Spring 5-2-2020

Addressing the Argument Writing Needs of English Learners in Seventh Grade

Cassidy Hamilton
Otterbein University, cassidy.fisher@otterbein.edu

Addressing the Argument Writing Needs of English Learners in Seventh Grade

Cassidy C. Hamilton

Otterbein University

April 7, 2020

Submitted in partial fulfillment of the requirements for a Master of Arts in Education degree.

Dr. Diane Ross Advisor	_____ Signature	_____ Date
Dr. Kristin Bourdage Second Reader	_____ Signature	_____ Date
Dr. Daniel Cho Third Reader	_____ Signature	_____ Date

ACKNOWLEDGEMENTS

To my **husband**. Thank you for your constant support and encouragement throughout this process.

To my **parents**. Thank you for teaching me to never give up. Can't means won't.

To Dr. **Diane Ross**, my advisor and first reader. I appreciate your time, dedication, and assistance throughout this research project and my education.

To Dr. **Kristin Bourdage**, my second reader. Without your expertise and guidance, I would not have been able to complete this project. Thank you.

VITA

Teaching Experience

2019 - Present	7th Grade English/Language Arts teacher Gahanna Middle School South Gahanna-Jefferson Public Schools Gahanna, Ohio
2018-2019	English Language teacher Scottish Corners Elementary School Dublin City Schools Dublin, Ohio
2016-2018	6th Grade English/ Language Arts teacher Gahanna Middle School South Gahanna-Jefferson Public Schools Gahanna, Ohio

Education

2020	Masters of Arts in Education Curriculum and Instruction Otterbein University Westerville, Ohio
2016	Bachelors of Science in Education

Middle Childhood Education

Otterbein University

Westerville, Ohio

TABLE OF CONTENTS

ABSTRACT

The purpose of this curriculum development project was to address the writing needs of English learners (ELs) in the seventh grade English/ Language Arts classroom through modifying the Teachers College Reading and Writing Project's (TCRWP) *Art of Argument* Writing Unit with the Sheltered Instruction Observation Protocol (SIOP) model. The curriculum developed by TCRWP required modifications to support ELs in achieving the academic demands of today's schools. One framework that supports ELs in the classroom is the SIOP model, which is grounded in 15 years of research (Echevarria, Vogt, & Short, 2013). The curriculum developed within this project used the TCRWP *Art of Argument* Unit as a guide to teaching argumentative writing, but modified it for EL students using the strategies suggested in the SIOP model.

TERMINOLOGY

Bend: Part or section of a full Teachers College Reading and Writing Project's unit of study. A bend tends to focus on one main skill.

BICS: Basic Interpersonal Communicative Skills - the social language students use to interact with others.

CALP: Cognitive Academic Language Proficiency - the academic language used in classrooms.

Day Zero: A day to prep or build background knowledge before beginning the actual unit.

EL/ELL: English learner or English language learner (the term can be used interchangeably). An English learner is a student whose native language is one that is not English, and because of this, he or she does not have the language needed to understand or achieve the academic demands of school (Chao, Schenkel, & Olsen, 2013; Pasquarella, 2019).

ELP: English language proficiency - the level of proficiency students have in English.

ESL: English as a second language - the service provided to ELs in schools to help them learn English.

Four Corners Vocabulary Card: a strategy used to help students understand new vocabulary in which they write the word and the definition, as well as draw a picture and use it in a sentence.

Flash draft: a term used by Lucy Calkins and the Teachers College Reading and Writing Project to mean fast and furious writing in one writing session.

L1: Students' first language/ native language.

L2: Students' second language, oftentimes the one they are learning.

SIOP: Sheltered Instruction Observation Protocol - a framework that was designed to be used in any content to support EL students in speaking, reading, writing, and listening.

TCRWP: Teachers College Reading and Writing Project - a project that is part of Teachers College at Columbia University whose mission is to help students become stronger readers and writers. This project also authors the Units of Study in reading and writing.

SECTION ONE

Introduction

Imagine moving to a new country where the native language is one that you do not speak or understand. Now imagine trying to go through a school day where everyone around you speaks a different language than you. The teachers talk to you in their native language. They speak quickly. Everyone around you tries to make you feel welcome, but you feel lost because you do not understand anything anyone is saying. This is the everyday reality of an English learner (EL). An English learner is a student whose native language is one that is not English, and because of this, he or she does not have the language needed to understand or achieve the academic demands of school (Chao, Schenkel, & Olsen, 2013; Pasquarella, 2019).

English learners require specific supports to succeed in school, but some of the requirements that teachers are expected to use do not address the needs of these students. For example, in my district, English Language Arts teachers are expected to use the Teachers College Reading and Writing Project (TCRWP) Units of Study Curriculum for Reading and Writing written by Lucy Calkins. During my first two years of teaching, I was expected to use this curriculum with fidelity. While doing this, I noticed that this curriculum did not address the specific needs of my students with Individualized Education Plans (IEPs). Specifically, the lessons moved too quickly, and the progression of lessons jumped from one strategy to another at a rapid pace. Students did not have enough time to fully understand the material before I was expected to move onto the next lesson. The haste of the TCRWP lessons also affected my general education population, but I noticed, too, that the vocabulary used in the lessons greatly affected all students.

The vocabulary used in some of the lessons was rather challenging, and some of the lessons involved abstract ideas that were not explained in a way they should be for this age group. Lastly, this curriculum did not address the basic understanding of the conventions of English, and yet it was still expected that students should be graded on this according to the rubrics provided within the curriculum. Due to all of this, I wondered if this curriculum fully addressed the needs of all students.

After my first two years of teaching, I had the opportunity to teach English as a Second Language (ESL) in another district. During this time, I observed several teachers using strong strategies with EL students, most of which did not align with the TCRWP Units of Study. After noticing this, I thought back to the EL students in my previous district and how unfair it was that they were not receiving this same instruction, but instead, they were receiving the fast-paced scripted lessons created by TCRWP. Due to this, I wondered if there was a way to incorporate best-practice strategies for ELs with the provided curriculum in my previous district.

Other teachers have felt this disconnect between the TCRWP Units of Study and effective instruction for ELs. For example, two co-teachers in New York, Afanador-Vega (EL teacher) and Stevenson (classroom teacher) participated in a study in which they explored the effect that ESL services have on the writing development of EL students. Through co-teaching and providing push-in services (when the ESL teacher goes into the mainstream classroom to support EL students) both teachers discovered that there were issues with using the TCRWP Units of Study with ELs: “Given that this curriculum [*Units of Study in Opinion, Information, and Narrative Writing, Grade 1, A Workshop Curriculum*] was not intentionally designed for ELLs, the two teachers felt they needed to

modify the content and objectives significantly" (Bauler, Kang, Afanador-Vega, & Stevenson, 2019, p. 6). Not only do teachers believe that the TCRWP Curriculum does not fully support ELs, but the TCRWP also recognizes that they do not have effective supports for ELs in their curriculum. To help provide stronger supports for ELs, the TCRWP staff plans to meet to develop resources to better support ELs within this curriculum (TCRWP, 2014).

Following my year as an ESL teacher, I decided to return to the middle school English Language Arts classroom in my first district. Previously, there were no EL students at my school because the EL students were expected to attend one middle school in my district; however, starting this year, ELs now attend my school. Even though English learners attend my school, ESL services are not provided to these students. With this in mind, I have become the go-to person when these students need support, as I am the only one in the building with a Teaching English to Speakers of Other Languages (TESOL) endorsement. Because of this, and because of how many EL students should be attending the school where I teach, the district is considering developing an ESL program at my school. From conversations with the building principal and the EL coordinator, I may become the teacher who leads this program at my building. With this in mind, it is important for me to know how to modify, for English learners, the curriculum that teachers are expected to use. This work is also important as it will allow me to not only support the EL students but also classroom teachers who are expected to use the TCRWP Units of Study Curriculum.

One of the leading methods for teaching ELs is the SIOP model. The SIOP method is a framework that was designed to be used in any content to support EL

students. English learners require instruction that intertwines reading, writing, speaking, and listening, which is exactly what the SIOP method does.

> What is needed to bridge this gap between teachers and ELs is a framework that fully supports content instruction, while utilizing proven methods of language teaching that incorporate reading, writing, speaking and listening. Such a framework exists in the Sheltered Instruction Observation Protocol (SIOP) model. (Hanson & Filibert, 2006, p. 12)

From my years in the general education classroom, I have noticed how important argument writing has become in the state standards and in my district. Students are expected to write argument essays and literary analysis essays every year once they enter middle school. Because of this, I have decided to focus on argument writing instruction as the content to modify using the SIOP model.

As a result of my reflections, the purpose of this study is to develop an effective argument writing curriculum for EL students using the TCRWP Units of Study Writing Curriculum and the Sheltered Instruction Observation Protocol (SIOP) method. The question that will guide this curriculum development is, how can the sheltered instruction method (i.e., Sheltered Instruction Observation Protocol (SIOP) model) of instruction for ELs be used to frame and organize the TCRWP Seventh Grade Argument Writing Curriculum for ELs of varying language proficiency levels?

SECTION TWO

Literature Review

English Learners

English Learners (ELs) are also commonly referred to as English language learners (ELLs), students with limited English proficiency (LEP), and students learning English as a second language (ESL) (Pasquarella, 2019). For the purpose of this study, the term English learners or ELs will be used. To define the term English learners for this study, two definitions will be merged into one, "... students who enter school without the English language skills needed to participate in and access the academic curriculum" (Chao, Schenkel, & Olsen, 2013, p. 4), because "... their home language, or mother tongue, is a language other than English" (Pasquarella, 2019, p. 385).

Demographics. English learners represent the fastest-growing group of students in the United States (Echevarria, Vogt, & Short, 2013, p.3). In fact, according to the National Center for Education Statistics (2019), "The percentage of public school students in the United States who were ELLs was higher in fall 2016 (9.6 percent, or 4.9 million students) than in fall 2000 (8.1 percent, or 3.8 million students)" (para. 1). The EL population is only going to continue to increase. Chao, Schenkel, and Olsen (2013) claim that "by 2020, estimates indicate that half of all public school students will have non-English speaking backgrounds" (p. 4).

In 2016, 3.79 million public school students spoke Spanish at home, making Spanish the most common home language amongst ELs in the United States. After Spanish, the top nine home languages spoken by ELs are Arabic, Chinese, Vietnamese, English, Somali, Russian, Hmong, Haitian/ Haitian Creole, and Portuguese (National

Center for Education Statistics, 2019). Overall, there are approximately 180 native languages spoken by ELs in the United States (Echevarria et al., 2013). In order for teachers to provide the best education to ELs, they need to be aware of the first language (L1) of each student because the L1 helps teachers understand the ease of transfer to English for different students and students' cultures. As Pasquarella (2019) writes, "To help EL children the most, we need to be aware and sensitive to the culture and traditions of the children we teach" (p. 386).

Language proficiency. Along with languages, cultures, and traditions, it is important for teachers to understand the different backgrounds of EL students. Many ELs are born in the United States, but speak a language other than English at home. These students are often called simultaneous bilinguals because they are most likely learning two languages at once: their L1 at home, and their second language (L2), English, at school. Simultaneous bilingual students are also referred to as long-term English learners because they typically lack proficiency in English even after seven or more years (Menken & Klyen, 2010). However, there are some students who learned their L1 first, often in another country, and then learn their L2, English, in the United States. These students are referred to as sequential bilinguals (Pasquarella, 2019). It is crucial to know if a student is a simultaneous bilingual or sequential bilingual because research has shown that if students have strong L1 language and literacy skills, then they will be better equipped to learn English than students who have less L1 knowledge (Genessee, Geva, Dressler, & Kamil, 2008).

As teachers become more familiar with the students' L1, it is important that they understand the difference between Cummins's (1979) basic interpersonal communicative

skills (BICS) and cognitive academic language proficiency (CALP). BICS refers to the social language students use to interact with one another. For example, BICS would be used on the playground, at lunch, on the phone, or in a friendly face-to-face conversation. BICS takes anywhere from six months to two years to develop. On the other hand, CALP refers to the specialized, abstract, and content-focused, academic language used in classrooms. It can take ELs at least five years to develop CALP (Colorin Colorado, 2019). Collier (1995) found that in U.S. schools, where the language of instruction is English, ELs with no schooling in their first language take seven to 10 years to perform as well as their English-speaking peers within the same grade-level. Whereas, immigrant students who have had two to three years of schooling in their home country prior to coming to the United States take at least five to seven years to reach the performance level of their English-speaking peers. With this said, it is crucial for teachers to understand if their EL students have proficiency in their L1 because if students have proficiency in their L1, then they will most likely acquire CALP more quickly than if they do not have proficiency in their L1.

