

LA- TPN Written Conversation to Establish a Claim

GRADES

6 - 12



DISCIPLINE

 ELA

COURSE

 English II

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
15 mins	<p>INITIATION OF TASK > ESTABLISHING THE CONTROLLING IDEA: Ability to establish a claim and consolidate information relevant to task.</p>	<p>LA- TPN WRITTEN CONVERSATION TO ESTABLISH A CLAIM</p> <p>Complete a written conversation with group members in which you state a clear position/claim in response to the question, "Based on what we have read so far, do you think Caesar should have been killed?*" Be sure to state an answer that:</p> <ul style="list-style-type: none"> • Makes an argumentative assertion • Focuses on a very specific, debatable point • Offers a quick preview of the rationale behind your claim • Describes the main argument you will be making when you expand your writing <p>*Note: Question relevant to teacher's content, subject, readings, task can easily be subbed here.</p>	<p>Student responds to the question and to other students be creating a claim statement that:</p> <ul style="list-style-type: none"> • Makes an argumentative assertion • Focuses on specific, debatable points • Offers a quick preview of the rationale behind the claim • Describes the main argument(s) student will make when this exercise is developed into longer writing 	<p><i>Use of this strategy in this exercise is intended to get students used to making claims that not only follow the guidelines of the scoring guide, but also present natural approaches to interpreting events while also allowing students to immediately see opposing views AND/OR similar views with different reasons.</i></p> <p>Pre-Teach: Developing Strong Claim Statement- Introduce students to the scoring guide and help them unlock the prompt and generate examples that would meet/not meet each criterion. (See attached Teacher Resource if needed)</p> <ol style="list-style-type: none"> 1. Set up Written Discussion: After prompt is read, you will write a short claim to respond to the question then we will swap notes three times with people in our groups. Every time the paper is passed to you, you will read the above responses, write your name, then add on wherever the last person stopped writing. You may agree, agree with different reasons, disagree, or add additional comments. Use your best handwriting, write for the FULL time given for each pass, and remember this is a SILENT activity (until later). **Provide a model here with a simple, non-content related question if necessary for students to understand the process (i.e. What's the best place to get a burger town?). 2. Begin by giving students 1-2 minutes to read and write a response to the question, making sure their answer aligns the criteria. Monitor during this time. 3. Call for first pass of papers. Give set time for students to read and respond. Monitor to make sure they are using the full time to provide full responses. 4. Call for second pass (could be final pass if pairs). Continue step 3 until desired responses have been gathered. 5. Return notes to owners and give them time to read and reflect. 6. Groups talk aloud: Encourage students to continue the conversation out loud for a few minutes, using time to clarify or ask questions. 7. Whole Group Discussion/Debrief: Invite students to reflect upon the activity and how it helped, what could make it better next time, and how it helped them to tighten up their claims.

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	<p>Standards:</p> <p>RL.9-10.1 : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9-10.3 : Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>SL.9-10.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Additional Attachments:</p> <p> Developing Strong Claim/Thesis Statements</p> <p> Kimball Written Discussion SW.pdf</p>			

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