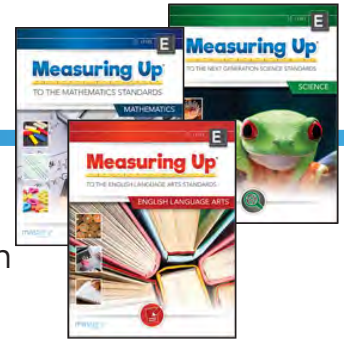


Try It Out! Sample Pack | ELA | Grade 8 | Lesson 6

Measuring Up to the Standards



The **Try It Out!** sample pack features:

- 1 full student lesson with complete Teacher Edition lesson
- 1 full Table of Contents for your grade level
- Correlation to the standards

Developed to meet the rigor of the standards, **Measuring Up** employs support for using and applying critical thinking skills with direct standards instruction that elevate and engage student thinking.

Standards-based lessons feature introductions that set students up for success with:

- ✓ Vocabulary in Action
- ✓ Relevant real-world connections
- ✓ Clearly identified learning goals
- ✓ Connections to prior learning

Guided Instruction and Independent Learning strengthen learning with:

- ✓ Deep thinking prompts
- ✓ Collaborative learning
- ✓ Self-evaluation
- ✓ Demonstration of problem-solving logic
- ✓ Application of higher-order thinking

Flexible design meets the needs of whole- or small-group instruction. Use for:

- ✓ Introducing standards
- ✓ Reinforcement or standards review
- ✓ Intervention
- ✓ Remediation
- ✓ Test Preparation

Extend learning with online digital resources!

Measuring Up Live 2.0 blends instructional print resources with online, dynamic assessment and practice. Meet the needs of all students for standards mastery with resources that pinpoint student needs with customized practice.



Lesson 6

WRITE ARGUMENTS W.8.1, W.8.4

INTRODUCTION

Real-World Connection

TECHNOLOGY AND MEDIA

Theo and Sophie are good friends who love listening to music. Even though they often like the same pop songs, they have an ongoing disagreement about how they access music. Sophie likes to buy songs from an online store and download them to her tablet. Theo thinks a subscription to a streaming service is a better way to enjoy music. How can he convince Sophie and his other friends at school that streaming music is better? We will practice the skills needed to develop a good argument in **Guided Instruction** and **Independent Practice** and revisit Theo and Sophie at the end of the lesson.

What I Am Going to Learn

- How to write an effective argument to support claims with clear reasons and relevant evidence
- How to determine appropriate uses for an argument
- How to include evidence from both sides of an issue to support a claim
- How to develop, organize, and write an argument that is appropriate for its purpose and audience

What I May Already Know W.7.1, W.7.4

- I know how to produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- I know how to identify claims with clear reasons and relevant evidence to support an argument.

WORDS TO KNOW

argument

claim

reason

evidence

opposing claim

transition

formal style

conclusion



THINK ABOUT IT

When you want to convince your friends about something, think about the reasons for your position. Then list facts and examples that will convince them you're right!

TIPS AND TRICKS

Analyze writing prompts carefully. If you need to make a claim, take a position, or argue a point, you will need to write an argument!

► TIPS AND TRICKS

When writing a claim ask yourself, “Is my position meaningful and worth arguing? Do other people have different positions on this topic? Can I back up this claim with reasons and facts?”

Vocabulary in Action

As you read, you will come across words that are used in a variety of ways.

- An argument states the writer’s position on a topic and provides facts to support this position. Arguments that include facts from both sides of the issue are much stronger. An argument can be in the form of an essay, a letter to the editor, a business proposal, or even a speech.
- A claim is the basis for your argument. You must present your claim clearly and thoroughly. Theo might state his claim in the following way.

“Downloading songs and albums has become the standard way to listen to music, but streaming music services offer greater advantages.”

- A reason explains your position in your claim. You can organize reasons in several logical ways.

Discuss one reason in each paragraph.

Start with an important reason for an immediate impact.

End powerfully with your strongest reason.

- Support each reason with evidence that supports your claim. Evidence can consist of facts, details, and examples. In the following chart, Theo listed an example of a reason and evidence he can use to support his argument.

REASON	EVIDENCE
Music streaming offers unlimited storage.	Quotes from music users who ran out of space to store downloaded music on their smartphones

- An **opposing claim**, also known as an alternate claim or counterclaim, goes against the writer’s position. Acknowledging and refuting opposing claims can show you understand the topic.
- **Transitions** are words and phrases that link ideas to help sentences and paragraphs flow smoothly.

Here are some examples of transitions.

TRANSITIONS SHOW . . .	EXAMPLES
Reasons	first, next, finally, as, because, also, additional
Evidence	for example, for instance, according to, often, as follows, including, when, once, today, many, these, after all
Opposing Claims	even though, although, of course, however, in contrast

- Formal style in writing is objective, professional, and precise. It is also relevant to the topic and purpose, unemotional, and appropriate for the audience. Compare these sentences below. One is written in an informal style. The other is written in a formal style.