With an understanding of BICS and CALP, it is helpful to use the English Language Proficiency (ELP) Standards (2015) from the Ohio Department of Education. The ten standards for ELs in sixth-grade through eighth-grade address what ELs should be able to do in speaking, reading, writing, and listening within certain English language proficiency levels. These English language proficiency levels are determined based on the Ohio English Language Proficiency Assessment (OELPA). This assessment was designed by the English Language Proficiency Assessment for the 21st Century (ELPA21) consortium and was created based on the ELP standards. The OELPA is

designed to track the progress of ELs in speaking, reading, writing, and listening as they progress through their K-12 education. Upon taking this assessment, students are given a score of one-five on each domain of the assessment. A level one means that the student is a beginner EL. Level two means that the student is an early intermediate EL. Level three means that the student is an intermediate EL. Level four means that the student is an early advanced EL. Lastly, level five means that the student is an advanced EL (Ohio Department of Education, 2018).

Based on the scores in each section, an overall score is provided. A student is considered proficient if he/she has a combination of fours and fives, or all fours, or all fives. A student is considered emerging if he/she has a combination of ones and twos. Lastly, a student is considered progressing if he/she scores a combination of levels that do not qualify them as emerging or proficient (Ohio Department of Education, 2018).

Sheltered Instruction Observation Protocol

In order to help students progress from emerging to proficient, teachers need to not only consider content standards but also the academic language needed to access these standards.

> What is needed to bridge this gap between teachers and ELs is a framework that fully supports content instruction, while utilizing proven methods of language teaching that incorporate reading, writing, speaking and listening. Such a framework exists in the Sheltered Instruction Observation Protocol (SIOP) model. (Hanson & Filibert, 2006, p. 12)

Echevarria, Vogt, and Short (2013) describe the SIOP model as a sheltered instruction framework used in English speaking classrooms to organize instruction in meaningful

ways. Sheltered instruction refers to when "students receive help in developing academic English while they are learning grade-level content material" (Hanson & Filibert, 2006, p. 12).

Development of the SIOP model. Echevarria et al. (2013) began studying the Sheltered Instruction Observation Protocol in the early 1990s as a tool to determine if teachers incorporated key sheltered techniques in their lessons. A seven-year study, 1996-2003, guided the development of the protocol into the SIOP model. Part of this study was conducted in four middle schools across the U.S., two on the East Coast and two on the West Coast. Together, the middle school teachers and researchers identified key practices for sheltered instruction and developed a professional development model for teachers to incorporate sheltered instruction in their classrooms. In the school year 1998-1999, two groups of English learners in grades six through eight from Illinois participated in the study to assess the effectiveness of the SIOP protocol and the SIOP professional development. One group was taught by teachers who were not SIOP trained, while the other group was taught by teachers who were SIOP trained. By the end of the study, it was found that those students who were taught by SIOP trained teachers improved their writing scores on the Illinois Measurement of Annual Growth in English (IMAGE) more than those who were not taught by SIOP trained teachers (Short, Fidelman, & Louguit, 2012).

Through the analysis of teacher implementation and student results, in 2000, the SIOP format was finalized, incorporating 30 features of instruction, grouped into eight critical components to making content comprehensible for ELs. These eight components consist of lesson preparation, building background, comprehensible input, strategies,

interaction, practice and application, lesson delivery, and review and assessment. First, Hanson and Filibert (2006) explained lesson preparation as creating and stating the content and language objectives and planning meaningful activities to meet the content and language objectives. Second, teachers build background by connecting students' past experiences and the new learning, focusing on the vocabulary that is needed to understand the content.

Echevarria et al. (2013) explained that the third component, comprehensible input, takes into consideration how teachers should adjust their speech, model expectations, and use multimodal techniques. Next, the strategies component refers to teaching learning-strategies to students, scaffolding, and using higher-order thinking skills. Hanson and Filibert (2006) referred to interaction as the teacher providing "the students with continual opportunities to interact with peers through flexible grouping" (p. 13). The sixth component, practice and application, means that "teachers provide activities to practice and extend the language and content learning" (Echevarria et al., 2013, p. 304). Echevarria et al. (2013) explained the seventh component, lesson delivery, as teachers being expected to plan and implement a lesson that meets the objectives and promotes student engagement. Lastly, they defined the review and assessment portion of SIOP as a reminder that teachers need to review key language and content concepts, assess learning, and provide specific feedback on student output. Along with the eight components, Echevarria et al. (2013) also created a five-point scale in 2001 to study the level of implementation of each of the 30 features. Because of this seven-year study, the SIOP model was grounded in research and proven to be successful.

The SIOP validity study. After the SIOP checklist was created, Guarino et. al (2001) tested the validity and reliability of the checklist. Four experienced classroom observers (student-teacher observers), who were not trained specifically in SIOP, used the SIOP checklist to see if they could determine the difference between high and low implementers of SIOP. They watched six videos of lessons, three of which were SIOP lessons, and the other three were not. Using the SIOP checklist, the four raters were able to distinguish between high and low implementers of SIOP. Statistical analysis revealed an interrater agreement of .90, finding the SIOP checklist as a highly reliable and valid instrument (Guarino et al., 2001).

New Jersey SIOP research. From 2004-2007 the SIOP research continued with a quasi-experimental study (Short et al., 2012). Two different school districts in New Jersey participated in the study. Each district has one high school and two middle schools with ESL programs. One of the districts, however, had a SIOP professional development program, while the other district did not. After analyzing the teacher implementation data with the SIOP protocol it was found that 71% of the SIOP trained teachers were "high implementers" after two years (Short et al., 2012, p. 348). Meanwhile, only 17% of teachers with no SIOP training implemented SIOP to a high level. At the same time, Echevarria, Fieldman, and Louguit also collected student data from the state English language proficiency test, Idea Proficiency Test (IPT), for all ELs in both districts grades 6-12. The data showed that students with the SIOP trained teachers, when compared to the students of the non-SIOP trained teachers, made statistically significant growth for oral language, writing, and total proficiency on the IPT. This data clearly shows that teachers who receive SIOP training better meet and support the needs of EL students.

The SIOP fidelity study. Echevarria, Richards-Tutor, Chinn, and Ratleff (2011) defined fidelity as "the degree to which an intervention or model of instruction is implemented as it was originally designed to be implemented" (p. 426). Echevarria et al. (2011) also explained that most studies do not research fidelity, so the actual effect of the intervention on student achievement is unclear. With this in mind, Echevarria et al. (2011) investigated the correlation between using the SIOP model with fidelity and student achievement. In this study, 12 teachers were observed five times and rated on all 30 features of SIOP using the SIOP checklist. Eight out of the 12 teachers were SIOP trained, while the other four were not. The score for implementation was averaged together across the five observations. As for student achievement, the students were asked to complete a pre and post-test on which they had to use the science academic language taught during the lessons to answer the content questions. It was found that the teachers who implemented SIOP with the highest score also had students who made the greatest gains (Echevarria, Richards-Tutor, Chinn, & Ratleff, 2011).

Although the SIOP model is grounded in research and has data to support student growth (specifically ELs) when using the model, there are several factors that should be noted. To begin with, the SIOP model recognizes two contradictory hypotheses: the Skill-Building/ Learning Hypothesis and the Comprehension/ Acquisition Hypothesis (Krashen, 2013). The Skill-Building Hypothesis claims that students need to first consciously learn their skills (grammar, vocabulary, etc.), and only once they learn these skills can students use them in writing and speaking. On the other hand, the Comprehension Hypothesis claims that "language acquisition occurs subconsciously; while it is happening, we do not know it is happening" (p.11). The two components of

SIOP that address the Comprehension Hypothesis are those of building background and comprehensible input. However, the component of lesson preparation and including language objectives demonstrate the Skill-Building Hypothesis. Since both of these hypotheses are addressed in SIOP, it is hard to determine which leads to the success, "research testing the impact of SIOP as a whole will not tell us the basis for its success or failure" (p. 14).

It should also be noted that every study mentioned above was done by the creators of SIOP, and their research seems to only be in the SIOP manuals. There is no research study in which Echevarria or Short is not one of the researchers. This is important to recognize because since they are the developers of the SIOP model, they may be partial to its success. What may have mitigated some of the bias may have been the use of quantitative methods that showed statistical significance.

Also, in the SIOP research, when participants are discussed, it is never mentioned exactly how many ELs are involved in the study. When looking at student achievement, it is also important to recognize that they do not compare EL data to non-EL data. Because SIOP is supposed to be a framework to be used with ELs, this information would be important to discuss.

Writing Instruction and ELs

While the SIOP model offers necessary strategies to use when working with ELs, ELs oftentimes require more specific strategies for writing. As Juel (1994) points out, writing is the most challenging form of communication for the majority of ELs. Several researchers indicate that, in fact, writing is often the last domain in which many ELs develop grade-level proficiency (Calderon, 2004). Not only are there linguistic

challenges with writing, but there are cultural challenges as well. As Kaplan (1980) explained, cultures have their own distinct styles of expression that require certain textual structures, which are often different from other cultures. Even with the understanding of how challenging writing can be for EL students, there is little research on how to best support them. Genessee, Geva, Dressler, and Kamil (2008) explain that the research supporting writing development for ELs is remarkably scant. Although research is lacking in the area of supporting ELs in writing, there have been a few cases in which best practices for teaching ELs how to write have been examined. For example, August and Beck (2008), explain two specific writing strategies that help support ELs: direct writing instruction and peer-editing.

Explicit instruction. When working with ELs, explicit instruction is crucial. In writing, explicit instruction refers to "providing explanations pertaining to language, content, and rhetoric that help students write specific texts" (Olson, Scarcella, & Matuchniak, 2015, p. 576). Explicit instruction begins with the teacher making sure that students are aware of the purpose of the writing task and the concepts that they must learn. The teacher clearly explains and models the writing expected of the students. Students then have time to practice the skills in small groups, pairs, and individually. While students are practicing, the teachers walk around to provide support when needed (Olson et al., 2015).

Scaffolding. One of the main concepts within explicit instruction is the idea of scaffolding. Scaffolding refers to the notion that "adults can give children support until they are able to apply new skills and strategies independently" (p. 575). There are specific strategies to use when working with ELs to provide appropriate scaffolds. For

example, Konomi (2014) and Katsioloudis (2010) both recommended the use of visuals to support students with their writing. Also, Cotterall and Cohen (2003) suggested using writing templates and sentence frames to provide support to ELs.

Aside from scaffolded strategies, Kucer and Silva (in progress) recommended the following progression for scaffolding writing for ELs: teacher writing, shared writing, choral writing, guided writing, paired writing, and independent writing. First, during teacher writing, the teacher shares his or her ideas while writing the text. Second, during the shared writing phase, students dictate the text while the teacher writes it. The teacher may ask guiding questions and reflect on the process. Next, students can participate in choral writing where the teacher and students take turns generating and recording their ideas together. Then, students engage in guided writing where they are the main contributors to the written piece, and the teacher acts as a guide when needed. The next step in this scaffolded process is to have students partake in paired writing where the two students are largely in charge of producing the writing together and the teacher takes a more hands-off approach.

Finally, students are ready for independent writing. During this final stage, the students take on the writing task independently, but the teacher is still available if needed (as cited in Carrasquillo, Kucer, & Abrams, 2004). It is noted several times that these scaffolds are not to take place in one lesson, but that they should be used throughout a whole writing unit. With that said, these steps or lessons may be repeated and more spread out over time for ELs. Carrasquillo, Kucer, and Abrams (2004) shared that the use of these scaffolds for ELs “will frequently be greater than for monolingual students” (p. 46).

Modeling. One scaffolding technique that many (Gibbons, 2015; Olson, Scarcella, & Matuchniak, 2015; Mohr, 2017) agree on as being necessary for ELs is the idea of modeling, or, as mentioned above, teacher writing. As described above, modeling can consist of the teacher writing in front of the students, but teachers can also demonstrate this idea of modeling through other forms of written text such as published texts, teacher-written texts, and student-written texts (Gibbons, 2015, p. 115). Olson, Scarcella, and Matuchniak (2015) explained why modeling can be so useful: "... it can clarify the conventions of the genre and the teacher's expectations, and make visible the skills and strategies necessary to effectively carry out a particular writing task" (p. 574). The effectiveness of modeling was tested in the following research study conducted by Mohr (2017).

Mohr (2017) conducted a quasi-experimental study to gather information on the impact of modeled writing (MW). This year-long study took place in the southern U.S. in a school recognized as exemplary. Mohr (2017) worked with four, second-grade classrooms and 70 second-grade students. Within these four classrooms, Mohr (2017) implemented MW one day a week for 30 minutes. There were three second-grade classrooms in which MW was not implemented. The Test of Written Language (TEWL-2) was given at the beginning of the year (BY) before MW instruction and at the end of the year (EY) after MW instruction. It was found that the students who had received MW instruction performed better than the control groups at the end of the year. It was also noted that although English only (EO) peers performed better on the assessment at the beginning of the year, ELs performed just as well as their EO peers by the end of the year.

> EY total mean scores for EOs and ELs were not significantly different, indicating that the ELs were more like their peers by EY. Although the ELs in this study did not overcome the EOs, they did write on par with their EO peers on the post-assessments, making strong gains on several subskills. (Mohr, 2017, p. 628)

This proves that MW instruction is beneficial for all students, especially for ELs since they reached the level of their EO peers by the end of the year.

Peer review. Another form of scaffolding is peer review. Peer review refers to the idea of "student collaboration in both giving and receiving comments" (Kim, 2015, p. 2).

