believe...but...*

*Although the article states...*

*I used to think,...but now I am thinking...*

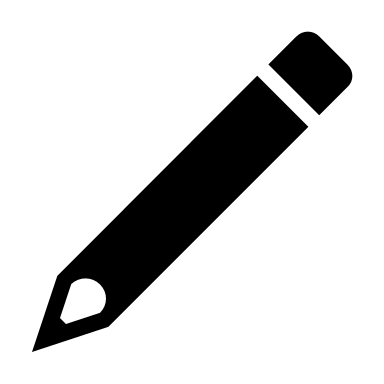
* + - Students add to their writing about Video Games with new information from the article. Guide students to include references to specific lines as they add to their writing.

**Making a Plan**

* **(10-15 minutes) Write an Initial Claim**
  + After layering through a set of texts, students are ready to write an initial claim about their topic. The writing they have done provides patterns of thinking for them to find a claim that is more than yes/no or pro/con.
  + Students look through their writing and reading notes and write a claim regarding Video Games.
  + If necessary, provide students with hedging language that is often used in academic writing such as: *probably, usually, should, most likely,* and *often.*
  + As further support for the initial claim, students make notes under their claim referencing the texts and support they will use to develop their claim.

**Writing an Argument**

* **Organize and Draft**

**Teaching Tip**

How much time should I spend teaching this? The length of time for this lesson varies depending on grade-level and students’ experience with argument writing.

* + Students will use the material they gathered from the texts, their writing and their claim to draft an argument essay.
  + One way to support this is to provide possible structures for organization that make sense when making an argument and then provide students with the time to transfer their thinking to an extended essay format.
  + Using the [MOVES THAT WRITERS MAKE WHEN THEY ORGANIZE AN OPINION](https://docs.google.com/document/d/1lbXwYqHEtb-JKDZzK4FV2PhCtgpoz16erOG-cBRldpk/edit#heading=h.gjdgxs), adapted from Gretchen Bernabei’s Kernel Essays handout, the teacher can model how to think through possible organizational structures and decide on one for drafting.

**Assessing Formative Growth and Planning Next Steps**

* Depending on your focus and/or analysis of student writing, utilizing the [*Claim, Evidence, Reasoning Protocol*](https://docs.google.com/document/d/1g9ZlIBz1SXbIXacslwuF2kT9F55K73YfF4cTTkfdhpM/edit) may be useful in determining next steps for students.

**Revision Options**

* Depending on your focus and/or analysis of student writing, provide specific teaching and revision around the elements of an argument essay: claim, reasons, support, evidence, and source development. Consider using the [*Reading to Revise in Color*](https://sites.google.com/site/nwpcollegereadywritersprogram/instructional-resources/revision-resources/reading-to-revise-in-color)supplementary resource to support students in revising their essays.