INFORMAL	FORMAL
I can't believe how expensive it is to buy and download all the songs I want!	Building a large music library by downloading individual songs can be costly.

- A conclusion is the final section or paragraph of an argument. An effective conclusion may include one or more of the following.
 - a statement that restates and emphasizes the claim
 - a call to action that urges readers to do or believe something
 - a quotation or example
 - a final thought for the reader to ponder

GUIDED INSTRUCTION

Read the following argument that a student wrote about the benefits of smartphones over traditional cell phones. Notice how the student states a claim and supports it with logical reasons and convincing evidence. Play close attention to the sentences that are highlighted and their corresponding tips. Then, underline all transitions you find in this argument. Also highlight any additional evidence you can find to support the claims and reasons.

Being Smart about Smartphones

Genre: Student Sample Writing

My first phone was not a smartphone. When I was 10 years old, my parents gave me a very basic cell phone with huge silver buttons. I was supposed to use it to call them for rides and to check in when I was at a friend's house. I could only make calls and send text messages with my phone. It was not able to take photographs, use apps, or search the Internet.

Now, three years later, I have finally upgraded, and there is no going back. Smartphones are simply the best option for older kids and teenagers. **1** Mine helps me communicate in ways that a regular phone cannot.

Smartphones are also very useful tools for students because they can provide Internet access. **2** Even though there is a limit to the amount of data I can use, my smartphone can still access the Internet at locations such as restaurants, stores, and other public places. If I ever need help with some homework questions or directions to a movie theater, my smartphone can supply them. My school projects often require images or videos, and my smartphone can help with that, too.

1 The introduction presents the claim that states the writer's position.

2 The argument includes clear reasons that are organized logically.

A variety of transitions connect and organize ideas. Underline the transitions in this paragraph.

3 The claim and reasons are supported with relevant evidence.

Underline all the transitions.

4 The writer addresses opposing claims.

5 The writer uses a formal style and avoids language that is too casual for the purpose and audience.

6 The conclusion restates the claim and makes a call to action.

As a teenager, I need to be able to interact with my friends. A smartphone makes it much easier to stay in touch. 3 Today, socializing means sending pictures, talking with others in online groups, and playing games over the Internet. Many of these interactions would simply not be possible without the portability and ease of a smartphone.

Smartphones have the additional advantage of providing apps. 3 These are special features that let you read books, find directions, use a calculator, consult a dictionary, or perform many other functions on a smartphone. Some apps cost money, but many are free. For example, when I need to work on a writing assignment or transfer a file from one place to another, I use a free word-processing app that I downloaded. Access to these apps is becoming more and more important. According to a report in the *Community Post*, even our school's teachers are using apps to quiz students and remind them about assignments.

Of course, some people say that smartphones are too expensive and fragile for teens, but this is not true. Teens can be responsible. 4 When I got my smartphone, I took good care of it. I made an effort not to forget it somewhere, and I tried not to drop it or do anything that might damage it. Smartphones are like tiny computers and can be expensive to replace. That is why I use a password and keep my phone locked when I am not using it. This keeps my personal information private and prevents someone from using my phone without permission. 5

Another argument against smartphones is that they diminish human contact. I find that they often enhance contact, especially between people who are far away from each other. 4 In addition, they are better for the environment because instead of having to commute to a friend's house to discuss a project you can discuss the project electronically.

As a responsible teen, I always manage the time I spend on my smartphone. I never neglect people by playing a game on my phone or carrying on a text conversation at the same time as I am having a face-to-face conversation. Smartphones are useful tools that promote access to information and to other people; they are the best option for kids in this modern world. I suggest that all kids get smartphones. 6



How Am I Doing?

What questions do you have?

Give a few examples of opinions you have that differ from those around you, such as family or friends. How did you make your opinion known?

How did others?

How do you decide when an argument is effective?

Color in the traffic signal that shows how you are doing with the skill.



INDEPENDENT PRACTICE

- I. Do online social-networking sites encourage negative behaviors, such as bragging and bullying, or are they a positive tool for connecting to others? Use the outline below to plan your argument.

▶ THINK ABOUT IT

Before you decide which position to take, think about the reasons behind each claim. Which position has better reasons with more evidence?

▶ TIPS AND TRICKS

Evidence should be facts, not other people's opinions about the claim.

▶ TIPS AND TRICKS

While considering opposing claims, you may need to revise your original claim.