Although peer review has its challenges, especially for ELs, there are still benefits to this practice for ELs. For example, ELs "...gain a greater sense of control and ownership regarding their writing and they play a more active role in their interaction with peers. This also ensures they receive constructive feedback that fulfills their specific needs and expectations" (p. 4). Kim (2015) recommended more guidance through the peer review process with a three-step structure of before, during, and after peer review. Before peer review, Kim (2015) recommended that the teacher and students develop a common understanding of what to look for when reviewing peers' papers. To do this, it is suggested that the class makes a peer review rubric together. This will give the ELs common language to use throughout this process, and serve as a reminder of previous lessons. During peer review, Kim (2015) shared that giving students sentence starters can help support the ELs in providing stronger feedback to their peers. After peer-reviewing, Kim (2015) proposed that students are guided through how to incorporate their feedback into their writing and are given the opportunity to reflect on the process with guiding

questions. Samway (2006) supported this idea of reflection when she wrote, "reflective writing has been found to be very beneficial to ELLs…" (p. 139).

Since teachers are often expected to implement specific curricula, it is important to keep these ideas of best-practice writing instruction and overall instruction (SIOP) in mind because it is possible that not all curricula address the needs of ELs.

Teachers College Reading and Writing Project (TCRWP)

The Teachers College Reading and Writing Project (TCRWP) is part of the Teachers College at Columbia University in New York. The mission of this project is to help students become avid readers, writers, and inquirers. This goal is accomplished through research, curriculum development, and working with students, teachers, and school leaders. In order to do this work, Teachers College prides itself on being a think tank and a community of practice (Teachers College Reading and Writing Project, 2014). Teachers College Reading and Writing Project is known for the curriculum they have crafted, *The Units of Study for Reading and Writing K-8*. It is this curriculum, specifically, *The Art of Argument Unit of Study Grade 7*, that will be analyzed in this study.

Development of TCRWP. Teachers College Reading and Writing Project was founded by Lucy Calkins when she joined Teachers College about 35 years ago. She was researching writing development and working with multiple schools as a staff developer. Because of this, she was extremely busy and needed to bring more people on to the team, creating the founding team of the Teachers College Reading and Writing Project. The initial focus of the TCRWP was on writing, but about two decades ago, they incorporated

reading as well. The Project began its work in New York City's schools but has expanded both nationwide and internationally (TCRWP, 2014).

Data supporting TCRWP Units of Study. Multiple schools within New York have adopted The Units of Study curriculum, and state test scores indicate a positive correlation between The Units of Study and student growth. For example, at P.S. 249, The Caton School, in Brooklyn, the number of students scoring within the Proficient or Above range on the New York English Language Arts Assessment rose to 67% in 2017-2018, which is up 9% from the 2016 assessment. The principal, Elisa Brown, considers this growth to be from the implementation and consistent use of TCRWP Units of Study. At another school in New York, P.S. 36, The J.C. Drumgoole School in Staten Island, Principal Barbara Bellafatto said, "Test scores made an immediate jump after we started with TC [Teachers College], and the school has remained a strong performing school on the state assessment" (TCRWP, n.d., p.3). In 2013, Bellafatto had 45% of her students reaching proficiency, but in the school year 2017-2018, 62% of her students scored Proficient or Above, while 22% were in the Advanced range. Similar results were found at PS 199 Jessie Isidor Straus in Manhattan where 38% of students scored in the advanced level of the New York English Language Arts Assessment in 2015-16, and 54% in 2017-18 (TCRWP, n.d.).

Just as in New York, multiple schools in Wisconsin have adopted the TCRWP Units of Study and have seen a steady increase in scores on their state ELA assessment. At North Shore Middle School in the school year 2015-16, 61.9% of students were proficient or higher, and in 2017-18 it rose to 73.5% proficient or higher.

> The school attributes its overall 11.6 % rise in scores, and its increase in advanced proficiency to students reading more, students reading increasingly complex fiction and nonfiction texts and writing narratives, information pieces, and arguments as part of the TCRWP curriculum. (TCRWP, n.d., p. 1)

Again, improvement is seen at Hartland South Intermediate school since it began working with TCRWP about three years ago. In 2015-2016, 60.9% of students scored Proficient or Advanced on the state assessment. The following year, 2017-18, 69.8% of students scored Proficient or Advanced. Lastly, at Southwood Glenn Elementary School, the same type of success was visible. In 2017-18, 72.5% of the students at Southwood Glenn Elementary School scored Proficient or Advanced, which was a 6% increase from scores in 2015-16.

It is important to recognize that the above data shows student growth in two different states, several different school districts, and two different state tests. With this said, it would seem that the TCRWP Units of Study seem to make a difference when educating students in English Language Arts. However, although the principals and this data seem to give credit to the TCRWP Units of Study curriculum, there is no mention of exactly how long the curriculum has actually been in place at these schools, so it should be noted that there could be other factors that play a role in the improvement and success on the state assessments.

Writing workshop. The TCRWP Units of Study revolve around writing workshop, which is viewed as revolutionary because before writing workshop, teachers taught writing through the use of skills worksheets and prescribed writing scenarios (Calkins, 1986). Then, as noted by Heath, come the early 1980s, it was clear that schools

focused on skills were failing to support their linguistically diverse populations (as cited in Strech, 1994, p.4), so the whole language philosophy (Goodman, 1989), the idea that reading and writing should be done authentically, gained credibility and support. Using the whole language philosophy to guide their work, Donald Graves, Lucy Calkins, and Nancie Atwell developed and contributed to the idea of writing workshop, also referred to as writer's workshop (Strech, 1994).

> Writing workshop can be defined as a way of structuring classroom instruction in the writing process. Writing workshop is characterized by students choosing their own topics, working at their own pace, and conferencing in regards to their writing. It is a daily practice that integrates reading, speaking, and listening with the writing process. (Strech, 1994, p. 7)

As mentioned above, the writing process guides the writing workshop. Calkins (1986) described the writing process as "a process of dialogue between the writer and the emerging text" (p.19). There are five steps within the writing process: prewriting, drafting, revising, editing, and publishing. The first step in the writing process, prewriting, is defined as using "...activities such as brainstorming, class discussion, free writing, drawing or doodling, visualizing, or just plain thinking. Its purpose is to stimulate the flow of ideas" (Wasson, 1993, p.17). After prewriting, writers should begin drafting, "...the stage in which the ideas generated in the prewriting stage are transferred to words on paper" (Wasson, 1993, p.19).

Once writers have drafted their writing, they should revise, thinking of it in this way, "I reread what I have written, re-seeing what I have said; the writing becomes a lens. I revise, and by moving the words on the page and looking through them at my

unfolding subject, I explore, and discover what I have to say" (Calkins, 1986, p.17). Next, writers take time to edit: "...the time to check for misspelling, punctuation, capitalization, and complete sentences" (Wetzel, 1992, p.12). Finally, the written work is ready to be published, "...the time that authors share their work with others" (Wetzel, 1992, p.12). The whole writing process is explored and put into place throughout the writing workshop.

Because writing workshop is a framework used for instruction, there are basic components that must be included in every workshop session. The first component is the mini-lesson. A typical mini-lesson is a five to 10-minute lesson focusing on a specific skill or strategy for students to use in their writing. Following the mini-lesson is the status of the class, during which time students decide and share their plans for their work time. The next 20 to 30 minutes is work time for the students to work on their writing and practice the skill taught in the mini-lesson. During this work time, students may also confer with the teacher and other students in small groups or in one-on-one conferences. As defined by Calkins (1986) a writing conference is when the teacher and the student meet to discuss the students' writing. Finally, to wrap up the workshop for the day, there is a group share in which a couple of students share their writing with the class (Atwell, 1987; Calkins, 1986; Graves, 1983).

Implementation of writing workshop. Strech (1994), a teacher in California, studied the cognitive and affective implications of the writing workshop method in a third-grade classroom. The majority of the students spoke English; however, 18% of the class was considered to be Limited English Proficient (LEP). Based on the pre and post writing workshop questionnaire and writing sample, it was determined that the use of

writing workshop led to positive affective and cognitive results. The number of students who stated that they like to write before implementation was 48%. After the implementation of writing workshop, 78% of the students shared that they like to write. The writing sample was graded using a four-point rubric (four being the highest score). Before the implementation of writing workshop, 19% of the students scored either a three or four, but after the implementation, 41% of the students scored a three or four on the rubric. Even though this study was conducted in a third-grade classroom, Strech (1994) believed, “that a positive attitude towards writing in the early grades can lay a strong foundation for writing performance in later years" (p.8). With this said, because students have greater respect for writing in the elementary years due to writing workshop, it is predicted that they will also respect writing and writing workshop in the middle grades, allowing them to be stronger writers. Although Strech (1994) specifically mentioned how many students she has that have another L1 aside from English, she does not specifically focus on the effects of writing workshop and her LEP students. She does recommend that “Different student populations should be studied to assess the generalizability of the procedures and techniques in the approach” (Strech, 1994, p. 10).

TCRWP, writing workshop, and ELs. With the use of the writing workshop, comes a predictable structure. According to TCRWP (2014), “The predictability of the workshop provides reassurance to a child who is just learning English” (para. 42). Writing workshop also provides a space for ELs to practice language skills and literacy skills. With the workshop structure, teachers are better able to differentiate when they conference with students, so teachers can address the literacy skills and language skills of each EL in this conference time (TCRWP, 2014).

Although the workshop structure has benefits to teaching ELs, the actual lessons within the Units of Study curriculum do not address all of the needs of ELs.

> This fall the TCRWP will also hold its first National Think Tank on Supporting English Language Learning in Reading and Writing Units of Study...to share ideas and resources designed to best help students who are learning English within our reading and writing workshops. (TCRWP, 2014)

The Project recognizes that the lessons within the units do not address the needs of ELs, so they are gathering to create resources to support ELs within the Units of Study.

This idea of modifying the TCRWP Units of Study is addressed in another study in which two teachers explored the concept of co-teaching to support writing in a linguistically diverse classroom. The co-teachers, Afanador-Vega and Stevenson (2019), taught a class of 21 students - two formally identified as ELs, eight bilingual Spanish and English speaking students, and 11 English-speaking students. The writing period was 45 minutes every day. The teachers in this study were expected to use the *Units of Study in Opinion, Information, and Narrative Writing, Grade 1, A Workshop Curriculum*; however, they felt that this curriculum did not address the needs of their EL students since it was not designed for ELs, so they modified it considerably (Bauler, Kang, Afanador-Vega, & Stevenson, 2019, p. 6).

Instead, Afanador, Bauler, Kang, and Stevenson (2019) found that both the ESOL teacher and content teacher shared a view that recognized the importance of linguistic, cultural, and academic backgrounds. They also felt that modeling was important and incorporated it often. The two teachers found that teaching academic language was beneficial for all of the students, not just the ELs. Lastly, both teachers felt that providing

opportunities for talking and sharing was important. They built in days for schema building to create a shared experience for students to discuss and share. They also both encouraged students to give specific feedback to each other when they participated in partner talks. It is evident that the two teachers felt that the TCRWP Units of Study did not consider the writing instruction needed for ELs to succeed since they incorporated all of the researched-based strategies mentioned earlier for best-practice writing instruction for ELs, but they did not use the TCRWP Units of Study as written.

Argument Writing

Olson et al. (2015) explained that argument writing is when "students not only give factual information but also present a reasoned opinion with supporting ideas, and often acknowledge opposing ones." They continued to explain what writers do when composing an effective argumentative essay.

> When writing effective argumentative texts, writers thoroughly understand their topic and support their claims with facts, data sources, statistics, expert testimonials, quotations, and examples. They embrace a professional, authoritative tone. Often, they investigate both sides of an issue and present counter views when appropriate, and then refute those ideas in an effort to persuade their reviewers to accept their argument (Olson et al., 2015, p. 584).

In order to have student writers incorporate all of the above, standards were created.

Argument standards. In 2010, the Common Core State Standards (CCSS) were released, and by 2013, 45 states were implementing the CCSS. The CCSS are "a set of clear college- and career-ready standards for kindergarten through 12th grade in English language arts/literacy and mathematics" (Common Core State Standards Initiative, 2019).

According to these standards, by seventh-grade, students have to be able to not only state an opinion, but also have evidence to prove it; analyze the evidence; give a counterclaim, and refute it, all while maintaining a formal tone (CCSS.ELA-LITERACY.W.7.1.A - E.). Teachers College Reading and Writing Project and Lucy Calkins, Kelly Boland Hohne, and Annie Taranto (2014) addressed these standards in their seventh-grade Writing Unit of Study titled *The Art of Argument*.

***The Art of Argument* writing unit.** *The Art of Argument* unit was developed "in the wake of the Common Core State Standards…" (Calkins, Hohne, & Taranto, 2014, p. vi). Within *The Art of Argument* Unit of Study, there are three bends or phases. In the first bend, students work on establishing and supporting positions. In the second bend, students develop more focused arguments. Finally, in bend three, students publish their work, taking it to a global audience. In total, there are 17 lessons across all three bends. One lesson is done per day, so this unit takes 17 days. Over these 17 days, students write two argument essays, one in the first bend, and one in the second bend. For the first argument essay, students are asked to take a side in the question: "Are you for or against competitive sports?" (p. vii). For the second argument essay, students choose a more focused subtopic within the idea of competitive sports, research it, and make a claim about it. Students receive focused lessons on using relevant evidence, analyzing evidence, writing introductions, writing counterarguments, and incorporating author's craft and formal tone.

Argument writing and ELs. With the implementation of the CCSS, there are now higher expectations for students across America, as seen in the *Art of Argument Unit* of Study (2014); however, ELs are not meeting these expectations: "Rising state

standards and accountability initiatives have spotlighted the weak academic progress of many ELLs" (Jacobs, 2016, p. 44). As discussed before, argument writing is a focus in the CCSS, but it is not an easy task for students, especially ELs (Lee, 2018, p. 99).

Evidence-based writing three-step method. To address this concern, Soyoung Lee (2018) developed a three-step process to use with ELs when developing an argument. Before beginning the lesson, it is recommended to create a chart with the three steps (noticing facts, stating opinions, and explaining the "why") written on it. As teachers work through the three steps, they should continually refer back to the chart. This chart gives the students a type of roadmap to refer to, which is an important process for ELs (Gibbons, 2015).

The first step in this process is recognizing that students first need to examine data to help form an opinion (Hillcocks, 2010). With this in mind, Lee's (2018) first step is noting facts. Students ask the question, "What do I see?" as they read the text. Then they write down what they see in a T-chart graphic organizer.

On the other side of the T-chart, students complete step two: stating opinions. This concept of stating an opinion is essential to writing argument essays, but it could be a confusing task for ELs. To put it into more simple terms for the students, they ask themselves, "What do I think?" Then they write the answer to this question for each fact on the other side of the T-chart. It would be helpful to provide a sentence frame at this point, such as, "I think _____(opinion) because _____(fact/facts)" (Lee, 2018).

Upon completing this, students are ready for step three: explaining the "why." In this step, students answer the question, "How can I explain?" To help students answer

this question, teachers should emphasize the word "usually," as it indicates a general rule accepted by most people. Teachers should also remind students that they are explaining the why between the opinion and the fact; therefore, the answer must include the opinion and the fact. To help students grasp this concept, the following sentence frames could be made. "I think _____ (opinion) because _____ (fact). Usually, _____ (opinion), _____ (fact)" (104). After creating this three-step process, Lee (2018) observed it in a classroom, where both the classroom teacher and Lee found this method to be beneficial for the EL students.

Developing arguments within multiple genres. Olson et al. (2015) have developed another process for teaching argumentative writing to ELs. They suggested starting this instruction with literature as opposed to nonfiction (p. 584). Furthermore, Harvey and Goudvis (2007) recommended beginning with picture books, "the power of a well-written picture book cannot be overestimated. Traditionally, viewed as a genre reserved solely for young children, picture books lend themselves to comprehension strategy instruction at every grade level" (p. 47).

Picture books are also great to use with ELs because they offer visuals to support students in comprehension (Katsioloudis, 2010). While reading the picture book, Olson et al. (2015), recommended investigating theme. Before finishing the book, students should then be asked to write a letter to one of their characters regarding the theme, trying to convince the character to behave or act in a certain manner. Providing sentence frames for students as they work on this is also suggested. Upon completion of the persuasive letter, students should then participate in a class study of a chapter book with a similar theme. Teachers should use this book to guide the instruction of an analytical theme-

based essay. Next, students should apply this same work to a nonfiction text. To begin writing, Olson et al. (2015) recommended using HOT-SC-Team. This refers to beginning with a hook, TAG (title, author, genre), a summary statement with the conflict, and a thesis statement. Again, the use of sentence stems would be helpful here. Once students have written their drafts, they should color-code their essays. As noted by Kim et al. (2011) and Olson et al. (2012), "This visualizing strategy has helped mainstreamed English learners in grades 6-12 improve their analytical essay writing" (as cited in Olson et al., 2015, p. 588). Next, to investigate formal tone, teachers could combine pieces of students' essays using informal language into one essay. Students could then work on a two-column chart where they identify the informal language in the essay and change it to formal language. Then, students could use this chart to guide them in rewriting the essay with a more formal tone. The more practice students have with informal and formal language, the better, which Olson et al. (2015) described, "English learners need repeated practice revising informal texts in order to master the conventions of academic English."

Conclusion

With the changes in the education system, today's standards have become more challenging than ever, especially for ELs (Jacobs, 2016). As more and more ELs move to the U.S., it is apparent that the instructional strategies must change once again in order to support the needs of ELs.

One standard that is especially challenging is the standard of argument writing. To address this standard, the TCRWP created *The Art of Argument* Unit of Study using the writing workshop method. However, it is unclear how well this Unit of Study addresses the instructional needs of ELs.

English learners require specific instructional strategies to help them succeed in the classroom. The SIOP method addresses these strategies within their eight components, which consist of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, and review and assessment (Echevarria et al., 2013).

On top of these strategies, ELs have distinct writing needs. As mentioned previously, ELs benefit from explicit instruction, scaffolding, modeling (Olson et al. 2015), and peer review or peer feedback (Kim 2015). Although these strategies suggest that there is research on best-practice writing instruction for ELs, there needs to be more research on this topic.

The review of this literature calls for more extensive research on ELs and writing, specifically argument writing, and necessitates the development of a writing curriculum using the TCRWP workshop method and the SIOP method.

SECTION THREE

Theoretical Perspective

Within the Sheltered Instruction Observation Protocol (SIOP) method, there are eight critical components to make content comprehensible: lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, and review and assessment (Echevarria et al., 2013, p. 16-17). Within the eight critical components, there are then 30 features. It is these 30 features that truly guide and support ELs when learning. For the sake of this curriculum development, five of these features will not be addressed as they pertain to the lesson delivery. This curriculum development project is based on development and not implementation. After analyzing the Teachers College Reading and Writing Project (TCRWP) *Art of Argument Writing Unit* lessons with the SIOP checklist (Echevarria et al., 2013, p. 294-296), there are 14 features that the TCRWP *Art of Argument Writing Unit* addresses. I will not adapt the lessons with these features in mind because they are already in the lessons. On the other hand, there are 11 features that need to be worked into the TCRWP *Art of Argument Writing Unit* lessons to ensure that ELs receive the instruction they require.

These 11 features are grounded in research from several theorists, all of whom have made significant impacts on the theory of second language acquisition. Second language acquisition refers to the idea of learning and understanding a new language on top of your native language. According to Freeman and Freeman (2014), second languages are not acquired in the same way as first languages. With this in mind, several theories support the idea that learning a second language is different from learning a first language; therefore, when teaching ELs, we need to be aware of the following theories:

Krashen's learning/ acquisition hypothesis, Krashen's input hypothesis, Krashen's monitor hypothesis, Cummins' common underlying proficiency (CUP) theory, and Vygotsky's zone of proximal development.

To begin with, seven of the 11 SIOP features are supported by Stephen Krashen's theory of second language acquisition. Within this theory, there are five hypotheses: the learning/acquisition hypothesis, the natural order hypothesis, the monitor hypothesis, the input hypothesis, and the affective filter hypothesis (Freeman & Freeman 2014). The work of SIOP is affirmed by the learning/acquisition hypothesis, the input hypothesis, and the monitor hypothesis.

The learning/ acquisition hypothesis explains that there are two ways of developing a second language, by learning it or by acquiring it. Learning is explained as "... a conscious process that involves studying rules and vocabulary. Students who attempt to learn a language break the language down into manageable chunks and try to memorize and practice the different parts of the language" (p. 62). On the other hand, Krashen defined acquisition as "... subconscious. Students acquiring a language may not even be aware that they are picking up vocabulary or sentence structures. Acquisition occurs as students use language for a variety of purposes" (p. 62). This theory supports the following SIOP features:

- SIOP Feature 2: Defining, displaying, and reviewing language objectives (Echevarria et al., 2013, p. 28-31).
- SIOP Feature 9: Emphasizing key vocabulary (Echevarria et al., 2013, p. 68-76).

The first feature mentioned above is supported by the learning hypothesis because teachers make objectives to help guide their lessons and to support students in understanding what they should be able to do. When a teacher consciously creates, explains, and reviews language objectives with students, then he or she is acknowledging that students learn a second language when it is consciously being taught.

Secondly, key vocabulary should be emphasized because ELs are learning English later than their English-speaking peers, so they require more support in this work (Echevarria et al., 2013).

> A combination of rich and varied language experiences,..., teaching individual words, teaching word-learning strategies…, and fostering word consciousness… are needed in a comprehensive vocabulary program. With tens of thousands of words to learn…, children need many opportunities, many approaches, and lots of motivation and encouragement to build strong vocabularies. (Graves, 2011, p. 541)

Graves exemplifies the learning hypothesis above because he explains that individual words and word-learning strategies should be taught. Consequently, Echevarria et al. (2013) explain that SIOP "teachers select words that are critical for understanding the text or material and provide a variety of ways for students to learn, remember, and use those words" (p. 69). When teachers deliberately teach vocabulary and word-learning strategies, then students are expected to study and learn the provided vocabulary and strategies. Because teachers are specifically teaching vocabulary and students are expected to learn this vocabulary, Krashen's learning hypothesis supports these SIOP features because students are studying and learning the chosen vocabulary.

In addition to Krashen's learning hypothesis, his input hypothesis also supports several SIOP features. Krashen claims that in order for students to acquire language, they must be provided with comprehensible input, or "...messages that students understand" (Freeman & Freeman, 2014, p. 64). Freeman and Freeman continue to explain Krashen's thinking by sharing that "students acquire language when they receive input that is slightly beyond their current level. He refers to this as i+1 (input plus one)" (p. 64). However, if the input provided is below or at a student's level (i+0), then there is nothing new to acquire. On the other hand, if the input is too far beyond a students' level (i+10), then it is not comprehensible (p. 64). This theory supports several SIOP features:

- SIOP Feature 5: Content should be adapted to all levels of student proficiency (Echevarria et al., 2013, p. 41-43).
- SIOP Feature 10: Use appropriate speech for students' proficiency levels (Echevarria et al., 2013, p. 97-99).
- SIOP Feature 27: Review the key vocabulary (Echevarria et al., 2013, p. 214-215).
- SIOP Feature 28: Review the key content concepts (Echevarria et al., 2013, p. 216-217).

Making sure that the content is accessible for students of all proficiency levels (feature five) is related to Krashen's input hypothesis because if the content is too challenging, students will not comprehend it, but if it is too easy, then the students will not necessarily learn new material. One way to ensure that content is accessible to all students is to adapt it, making sure to leave the necessary content concepts, but removing or changing any confusing material.

Feature 10, using appropriate speech for students' proficiency levels, is also supported by Krashen's input hypothesis because teachers need to vary their speech depending on the English proficiency levels of their students in order for students to comprehend. Speech refers to "(1) rate and enunciation and (2) complexity of speech" (Freeman & Freeman, 2014, 97). Rate and enunciation refer to how the teacher speaks, whereas the complexity of speech refers to the vocabulary used by teachers. Students who are at beginning levels of English proficiency benefit from a slower rate of speech, pauses, and clear enunciation. With students who have higher levels of proficiency, a slower rate is not necessary, and in fact, should not be used to help the students assimilate. With all of this in mind, it is crucial that teachers monitor their speech to provide comprehensible input to their EL students. Knowing a student's English proficiency level can help teachers determine what the input plus one looks like for each individual student.

At the same time, feature 27, reviewing key vocabulary, is supported by Krashen's input hypothesis because when teachers review the key vocabulary, they are emphasizing the messages that they want their students to understand; they are emphasizing the comprehensible input. On any given day, students sit through anywhere from 20 to 90 minutes of instruction, during which most of the input is provided in a new language. Because of this, it is crucial for teachers to emphasize, through repetition, the key vocabulary students should know and understand. In fact, research indicates that in order for students to internalize words deeply, they should be exposed to words 40 to 160 times (Echevarria et al., 2013). Through the use of repetition (repeating the terms, writing the terms, pointing to the terms, having students use the terms, etc.), teachers provide

comprehensible input because they are accentuating exactly what terms they want students to know.

Furthermore, feature 28, reviewing content concepts, is also affirmed in Krashen's input hypothesis. Part of providing comprehensible input to students is reviewing and making sure that they understand the content before moving on. Reviewing content objectives ensures that teachers are not providing content at the (i +10) level, making the content incomprehensible to students.

Not only do teachers have to provide comprehensible input, but they also have to provide EL students with opportunities to monitor their output. This work is supported by Krashen's monitor hypothesis. The monitor hypothesis explains how learning takes part in the process of language acquisition. The rules learned, previously mentioned with the learning hypothesis, can help students monitor their spoken or written output. In other words, students can check their speech and their writing using the rules they have learned prior (Freeman & Freeman, 2014). The monitor hypothesis supports the following SIOP feature:

- SIOP Feature 18: Provide sufficient wait time for student responses (Echevarria et al., 2013, p. 156-157).