<p>I. Introduction</p> <p>A. Introduce your topic.</p> <p>B. State your claim.</p>
<p>II. Reason #1</p> <p>A. State your first reason.</p> <p>B. Provide evidence to support reason.</p>
<p>III. Reason #2</p> <p>A. State your second reason.</p> <p>B. Provide evidence to support reason.</p>
<p>IV. Opposing Claim</p> <p>A. State an opposing claim.</p> <p>B. Respond to opposing claim.</p> <p>C. State another opposing claim.</p> <p>D. Respond to opposing claim.</p>
<p>V. Conclusion</p> <p>A. Restate your claim.</p> <p>B. Add a final thought.</p>

In the space below, write an argument to support your claim with clear reasons and relevant evidence.

Lined writing area with 25 horizontal lines for writing an argument.

TIPS AND TRICKS

Write an introduction that clearly presents your claim. Make sure your claim states your position on the issue and is a solid basis for your argument.

HINT, HINT

Use words that signal argumentative writing: think, position, positive/negative, argue, best/worst, should

ANNOTATED TEACHER EDITION

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W.8.2, W.8.4

W.8.3, W.8.4

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CORRELATIONS

Correlation to the Common Core State Standards

This worktext is customized to the Common Core State Standards for English Language Arts.

Common Core State Standards	Lessons
Reading Standards for Literature, Grade 8	
Key Ideas and Details	
RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	11
RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	12, 13
RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	14
Craft and Structure	
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	15, 16
RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	17
RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	18
Integration of Knowledge and Ideas	
RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	19
RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	20
Range of Reading and Level of Text Complexity	
RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	Embedded throughout Unit 2
Reading Standards for Informational Text, Grade 8	
Key Ideas and Details	
RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	21
RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	22, 23
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	24

CORRELATIONS

Common Core State Standards	Lessons
Craft and Structure	
RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	25, 26
RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	27
RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	28
Integration of Knowledge and Ideas	
RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	29
RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	30
RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	31
Range of Reading and Level of Text Complexity	
RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	Embedded throughout Unit 3
Writing Standards, Grade 8	
Text Types and Purposes	
W.8.1 Write arguments to support claims with clear reasons and relevant evidence.	6
a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	6
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	6
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	6
d. Establish and maintain a formal style.	6
e. Provide a concluding statement or section that follows from and supports the argument presented.	6
W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	7
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	7

Common Core State Standards	Lessons
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	7
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	7
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	7
e. Establish and maintain a formal style.	7
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	7
W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	8
a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	8
b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	8
c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	8
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	8
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	8
Production and Distribution of Writing	
W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	6–8
W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	9
W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	9
Research to Build and Present Knowledge	
W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	10
W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	10

CORRELATIONS

Common Core State Standards	Lessons
W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Embedded throughout Units 2 and 3
a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).	Embedded throughout Unit 2
b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	Embedded throughout Unit 3
Range of Writing	
W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Embedded throughout Lessons 6–10
Language Standards, Grade 8	
Conventions of Standard English	
L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Embedded throughout Unit 1
L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Embedded throughout Unit 1
Knowledge of Language	
L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Embedded throughout Unit 1
Vocabulary Acquisition and Use	
L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.	1, 5
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	1
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).	1
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	5
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	5
L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	2–4
a. Interpret figures of speech (e.g. verbal irony, puns) in context.	3

Common Core State Standards	Lessons
b. Use the relationship between particular words to better understand each of the words.	2
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>).	4
L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Embedded throughout Lessons 1–5

Lesson 6

WRITE ARGUMENTS W.8.1, W.8.4

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TECHNOLOGY AND MEDIA

Theo and Sophie are good friends who love listening to music. Even though they often like the same pop songs, they have an ongoing disagreement about how they access music. Sophie likes to buy songs from an online store and download them to her tablet. Theo thinks a subscription to a streaming service is a better way to enjoy music. How can he convince Sophie and his other friends at school that streaming music is better? We will practice the skills needed to develop a good argument in Guided Instruction and Independent Practice and revisit Theo and Sophie at the end of the lesson.

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argument
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formal style
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 - End powerfully with your strongest reason.
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Genre: Student Sample Writing

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2 The argument includes clear reasons that are organized logically.

A variety of transitions connect and organize ideas. Underline the transitions in this paragraph.

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Underline all the transitions.

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5 The writer uses a formal style and avoids language that is too casual for the purpose and audience.

6 The conclusion restates the claim and makes a call to action.

As a teenager, I need to be able to interact with my friends. A smartphone makes it much easier to stay in touch. 3 Today, socializing means sending pictures, talking with others in online groups, and playing games over the Internet. Many of these interactions would simply not be possible without the portability and ease of a smartphone.

Smartphones have the additional advantage of providing apps. 4 These are special features that let you read books, find directions, use a calculator, consult a dictionary, or perform many other functions on a smartphone. Some apps cost money, but many are free. For example, when I need to work on a writing assignment or transfer a file from one place to another, I use a free word-processing app that I downloaded. Access to these apps is becoming more and more important. According to a report in the Community Post, even our school's teachers are using apps to quiz students and remind them about assignments.