For example, Freeman and Freeman (2014) describe that according to Krashen, for the monitor to be effective, "language users must have time, they must focus on language form, and they must know the rules" (p. 63). This shows that in order for students to be successful in providing output (their responses) they need to have the time to do so. However, in U.S. classrooms, the typical wait time is within one second (Echevarria et al., 2013, p. 156). This is clearly not long enough for students who have to process what

is being asked of them, think of an answer in their second language, and then produce a verbal answer in their second language. Meanwhile, the students are focusing on the semantics of what they are saying, but should also be aware of the syntax of what they are saying, hence, EL students need an appropriate wait time to be able to monitor what they are planning on saying and how they will say it.

In order for EL students to be able to understand any input and produce sufficient output, then teachers should support them through the use of what students already know. This idea is supported through the work of Jim Cummins' theory of a common underlying proficiency. Freeman and Freeman (2014) explain that "Cummins cites research that shows an interdependence among the concepts, skills, and linguistic knowledge in two languages" (226). For example, if a student can summarize a text in his or her L1, then that skill would transfer to his or her L2 as well. Not only would skills transfer but so would linguistic knowledge. By way of example, Freeman and Freeman (2014) explain "Emergent bilinguals who have developed knowledge of prefixes, roots, and suffixes in their first language can transfer that knowledge to an additional language" (226). Cummins' theory of a common underlying proficiency supports the following SIOP features:

- SIOP Feature 7: Concepts should be explicitly linked to students' background experiences (Echevarria et al., 2013, p. 65-67).
- SIOP Feature 19: There should be ample opportunities for students to clarify key concepts in their L1 (Echevarria et al., 2013, p. 157).

The theory of a common underlying proficiency helps to establish feature seven, linking concepts to students' background experiences, because "individuals with knowledge of a

topic have better recall and are better able to elaborate on aspects of the topic than those who have limited knowledge of it" (Echevarria et al., 2013, p. 65). This proves that students perform better when they can make connections between what they are learning and what they already know because if students have better recall and can elaborate more proficiently, then they have a stronger understanding of the topic at hand.

Secondly, feature 19, clarifying concepts in the L1, is supported through Cummins' CUP theory because just as skills are transferable, so is linguistic knowledge. When students can verify the meaning of words and phrases in their L1, then they are more likely to make a connection to it; therefore, they are more likely to understand and remember the information in the L2.

Lastly, teachers need to be aware that ELs perform at different proficiency levels, so they need to adjust the content to all levels of student proficiency within the classroom. This work is supported by the theorist, Lev Vygotsky. The zone of proximal development (ZPD) is defined by Vygotsky (1978) as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peer" (p. 86). In other words, students perform at a certain level independently, but when guided with the support of peers, tools, strategies, or teachers, then students are better able to move beyond their current level of performance. This idea of the ZPD supports the following SIOP features:

- SIOP Feature 4: Supplementary materials should be used to make the lesson clear and meaningful (Echevarria et al., 2014, p. 39-41).

- SIOP Feature 20: Use hands-on materials for students to practice using new content knowledge (Echevarria et al., 2014, p. 174).

Vygotsky's ZPD supports SIOP feature four and 20, using supplementary and hands-on materials, because one way to scaffold for students is through the use of educational tools and strategies. Supplementary materials "provide real-life context and enable students to bridge prior experiences with new learning" (Echevarria et al., 2013, p. 40). Examples of supplementary materials include hands-on manipulatives, realia, pictures and visuals, multimedia, demonstrations, related literature, Hi-lo readers and thematic sets, chapter summaries, and adapted texts (p. 40). All of these tools would aid students in moving beyond their current level of understanding and push them to grow; therefore, pushing them into their zone of proximal development. Similarly, when ELs use hands-on materials or manipulatives, it "helps them connect abstract concepts with concrete experiences" (p. 175). Using these hands-on manipulatives helps to guide EL students to work more independently. For example, "Although all students benefit from guided practice as they move to independent work, English learners make more rapid progress in mastering content objectives when they are provided with multiple opportunities to practice with hands-on materials and/or manipulatives" (p. 175). Consequently, educators should consistently use supplementary and hands-on materials to push EL students into their zone of proximal development.

Because of the work of Stephen Krashen, Jim Cummins, and Lev Vygotsky, educators should be more aware and better prepared to successfully educate English learners in today's classrooms. It is their work that has guided the following curriculum.

Krashen's learning/acquisition theory guided the development of the language teaching point in each lesson, while his input theory led to using simpler language within each lesson, as well as a simplified topic of what students argue about within the unit. Lastly, Krashen's monitor hypothesis provides built-in wait time for students before answering questions or talking with one another.

Meanwhile, Cummin's common underlying proficiency theory led to two lessons developed to help build students' background knowledge on the given topic. It also supports the overall debatable topic chosen in this curriculum as most students will have the background knowledge needed to be able to argue about it. This theory also guided the implementation of the use of Google Translate and language dictionaries in the developed curriculum.

Finally, Vygotsky's ZPD led to the inclusion of several visuals, checklists, and hands-on materials.

The curriculum that follows is able to address the needs of ELs because of Stephen Krashen, Jim Cummins, Lev Vygotsky and the SIOP model.

SECTION FOUR

Curriculum

The Argument Roller Coaster: Research-Based Essays

Handbook for Teaching English Learners Argument Writing

♦ Cassidy Carr Hamilton ♦

(Wolz, 2018)

Adapted from *The Art of Argument: Research-based Essays*

Lucy Calkins ♦ Kelly Boland Hohne ♦ Annie Taranto

♦ *Welcome to the Unit* ♦

English learners (ELs) will comprise about half of the United States public schools by 2020 (Chao, Schenkel, & Olsen, 2013). This means that *today*, all teachers need to be equipped to teach ELs. This handbook to argument writing hopes to do just that.

This unit has been created for ELs using the *Art of Argument: Research-based Essays* Argument Writing Unit by the Teachers College Reading and Writing Project (TCRWP) with a combination of Sheltered Instruction Observation Protocol (SIOP) methods. Teachers, you will see that in the lessons there is italicized writing. This writing indicates to you that these are suggested actions you take while teaching, while what is in quotation marks is the suggested way to verbalize the material to students.

You will notice that all of the lessons follow the same structure as the TCRWP's writing workshop with connections, teaching points, teaching, opportunities for active engagement, links, stamina/ conferring (the twenty-minute work time for students, and opportunity for you to work with students individually or in small groups) and small group options, mid-workshop teaching points, and shares. However, you will also notice that two extra steps in the writing workshop have been added, a Do It Now (DIN) and a language teaching point. The DIN serves the purpose of helping students get started right away when they enter the classroom, but it is also used to introduce important vocabulary needed for the given lesson that ELs might not have. To help students understand and retain this language, it is suggested to use a Four Corners Vocabulary Card. This card allows students to practice using this language in four ways: writing the word in English and in their native language, providing a definition for the term, creating an image to represent the term, and using it in a sentence. This work guides us to the language teaching point. It is thought that ELs are better able to learn English when they are consciously learning. Learning is explained by Stephen Krashen as "... a conscious process that involves studying rules and vocabulary. Students who attempt to learn a language break the language down into manageable chunks and try to memorize and practice the different parts of the language" (Freeman & Freeman, p. 62). It is because of this theory that a DIN and language teaching point has been added to the writing workshop structure.

Teachers, you will also notice that in this unit the argument that students investigate is different from the TCRWP's *Art of Argument* Unit. In *The Art of Argument* unit, students investigate whether children should play competitive sports or not, while in *The Argument Roller Coaster* adaptation, students investigate whether technology is harmful or helpful. This change was made because not all ELs will have experience with playing competitive sports, so to make this content more relatable, the topic of technology was chosen. Most, if not all, students have had experience with technology, from the lights they use to the mode of travel they may have taken to get to the United

States, to the computers they most likely use in your school. Because of these experiences, students will have at least a little bit of background knowledge to begin this work. Please know, though, that you have the freedom to change this overarching topic to whatever your students might be familiar with!

While students research and argue how good or bad technology is, teachers, you will model this work with a different topic, so as to avoid doing the exact same work you expect your students to do. You will research and argue whether rats are helpful or harmful to humans. This is one of the topics that teachers model within *The Art of Argument* Unit, but I felt that it was important to model with only one topic so that your students are better able to focus on the skill at hand rather than the changing topics.

It is also important to note that this unit only consists of one bend, whereas the TCRWP Unit has three bends. This is because the most important lessons on how to write an argument essay were taken and adapted from the original unit in order to focus on helping every student meet the standard. Along with this, ELs may require more time with the content to be successful, so it has been shortened, yes, but it still might take as long as the original, depending on your students.

Now, you might be asking what is the SIOP model? The Sheltered Instruction Observation Protocol model is described as a sheltered instruction framework used in English speaking classrooms to organize instruction in meaningful ways (Echevarria, Vogt, & Short, 2013). Sheltered instruction refers to when "students receive help in developing academic English while they are learning grade-level content material" (Hanson & Filibert, 2006, p. 12). Within the SIOP model, there are eight components that guide instruction, and within those eight components, there are 30 features that provide more specific strategies for teaching ELs. This adaptation of argument writing instruction worked to include 11 of the 30 SIOP features that were missing from the TCRWP Unit of Study. The 11 SIOP features are as follows:

- **SIOP Feature 2**: Defining, displaying, and reviewing language objectives (Echevarria et al., 2013, p. 28-31).
- **SIOP Feature 4**: Supplementary materials should be used to make the lesson clear and meaningful (Echevarria et al., 2014, p. 39-41).
- **SIOP Feature 5**: Content should be adapted to all levels of student proficiency (Echevarria et al., 2013, p. 41-43).
- **SIOP Feature 7**: Concepts should be explicitly linked to students' background experiences (Echevarria et al., 2013, p. 65-67).
- **SIOP Feature 9:** Emphasizing key vocabulary (Echevarria et al., 2013, p. 68-76).
- **SIOP Feature 10**: Use appropriate speech for students' proficiency levels (Echevarria et al., 2013, p. 97-99).
- **SIOP Feature 18**: Provide sufficient wait time for student responses (Echevarria et al., 2013, p. 156-157).

- **SIOP Feature 19**: There should be ample opportunities for students to clarify key concepts in their L1 (Echevarria et al., 2013, p. 157).
- **SIOP Feature 20**: Use hands-on materials for students to practice using new content knowledge (Echevarria et al., 2014, p. 174).
- **SIOP Feature 27**: Review the key vocabulary (Echevarria et al., 2013, p. 214-215).
- **SIOP Feature 28**: Review the key content concepts (Echevarria et al., 2013, p. 216-217).

The above features are supported by several theories: Krashen's learning/ acquisition hypothesis, Krashen's input hypothesis, Krashen's monitor hypothesis, Cummins' common underlying proficiency (CUP) theory, and Vygotsky's zone of proximal development.

The above theories and features will help to guide your instruction throughout the next couple of weeks as your students ride the argument writing roller coaster.

Day Zero/ Lesson One

Dear Teacher,

Today's session is one that you will not find in *The Art of Argument* Unit. This is because it is necessary for ELs to first build background knowledge on a topic before jumping into any task (SIOP Feature 7). In order to build this background knowledge, I have built-in two Day Zeros in which you will spend time helping students understand the academic vocabulary they will need throughout this unit: argument essay, thesis, claim, evidence, analysis (SIOP Features 2 and 9). You will help students understand these terms using Four Corner Vocabulary Cards that encourage the use of visuals and students' native languages (L1) (SIOP Feature 19). To help students better understand these terms and the idea of writing an argument essay, you will use a roller coaster analogy (Wolz, 2018). Through this roller coaster analogy, students will understand the order of writing an argument essay, while also making content more comprehensible through a hands-on, meaningful activity (SIOP Features 4 and 20). Let's begin this work!

Day Zero/ Lesson 1: Riding Roller Coasters and Writing Argument Essays	
Do It Now (DIN): Four corners vocabulary card (Appendix A) for **argument essay**	
Connection	"How many of you have been on a roller coaster?" *Show video (Appendix B): Top Thrill Dragster Roller Coaster*
Content Teaching Point	"Making an argument is like taking your reader on a rollercoaster. There are a lot of actions you have to do before you ride a rollercoaster and there are a lot of steps you have to do to write an argument essay."
Language Teaching Point	I can define and use the following words when speaking: argument, thesis, claim, evidence, analysis
Teaching	*Four corner vocabulary cards for thesis, claim, evidence, analysis. You could split students up and do a jigsaw activity to complete these. Then review each of them as a class and make copies of the cards for each student.* *Explain the roller coaster analogy:* "Before people ride roller coasters, they have to sit down, pull one strap on, pull the other strap on, and then buckle the straps. Finally, they are ready to ride the roller coaster!" (*Act out these movements by sitting in a chair with a backpack on the back of it to use the straps*). "Writing an argument is just like this. Before your reader can agree with

	you and enjoy the ride, you have to help them sit down (state the thesis), pull the first strap on (state the claim), pull the second strap on (state the evidence), and buckle the straps together (analysis). Now people can ride the rollercoaster (or understand the argument!) But if you forget any part of this… what do you think would happen?" (*Show the image - Appendix C*). "Exactly, if you forget any step of getting ready for the roller coaster ride, you might fall off of the roller coaster, or you might lose your reader in your argument!"
Active Engagement	*Have students act out these motions saying the argument vocabulary as they work through the steps.* 1. Students stand up 2. Students sit down and yell out "Thesis!" 3. Students act like they are putting on one strap over their shoulders and yell out "Claim!" 4. Students act like they are putting on the other strap and yell out, "Evidence!" 5. Students act like they are buckling the straps and yell out, "Analysis!"
Link	*If there is time, students can review vocabulary with the four corners vocabulary cards.*
STAMINA/ Conferring and Small Group	**Students:** review vocabulary with the four corners vocabulary cards. **Teacher**: support students in becoming familiar with these terms.
Mid-workshop Teaching Point	N/A
Share	*Exit ticket (Appendix D): What are the four parts to an argument essay, in order?*

Day Zero Two/ Lesson Two

Dear Teacher,

Welcome to Day Zero number two! Again, you will not find this lesson in *The Art of Argument* Unit; however, it is essential to incorporate this lesson to help build your students' background knowledge. Now that your students have had exposure to the academic vocabulary for writing argument essays, it is time to introduce them to their argument topic.

Again, it is crucial to use materials related to students' background experiences and/or build their background knowledge (SIOP Feature 7). Technology is a topic that I feel most students will have had some exposure to, so this will be the topic that drives students' arguments. However, for those students who may not be familiar with this topic, it is included in the language teaching point and the Four Corner Vocabulary Card for the day (SIO Features 2, 9, and 19). You will also share a read-aloud about technology through the use of the picture book, *Blackout* by John Rocco (SIOP Features 4 and 5). Students will explore the idea of whether technology is good or bad through this read aloud and through conversation together. To guide this conversation, sentence stems, sentence starters, and T-Charts are provided (SIOP Features 4 and 5). When students are utilizing the sentence starters for conversation, make sure to provide enough time for students to think through this process in their head and then speak it (SIO Feature 18).

During stamina time, you should provide scaffolds for your students at different English language proficiency (ELP) levels, as well as access to Google Translate and dictionaries (SIOP Features 5 and 19). To wrap things up, you will review the academic terms (SIOP Feature 27), and use the roller coaster motions to help students share their thesis, claims, evidence, and analysis (SIOP Features 4 and 28). Time to get to work!

Day Zero/Lesson 2: Introducing the Argument Topic - Technology	
DIN: Review four corner vocabulary cards from yesterday: **argument essay, thesis, claim, evidence, analysis**	
Connection	*Have physical examples and pictures of technology.* *Show these objects and images to students. Ask them what all of these objects are called. Then ask them what the name is for all of the objects combined. Explain to them that these are examples of technology. Define technology. Have students complete a four corners paper for* ***technology****.* *Explain to students that they will be writing argument essays about whether technology is good (thumbs up) or bad (thumbs down).*

Content Teaching Point	Argument writers choose topics that have pros (good side) and cons (bad side).
Language Teaching Point	I can define **pro**, **con,** and **technology** and use these definitions to find the pros and cons of technology.
Teaching	*Before reading, Blackout by John Rocco, tell students to think about if technology is good or bad in the book. Make a big T-Chart visible for students. Write TECHNOLOGY at the top, then write PRO one on side and CON on the other. Read Blackout by John Rocco. After reading, ask students these questions:* - "How was technology being used for good? PRO - What was wrong with using technology? CON - What happened when the technology stopped working/went out? Is this a pro or a con?"
Active Engagement	*Have students turn and talk after each question. Make sure to give students enough time to think through the questions. You could give them these sentence starters to help them get started:* *Technology was good in the book because…* *Technology was good in the book when…* *Technology was bad in the book because…* *Technology was bad in the book when…* *When the technology stopped working, the people…* *I think this is good, a pro, because…* *I think this is bad, a con, because…* *Share answers with the class, as students share PROs, write them on the PRO side of the T-Chart, as students share CONs, write them on the CON side of the T-Chart.*
Link	"You need to look at our T-Chart and choose a side, PRO, or CON. Then write the following sentences in your notebook. 'I think _____ (opinion) because _____ (fact). Usually, _____ (opinion), _____ (fact).' For example… I think technology is good because (*choose an example from the chart*). Usually, technology is good when (*say the fact again*). OR I think technology is bad because (*choose an example from the chart*). Usually, technology is bad when (*say fact again*)." *As you say the above examples, do the actions from yesterday's roller-coaster analogy.*
STAMINA/ Conferring and Small Group	**Students:** choose a side (PRO or CON) and write the sentences in their notebooks. **Teacher:** circulate the room to help the students.

Mid-workshop Teaching Point	*Explain to students that this writing is preparing them to write an argument essay. They have a thesis, claim, evidence, analysis. Review what these terms mean again.*
Share	*Have student volunteers share their writing. As they share, classmates do the actions of the rollercoaster when they hear the parts of the argument essay.*

Session One/ Lesson Three

Dear Teacher,

Today you will notice that there are several similarities between this lesson and *The Art of Argument* session one. However, you will also notice many differences. To begin with, you will always review the academic language needed for this unit at the start of each lesson (SIOP Features 9 and 27). As your connection, you review what you read yesterday and the questions that guided your work (SIOP Feature 28), whereas in *The Art of Argument* lesson you share about an argument you had with your mother and ask the students to think of arguments they have had. You will notice that both teaching points address the same standard, but it is stated in simpler language in this lesson (SIOP Feature10).

The Art of Argument session explains to students that they will research and argue about competitive sports. In this lesson, you will introduce students to the topic *you* are researching - rats - which is most likely a topic that students are familiar with (SIOP Feature 7). In both lessons, you engage students in researching both sides of an argument before making a decision. To do this work you model reading texts (simpler texts in this lesson (SIOP Features 4 and 5)), looking at their titles to determine whether they are pro or con. From there, in both lessons, you set up a note-taking system (in this lesson students use T-Charts for more structure (SIOP Feature 4)), and model reading through the text to determine which facts are pro or con and write them down as future evidence. As you work your way through the lesson, you will use visuals, hand movements, and T-Charts to help students understand how to conduct research for an argument (SIOP Feature 4). A chart used in *The Art of Argument* will be used in this lesson; however, it consists of simpler language and visuals (SIOP Features 4, 5, and 10).

As students enter stamina time, make sure that they are aware of the resources provided to them, and that several of these resources can be translated into other languages (SIOP Features 4, 5, and 19). As you wrap up today's lesson, ask students to review their notes, state their opinion, and their claims (SIOP Features 27 and 28).

There is a lot of work to be done in this lesson, so don't be surprised if this takes you longer than one class period!

Session 1/ Lesson 3: Weighing Evidence to Form Considered Positions *(May take more than one period for students to have enough research)*	
DIN: Review four corner vocabulary card for **argument**	
Connection	"Remember the questions we answered yesterday about the book Blackout (hold up the book)? - How was technology being used for good?

	- What was wrong with using technology? - What happened when the technology went out/ stopped working? You all answered these questions and took a side in the argument to answer the question, 'Is technology good or bad?' Today you will continue to think about this question."
Content Teaching Point	I can research two sides of an argument, without letting what I think stop me from knowing what both sides believe and why.
Language Teaching Point	I can define and use the words: argument, opinions, claims, evidence
Teaching	"To do research fairly, you have to put what you think and feel to the side. The first way to do this is to read texts that support both sides of an argument." "To show you how to do this, I am going to research something a little different from technology. How many of you have seen a rat? (*Provide a picture for the class to see)*. Some of you might like rats (*put your thumb up*), and some of you might not like rats (*put your thumb down*). But as we research, we have to get rid of those feelings." "Before you know which side of an argument you are on; you have to research. You have to do these steps (*show a chart of these steps - Appendix E*): 1. Set up a T-Chart 2. Find sources (articles, pictures, videos) for both sides of the argument 3. Read the title of the source. Which side of the argument does it show? Write the title of the source on your T-chart. Watch me as I do step three (*hold up three fingers*). Okay here are some of the titles of my texts. - "Rats **Save** Humans from Landmines" - "The Rat could become Man's Newest **Best Friend**" - "4 Ways a Rat Can **Kill** You" "The word save in the first text tells me that rats are doing something good, so I'm going to write this title on the Pro side of my T-Chart. In the second article title, the words 'best friend' also seem like a good thing, so I will write this title on the pro side of my T-Chart too. In this last title, the word kill… that does not seem good, so I'm going to write this title under the Con side of the T-Chart. Okay, we finished step three (*hold up three fingers*) and the last step is (*hold up four fingers*). I want you to see that I left space after writing the titles so that I can write important information down under the title.

	4. Read the source. Look for evidence that shows the side of the argument. Write important evidence down." "Watch me as I do this work." - *Model reading (I do)* - *TEXT: "4 Ways a Rat Can **Kill** You"* "1. Burning Down the House Rats have a tendency to chew through electrical wiring, but they can even chew through bricks and lead pipes with their ridiculously sharp teeth. Why do they do this? A rat's front teeth can grow 4.5 to 5.5 inches every year, so rats chew and gnaw on things to keep their teeth in check. So how can these razor-like teeth kill you? Rats like to spend their time in house attics, because hot air rises, making the attic a cozy environment. If a rat happens to chew through electrical cables near wood beams, a fire can start, and your house can burn down…" (paragraphs one and two). "Wow, that's a lot of great information. I think it's important to write down on the Con side that rats have sharp teeth that grow 4.5 to 5.5 inches a year! That's crazy! Because they grow so much, the rats like to chew on things like wires, and chewing on these wires can start house fires."
Active Engagement	- *Read pieces of section 3 of the article, "Rat-Bite Fever"* "Rats spread disease through their saliva, but you don't have to be bitten or scratched by an infected rat to get rat-bite fever (RBF). You can contract RBF by handling a rat with the disease or consuming [eating] food or liquids that infected rats have contaminated with the bacteria… Symptoms include fever, vomiting, and joint pain. Some of the more severe [serious] illnesses… include infections of the heart, brain, lungs, … if it's not treated, RBF can be fatal [deadly]." "Is this information good or bad about rats? What information should I write on the con side of the T-Chart?"
Link	"Remember, you are researching technology, so today you will research whether technology is good or bad using the sources provided to you. Take notes in your notebook using a T-Chart (*Appendix F*) like the one we did together."
STAMINA/ Conferring and Small Group	**Students:** Work on researching using the provided texts. They will take notes in their notebooks. **Teacher**: Circulate the room to see what students may need help with. **If students can't find strong evidence**: Read their text to them and

	model one time. Support them a little bit longer as you read the text and listen to their thinking. Encourage them to read the text ALL the way through; don't stop after finding a piece of evidence because there might be a better piece of evidence later!
Mid-workshop Teaching Point	"Don't forget to put the title/name of the source in your notes!"
Share	"Which side do you have the best evidence for? Turn and Talk Write your opinion down and the claims (reasons) to support it."

Session Three/ Lesson Four

Dear Teacher,

In this lesson, your students will work on finding the **best** evidence to prove their claims. Again, your students will complete the DIN to review the academic vocabulary for this unit thus far (SIOP Features 2, 9, and 27). To begin this work, your students will engage in a tug-of-war game during the connection. This will allow your students to visually see and physically take part in understanding how stronger evidence helps you win an argument (SIOP Features 4 and 20). This differs from *The Art of Argument* session because, in that lesson, students are asked to simply share what they know about providing evidence.

You will then model how to do this thinking with three pieces of evidence (you may need to explain what some of the words mean or adapt the evidence based on the ELP levels of your students - SIOP Feature 5). *The Art of Argument* session asks you to do this same work, but in this session, students investigate rats instead of competitive sports, and the pieces of evidence used are easier to understand (SIOP Features 4 and 5). As you model this work, you can use the provided anchor chart to help guide your thinking (SIOP Feature 4). Again, there is a similar chart provided in the TCRWP unit; however, this one uses simpler language (SIOP Feature 10).

When students are provided opportunities to talk with one another in the active engagement, remind them of the anchor chart to help guide their conversations (SIOP Features 4 and 28). Lastly, as students talk and work together, remember to provide them with plenty of thinking time and opportunities to refer to Google Translate or dictionaries (SIOP Features 18 and 19).

You will notice that the mid-workshop teaching points are different from one another because the one provided by TCRWP has enough information in it to be a lesson on its own, in fact, it is lesson 8 in our *Argument Roller Coaster* Unit.

Lastly, it should be noted that the shares are different as well. In *The Art of Argument* share, students are reminded about citing sources; however, this idea gets worked into our lesson 8. Because of this, the share in this lesson asks students to think about which side they are leaning towards in the argument, get together with those who agree and share their best pieces of evidence they found. This work engages students in practicing their English speaking skills. If needed, you may provide sentence starters to get conversations going (SIOP Features 4 and 5). They are also informed about the upcoming debate the following day.