Of course, some people say that smartphones are too expensive and fragile for teens, but this is not true. Teens can be responsible. 5 When I got my smartphone, I took good care of it. I made an effort not to forget it somewhere, and I tried not to drop it or do anything that might damage it. Smartphones are like tiny computers and can be expensive to replace. That is why I use a password and keep my phone locked when I am not using it. This keeps my personal information private and prevents someone from using my phone without permission. 6

Another argument against smartphones is that they diminish human contact. I find that they often enhance contact, especially between people who are far away from each other. 4 In addition, they are better for the environment because instead of having to commute to a friend's house to discuss a project you can discuss the project electronically.

As a responsible teen, I always manage the time I spend on my smartphone. I never neglect people by playing a game on my phone or carrying on a text conversation at the same time as I am having a face-to-face conversation. Smartphones are useful tools that promote access to information and to other people; they are the best option for kids in this modern world. I suggest that all kids get smartphones. 6

[Reading Level: N/A; Word Count: 572]

How Am I Doing?

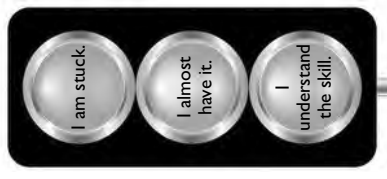
Handwriting practice lines with a vertical margin line on the left. The lines are intended for students to write their responses to the questions below.

What questions do you have?

Give a few examples of opinions you have that differ from those around you, such as family or friends. How did you make your opinion known? How did others?

How do you decide when an argument is effective?

Color in the traffic signal that shows how you are doing with the skill.



▲ TIPS AND TRICKS

Provide clear reasons to support your claim and organize them logically.

15 horizontal lines for writing.

▲ TIPS AND TRICKS

Support your claim and reasons with plenty of evidence from reliable sources. Consider facts, statistics, experiences, examples, and quotes from experts.

15 horizontal lines for writing.

▲ TIPS AND TRICKS

Use transitions to organize ideas and show how claims, reasons, and evidence are related.

15 horizontal lines for writing.

▼ TIPS AND TRICKS

Maintain a formal style throughout the argument. Avoid slang and casual language.

▼ TIPS AND TRICKS

Address an opposing claim to strengthen your argument and show that you have considered the topic fully.

▼ TIPS AND TRICKS

Bring the argument to a logical conclusion and wrap up the argument in a convincing way. Consider adding a call to action.

▼ WRITING CHECKLIST

- Did you read the prompt carefully?
- Did you state your claim?
- Did you provide reasons and evidence to support your claim?
- Did you state an opposing claim?
- Did you include a conclusion?

EXIT TICKET

W.8.1, W.8.4

Now that you have written your own argument essay, let's revisit the Real-World Connection. Imagine you are on Theo's side and want to help him convince Sophie and your other friends that streaming music is better. What arguments would you make in favor of streaming music? How would you support your argument with evidence and reasoning? How would you address the opposition's claim that downloading songs is better?



Sample response: I would argue that streaming music is the new direction that the music industry is heading. For reasons, I would argue that streaming provides easier access to music. As evidence, I would give an example of how users can log in from any device and listen to music. I would also give the reason that music streaming is more affordable if you listen to a lot of music. For evidence, I would give the prices for streaming music, compared to the price of downloading songs. To address the opposition's claim, I would acknowledge that streaming is difficult for people without Wi-Fi access. Then I would strengthen my argument by quoting an article that says music streaming will become more popular as Wi-Fi access expands.

TEACHER NOTES

REAL-WORLD GOAL FOR STUDENTS

- Use claims, evidence, and reasoning to write successful argument essays about bullying on social networking sites.

TIPS FOR THE STRUGGLING LEARNER

- Students may struggle with organizing their own arguments. Encourage students to use graphic organizers to arrange their thoughts before committing their arguments to paper.
- Students may struggle with identifying counterclaims. Consider having the students read graded essays, where they go through and highlight the claims and counterclaims in two different colors before comparing with a partner.

TIPS FOR THE ENGLISH LANGUAGE LEARNER

- English learners may have trouble understanding sources and evidence about their topics in English. Encourage them to look at sources in their native languages to help them understand their topics.
- Provide sentence frames or use guided questions as needed to help students draft reasons and evidence to support their ideas.

ACTIVITIES FOR THE ADVANCED LEARNER

- Students can anticipate the kinds of questions others might have after reading their arguments, and determine where (if at all) the appropriate place in their essay is to address any of the questions.
- Students can trade essays with each other and write rebuttal arguments or “letters to the editor,” where they make counterclaims or debunk evidence and reasoning.