Session 3/ Lesson 4: Bam! Bolstering Positions by Adding Relevant Evidence	
DIN: Students should review their four corner vocabulary cards	
Connection	*Tug of war game: Take six volunteers. Put three students on each side of the rope you are using. Have them start.* "Who won? Why do you think they won?" *Choose six more volunteers. This time as they do it, voice-over them,* "Notice they are fighting and trying to win by having the other people cross the line to their side. The only way one side will win is if they are stronger! This game is called tug-of-war, and it is very similar to writing argument essays!"
Content Teaching Point	Just like with tug-of-war, as a writer, you are trying to pull people to your side. The only way to do this is to have really strong evidence!
Language Teaching Point	I can define and use the following words as I speak: Evidence, Analysis

Teaching/ Active Engagement

Explain to the students since they have now done all of this research, they have to choose which pieces of evidence help to explain their side of the argument the best.

Remind students that you are writing about how rats are helpful to humans. My claim is that rats are helpful to humans because they can help save lives. Display four pieces of evidence for the students to see (Appendix G). Share the questions you ask yourself to see which piece of evidence is the best and display the provided chart (Appendix H):

1. *Does this piece of evidence match what I am trying to prove?*
2. *How well does it match what I am trying to prove?*
3. *Is this evidence hard to argue against?*
4. *Is this evidence surprising?*
5. *Will this evidence get my reader to nod in agreement with me?*
6. *How will I use this evidence to make my argument better?*

Model thinking through these questions for one of the pieces of evidence.

Have students turn and talk about their answers to these questions with each piece of evidence provided about rats. In their journals, have them keep track of which piece of evidence is the best and why.

As students talk together, walk around the room and listen to their conversations. Provide feedback and scaffolds when necessary.

Ask students to share their thinking with the class.

Link	*Remind students that they are going to be looking back at the evidence they have collected to find the best piece of evidence to use by answering the questions above. Provide students with the questions to keep in a safe spot.*
STAMINA/ Conferring and Small Group	**Students:** use their guiding questions to help them think which pieces of evidence are the best. Have students star or highlight those pieces of evidence. **Teacher**: Circulate the room to see what students may need help with. Conference with students individually or in small groups. **If students are using quotes that are too long:** Remind students that they can story-tell or summarize pieces of information as they did in their literary essays. Explain to them that this is called paraphrasing. Once students have explained some of the background information, they should read through their quotes and strike through what is not needed anymore. Model this work. **If students are using quotes that just repeat their claim**: Read the student's claim and evidence together. Ask them if it makes them think/say: "wait, what?" "well yeah, ok," or "oh, that's what the claim means!" If the evidence doesn't make them say or think the last statement, then they have not chosen the best evidence.
Mid-workshop Teaching Point	Whatever you think students might need at this time.
Share	*Have students who are PRO technology get together and those who are CON technology get together. Have them share their best pieces of evidence they found.* *Remind them that they should come ready tomorrow to debate (argue) against the people on the other side.*

Sessions Two and Eight/ Lesson Five

Dear Teacher,

Today your students will practice their arguments through debates. Before doing this, however, students will complete a Four Corner Vocabulary Card for the word "debate" (SIOP Feature 9). Upon completion of the Four Corner Vocabulary Card, you will review the teaching point and language teaching point with students (SIOP Features 2, 27, and 29). The teaching point provided in this lesson is similar to that of the teaching point in *The Art of Argument* session; however, it uses simpler language (SIOP Feature 10).

After this, you will model a debate (if you are unable to model this, you could locate a short video of a debate), similar to what is done in *The Art of Argument* session. Through this modeling, your students will come to understand exactly what a debate is and what steps were taken (SIOP Feature 4).

Students will then be guided through the necessary steps of creating a debate (thesis, claims, evidence) using a graphic organizer of some sort (SIOP Features 4, 27, and 28). This differs from the TCRWP lesson because it is more guided; the lesson in the TCRWP releases students on their own to work for 15 minutes, but in this lesson, you provide steps and walk through each step as a class. Once your students have completed these steps with guidance and support from you (SIOP Feature 5), they are ready to debate!

You may want to provide sentence stems for students with lower ELP levels as they speak through their debates (SIOP Feature 5). Today you act more like a facilitator, guiding students in the right direction to set them up for success for their flash drafts tomorrow.

When it comes time for the share, you will notice that in the TCRWP lesson, students are expected to begin drafting; however, in this lesson, you will point out what students did well and prepare them for their drafting tomorrow. If you feel the need to make changes to best fit the needs of your students and their ELP levels, know that you can; you know what your students need!

Session 2 and 8/ Lesson 5: Take Your Argument into a Scrimmage	
DIN: Four corner vocabulary card for **debate**	
Connection	"How many of you play a sport or musical instrument? How many of you practice to get better? When you write arguments, you practice by debating."
Content Teaching Point	When you debate, you have to know what you are talking about.

	You have to say your thesis, your claims, and evidence. You have to prepare people to ride the argument roller coaster!
Language Teaching Point	I can define: debate, argument, opinions, claims, evidence, thesis
Teaching/ Active Engagement *Review: Thesis (Technology is good/bad), Claims (2 claims!), Evidence (According to_____)* *Model a quick debate about rats (invite a colleague in, or if you co-teach, this is a great time to work together!) Have students write down what they notice each teacher does.* *Have students go to one side of the room for those who think technology is good and the other side of the room for those who think technology is bad.* *Once they know which side of the argument they are on, have them write their thesis in their notebooks, graphic organizer, or an online graphic organizer (Appendix I). (Technology is good/bad).* *Once every student has done this, have them pull out their research notes and find the highlighted/ starred pieces of evidence from yesterday that best support their thesis. Then they turn these into reasons/ claims and write them in their notebooks, graphic organizers, or online graphic organizer. (Technology is good/bad because _____, _____, _____.)* *Then have students write the evidence they highlighted (According to _____, it says, "_____").* *Students are now ready to debate. Students should take their notebooks, graphic organizer, or online graphic organizer, and return to the side of the room they chose at the beginning of the lesson. Then have them find a partner from the other side of the room. Have students choose which person will share their information first, and who will go second. They should then say what they wrote in their notebook. After both students have shared, they can try to argue back at this point to prove the other person wrong.*	
Link	N/A
STAMINA/ Conferring and Small Group	**Students**: preparing for debate using the teacher guided steps **Teacher**: help students as you walk around during this process.
Mid-workshop Teaching Point	Remind students of the sentence starters you have provided them with.
Share	The teacher could point out what students did well, and explain that this activity will help students prepare for their flash draft tomorrow.

Session Two's Homework/ Lesson Six

Dear Teacher,

It's flash draft day! You will notice that this session does not show up in *The Art of Argument* Unit, but rather it is listed as homework for students. In the *Argument Roller Coaster* unit, though, this session has been added because I feel that your students may need more support than what they would have at home.

It is time for your students to show you all of their hard work today - their research, their notes, their thesis statements, claims, evidence, and analysis you have guided them to up to this point. It is their turn to show you what they are capable of and where they could still benefit from support.

As students work today, you will review academic language and what you have worked on in this unit so far (SIOP Features 7, 27, and 28). Before sending students off to draft, you will share with a sample essay outline (adapted from Hilliker), you may even provide this outline to some of your students who may benefit from using it (SIOP Features 4, 5, and 20).

After reviewing this outline, it is suggested that you provide students with a cut-up sample essay that was written using the provided outline. By having this essay cut-up, students will have to be familiar with the order of the essay to be able to put it back together. This will serve as a quick review for your students before they begin drafting their own essays (SIOP Features 4 and 20).

It is now time to send students off to write their drafts. Remind students that they can refer back to all of their notes and graphic organizers as they do this work. Lastly, encourage students to utilize Google translate or classroom dictionaries if they need to (SIOP Features 5 and 19).

Session 2 Homework/ Lesson 6: Flash Draft *(may take more than one period)*	
DIN: Review all four corners vocabulary cards	
Connection	"Remember the debating you did yesterday? How you took a side, stated your thesis with claims, and provided evidence? Today you will do that same work but in writing!"
Content Teaching Point	After writers speak their ideas, they write them, knowing that they can and will go back to revise them.
Language Teaching Point	I can use the definitions of the following words to help me write an argument essay: argument, opinions, claims, evidence, analysis
Teaching	*Provide students with a sample outline using sentence frames*

	(Appendix J). See the example provided. Go over each part with students. Argumentative Essay Frame
Active Engagement	*Have the students get into groups or partnerships. Pass out pieces of a cut-up argument essay (Appendix K) to students. Tell the students to put the essay together based on the essay frame you just learned about.*
Link	"Use your notes from yesterday (notebook, graphic organizer, or online graphic organizer) as you draft your essay today! Think about the sample outline and the essay puzzle you just did as you worked on this."
STAMINA/ Conferring and Small Group	**Students**: writing argument essay draft **Teacher**: Be available for students to ask questions, but today is more for you to see what the students can do one their own.
Mid-workshop Teaching Point	*Remind students to cite their sources!*
Share	If there is a great draft, feel free to share it with the class - with student permission of course! Point out what is done well.

Session Nine/ Lesson Seven

Dear Teacher,

Now that your students have completed a full argument draft, it is time to start revision work. You will begin with the introduction paragraph, and throughout the rest of the unit, you will continue to work your way through each part of the essay.

To begin the lesson, you will review the academic language students have learned thus far (SIOP Feature 27). The teaching point guiding this lesson focuses on the specific parts of an introduction paragraph, whereas in *The Art of Argument* Unit, you will notice that the teaching point is a bit abstract. Because of this, I have simplified the teaching point (SIOP Features 5 and 10).

You will then begin the work of introductions, explaining what an introduction is and acting it out, as your connection. This connection differs from that of *The Art of Argument* session because that connection just explains why introductions are important. As you do this, you will make connections between how people introduce themselves and how an introduction paragraph is written (SIOP Feature 7). While doing this work you will also provide students with an anchor chart to use as a visual (SIOP Feature 4).

Together, you and your students will explore a sample introduction paragraph to see what steps the writer took. One difference in this session is that as you do this, you will highlight the sections of the paragraph to give students a visual of how long each piece is and how many pieces of an introduction paragraph there are (SIOP Feature 4). You will notice that this sample paragraph is obviously different from the one in *The Art of Argument* due to it being a different topic, but also because this paragraph uses simpler sentence structure and easier vocabulary. You may still need to revise it to make it simpler or more complex to address the needs of your students (SIOP Feature 10).

As students revise their introductions during stamina, there is a checklist provided that you can give them to guide their work, which is not done in *The Art of Argument*. It is suggested that as you circulate to help students, you write on this checklist to provide students with the scaffolds they need (SIOP Features 4 and 5).

The mid-workshop teaching points in each lesson are similar as they focus on revising; however, the mid-workshop teaching point in this lesson provides students with specific steps to take to revise their hooks, whereas TCRWP's mid-workshop teaching point just encourages students to revise in general.

Lastly, in *The Art of Argument* session, the share consists of teaching students about writing conclusion paragraphs; however, I believe that this should be a lesson on its own because it is the last chance students have to convince their readers of their argument. Therefore, this lesson will end with students sharing their new introductions with one another, allowing them to continue practicing their speaking skills alongside their writing skills.

Session 9/ Lesson 7: Introducing and Writing Your Argument (Introductions) *Note: flash drafts should be finished before starting this lesson.*	
DIN: Review four corner vocabulary cards	
Connection	"'Hello, my name is _____' (*teacher fills in the blank*) This is called an introduction. Notice there are three parts to this introduction. Hello - the hook My name is - the background information (what you will be talking about) Your actual name - thesis (the most important part!)" *Write these pieces of an introduction out on paper as you talk about them, giving students a visual to look at (ex: Appendix L)*
Content Teaching Point	When writing an introduction, you include a hook, background information, and your thesis statement.
Language Teaching Point	I can define and use the following words when speaking: introduction, hook, background information, thesis statement.
Teaching	"Let's look at an example introduction to see if we can see these three parts: hook, background information, and thesis statement. "Imagine being saved by a rat. This could happen based on new research. Although rats may be able to save lives, people are still debating about whether rats are helpful or hurtful to humans. Some people argue that rats are diseased filled animals, and they will get humans sick. Others argue that rats are helpful to humans. Rats are helpful to humans because they are a good food source and they can save peoples' lives." "Let's think about the **hook**, usually the first sentence (maybe the first two sentences). What is being used here? A stat? A question? A quote? A "Imagine …" example? Let's highlight that in yellow." "Okay, now what about the **background information**? Where do we learn what the debate is about? Do we learn about both sides of the argument? Let's highlight that in blue." "Lastly, where is the **thesis statement**? Remember you take a side and state your three claims. Let's highlight that in green."
Active Engagement	"Share what you might say in your introduction starting with a hook, then the background information, then the thesis statement."

Link	Write your introduction again using the "Introduction checklist (Appendix M)
STAMINA/ Conferring and Small Group	**Students**: write your introduction again, making sure to include a hook, background information, and your thesis statement… in this order! Highlight your hook in yellow, background information in blue, and thesis statement in green. **Teachers**: Circulate the classroom, supporting the students where needed.
Mid-workshop Teaching Point	"Writers, there are different ways to hook your reader! You could use a: - Question - Powerful statistic - Quote - "Imagine if…" Look at your checklist to help you choose which one you want to use!"
Share	"Find a partner to share your introduction with."

Session Three's Mid-Workshop Teaching Point/ Lesson Eight

Dear Teacher,

Your students have chosen the best pieces of evidence for their arguments already, but now it is time to teach them how to incorporate these pieces of evidence into their writing. It should be noted that this teaching is done as a mid-workshop teaching point in *The Art of Argument* Unit; therefore, the material in this lesson will be more developed than what *The Art of Argument* suggests.

Students will begin with the DIN, focusing on the academic term "cite," as this is a vocabulary term that will guide today's lesson. Next, you will show an image to students that portray how someone might get upset because of cheating (be prepared to possibly explain what this means). You will make the connection between how when people cheat on schoolwork, others get angry, and that is how it is for authors too. When people use their work and ideas without giving them credit, then they get angry too (SIOP Feature 4). From here, you make the connection back to students' previous work with literary essays and how to set-up quotations and evidence (SIOP Feature 7). As you remind students of these steps, it is suggested that you include hand signals to show them how many steps there are, as well as a visual anchor chart (SIOP Feature 4). This anchor chart can be found in *The Art of Argument* on page 33; however, it has been adapted for this unit to include visuals and simpler language (SIOP Features 4 and 10).

Together, you look at an example set-up of a quote and discuss what you see, just as you would in the mid-workshop teaching point in *The Art of Argument*; however, in this example, the language has been simplified (SIOP Feature 10). It may be helpful to highlight the different steps within the example depending on the needs of your students (SIOP Feature 4). It could also benefit you to simplify the language being used in this example (SIOP Feature 10).

Through active engagement, students will have an opportunity to continue working on their speaking skills and self-evaluate. This self-evaluation should drive the majority of their independent work today in stamina. Remind students to utilize Google Translate or dictionaries when needed (SIOP Feature 19). As students work, you should feel free to conference with students one-on-one or in small groups (SIOP Features 5 and 10).

Session 3 Mid Workshop Teaching Point/ Lesson 8: Making Quotes Work	
DIN: Four corner vocabulary card for **cite**.	
Connection	*Show students an image of people trying to look off of each other's work. Try to find an image of someone getting mad about this. You could also act this out! Have a conversation about why that person would be mad that someone was trying to copy him or her. Explain that writers feel the same way when people try to copy their words as their own.*
Content Teaching Point	As writers, we have to make sure that we set-up and cite a quote the right way.
Language Teaching Point	I can define what it means to cite information. I define the following terms and use them to help me cite information: transition, source, credentials
Teaching	"Remember from your literary essays, you have to (*show the chart - Appendix N, and hold up a finger for each item as you talk about it*), transition into the quote, give background information about the quote, name the source (who) and his/her credentials (what makes this person trustworthy), explain how the source is connected to the topic, and cite it." "Let's look at an example." Catia Souto, a professional rat trainer, explains how a rat's speed can help save people's lives, "one rat can evaluate [or test] more samples in ten minutes than a lab technician [person who works in a medical lab] can evaluate in a day" (Cengel paragraph 4). *Point out that right away we see the name of the source and her credentials. We also get some background information and her relationship to the issue. The quote is given and then the last thing is the citation. Note that a transition into the quote is missing. Model coming up with one and putting it first.*
Active Engagement	*Point students' attention back to the chart. Ask them to turn and talk and discuss what they are doing in their body paragraphs when they use quotes. What is one thing they can work on? Have them write on a notecard/ post-it note what they will work on adding when they return to their desks to work.*
Link	"Okay, you all know what you need to work on. I'll leave the chart and the example on the board. Take your notecard with you so you

	know what to work on during this work time."
STAMINA/ Conferring and Small Group	**Students**: return to their flash draft essays to revise their quotations, making sure they have each part of the checklist. **Teachers**: Conference with students one-on-one and work through the checklist together.
Mid-workshop Teaching Point	Whatever you feel you need to say to your class as a whole.
Share	*If there is a student who did a really good job following this structure, you could share his/her work with the class (with permission!)* *If a student is having a hard time and wants help (with permission) you could put it up on the board and get the class to help with this process.*

Session Four/ Lesson Nine

Dear Teacher,

Analysis. It is crucial to begin this lesson reviewing what analysis means, as this academic term drives this whole lesson (SIOP Features 2, 9, and 27).

As your connection, you will remind students about the steps it takes to write an argument essay, pulling back in the roller coaster analogy. You will also remind students of the work they did yesterday by setting-up and citing evidence to guide them into the work they will do today… analyzing their evidence (SIOP Features 4 and 28). This work is similar to that of *The Art of Argument* connection because students are asked to share their citations with one another as a way to review. You may still choose to do this as part of the connection in this session.

Again, you will notice that the teaching point is very similar to that of this same *The Art of Argument* session, but the language used is easier to understand (SIOP Feature 10). You will use the same process in the teaching of this lesson as you would in this same session in *The Art of Argument* - acting out an argument and laying down each piece of the text for students to see in order to try and get them to follow your argument. It should be noted that this is the session that *The Art of Argument* Unit uses the rat argument to model with, so that information is the same as well. However, what is different is that you will continue to use the motions of the roller coaster analogy to help remind your students of the steps they should be taking to write an argument essay (SIOP Features 4, 7 and 20).

The active engagement is similar to that of the one provided in *The Art of Argument* Unit, but in this lesson, students should be provided with analysis sentence starters to help guide their thinking and conversations (SIOP Feature 4). Teachers, you will notice that the option provided for *you* during stamina is similar to one of the options provided by TCRWP. It should be noted again that this is just an option, you have the freedom to address your students' needs how you see fit during this time!

You will notice that the share in this session is different from the one by TCRWP. The difference here is that in the TCRWP session, students are asked to debate and redraft; however, because of the order of the lessons in this specific unit, we are not asking students to redraft. Instead, students are asked to complete a body paragraph checklist and share their body paragraphs with a partner, acting out the roller coaster motions to help trigger what should be in their essays (SIOP Features 4 and 20). Let's get started!

Session 4/ Lesson 9: Stay with Me Now - Balancing Evidence with Analysis	
DIN: Review **analysis** and **claim** four corner vocabulary cards	
Connection	"Who can remind me of the parts of an argument essay we need to stay on our argument roller coaster?" (*Do the motions as students say them!*) "Yesterday we learned about setting-up and citing evidence. You used words that came from someone else. Today we are going to think about how to use your words to explain how the quotes prove your claim. We are learning about the last piece of our argument roller coaster… the buckle… the analysis!"
Content Teaching Point	To help readers understand your argument, you have to explain or analyze your evidence.
Language Teaching Point	I can define and use the words **claim**, **evidence**, **analysis** and **prove**.
Teaching	"Okay, my task is to get you to stay on my argument rollercoaster as I move from my claim to my evidence and then to my analysis - how my evidence proves my claim. You need to stay with me as I do this thinking out loud." (*Use the papers - Appendix O - as you go through this thinking. As you say a thought lay it down in front of you for the students to see. Do the actions of the rollercoaster too. If the students don't seem convinced, then go back to the beginning*) 1. "Rats are helpful to humans." (*Lay paper 1 down, and sit down on the chair in front of the paper*). 2. "Rats are helpful to humans because they are healthy to eat." (*Lay paper 2 down, pull the first fake strap over your body*). 3. "For example, according to Dr. Heben's team, rat meat has a lot of protein." (*Lay down paper 3, pull the second fake strap over your body*). 4. "So this shows that rats are good for humans to eat?" (*Lay paper 4A down. Hopefully, students tell you not to buckle the fake straps. Explain to them that by saying this you are just repeating the claim, not explaining anything.*) Repeat steps 1-3. Change step 4. 4. "Usually when food is high in protein, it is helpful to humans. This is important because humans need protein to live. Without

	protein, people will not survive." (*Lay down paper 4B, put your hands in the air, and act like you are riding a roller-coaster!*) "Notice that what helped me analyze were some transition words: Usually (hold up a finger), and This is important because (hold up a second finger). I have a list of helpful transition words/ analysis sentence starters to help you analyze your evidence (show the list)."
Active Engagement	"Look at one of your pieces of evidence. Choose a sentence starter from the list and practice analyzing your evidence with a partner. Go!"
Link	*Tell your students to make sure that they have two transitions/ sentence starters for every piece of evidence they have. Use the Analyzing Sentence Starters Chart (Appendix P) to help them!*
STAMINA/ Conferring and Small Group	**Students**: Go into your body paragraphs. Look at the evidence you added yesterday and use the analysis sentence starters to help you analyze/explain how your evidence proves your claim. **Teacher:** Circulate the room to see what students may be struggling with. Support them where needed. **If students have more evidence than analysis:** Give the students three different colored markers or pens. One color is the claim and reason, the second color is the evidence, the third color is analysis. This will help students see that the majority of their writing is not their own thinking. Provide them with fewer sentence starters to choose from and encourage them to do a couple of analysis sentences. Have them choose their two favorites and add them to their writing.
Mid-workshop Teaching Point	Whatever you are noticing the whole group might need.
Share	"Find a partner. Walk your partner through your roller-coaster argument for each body paragraph. Partners, show your partner whether they have what they need by doing the motions (sit down, pull on strap one, pull on strap two, and buckle the straps. If your partner does a good job with explaining their evidence, put your hands up and ride the roller coaster!)" You could also have students complete the body paragraph checklist (Appendix Q)

Session Ten/ Lesson Ten

Dear Teacher,

Today your students will come to understand how to include counterclaims and refute arguments. To get your students started with this work, you will complete Four Corner Vocabulary Cards for these terms (SIOP Features 2 and 9).

You will notice that the teaching point in this version of session 10 is a tad different; it focuses more on counterarguments, whereas the teaching point in *The Art of Argument* focuses on self-assessment, how to use checklists, and counterclaims. Our teaching point has been narrowed down to really focus on what seventh-grade students need to know in order to write an argument essay - counterclaims and rebuttals.

You will also notice that the actual teaching is different. Rather than reading a whole argument essay (what is done in *The Art of Argument*), in our lesson, you will model writing a counterclaim paragraph. Through modeling, students are able to see your thinking and the exact steps you take to create this paragraph (SIOP Feature 4). This is another difference between this lesson and the TCRWP lesson. In the TCRWP version, there is not one counterclaim paragraph, but rather students are expected to develop counterclaims in every paragraph. I have decided to have students write one counterclaim paragraph so students do this work in a more focused, simpler, manner (SIOP Feature 4). As you model how to write this type of paragraph, students will think about the steps you are taking to write it. Together you will review these steps, and you will hold up a finger for each step you take (SIOP Feature 4).

The active engagement section of this lesson differs as students begin to think through these steps out loud together for their own essays. As they do this thinking, encourage students to use the provided sentence stems, and their L1 if needed. Remind your students to also take their time developing their ideas and sharing them (SIOP Features 4, 18, and 19).

As students go into stamina to work on developing their counterclaim paragraphs, remind them to use the sentence starters and the provided checklist. During stamina, you as the teacher can refer to *The Art of Argument* suggestions for small groups and conferences, but understand that you know best what supports your students may need at this time (SIOP Feature 5).

Lastly, the share in this lesson differs from that of the TCRWP lesson due to the fact that your students are writing one counterclaim paragraph and not incorporating counterclaims throughout the essay. The suggested share in this lesson is to share a student's example of a counterclaim paragraph. Any time that you can share students' work (with their permission) will help their confidence soar!

Session 10/ Lesson 10: Self-assessment with an Eye Toward Counterargument	
DIN: Four corners vocabulary cards for **counterclaim** and **rebuttal**	
Connection	"How many of you are pro-technology? How many of you are con technology? Do you notice how not everyone agrees? That's what makes this an argument… a debatable topic. It's important to recognize the other side of the argument in your essay."
Content Teaching Point	Argument writers recognize the other side of the argument, the counterclaim, and then they prove it wrong, they rebut it.
Language Teaching Point	I can define counterclaim and rebuttal. I can use both of these in my argument essay to prove my point.
Teaching	"So you know how we are all on an argument roller coaster? Well, it's time for the big hill… we're going down! We are going to step away from our side of the argument and recognize the other side of the argument. Watch me as I do this work." *SAMPLE counterclaim paragraph to model with:* *Although it is clear that rats are helpful to humans, some people think that rats hurt humans. People think that rats hurt humans because they carry diseases. For example, according to History.com, "historians have speculated that the fleas on rats are responsible for the estimated 25 million plague deaths between 1347 and 1351." However, this is wrong because scientists now say that the plague spread too fast to have been spread by rats (History.com). Scientists understand how diseases spread because of the research they do, so this proves that rats did not spread the black plague and kill all of those people because scientists say that the disease spread too quickly for it to have been spread by rats.* "What steps did you notice I took?" "You guys are right! I took these steps: 1. State the claim 2. State the counterclaim and reason why people think that 3. Provide evidence for the counterclaim 4. Explain why that evidence is WRONG" (*As you say each step, hold up a finger*).
Active Engagement	"Find a partner, someone who is writing about the opposite or other side from you. Ask them why they chose that side (what is one of their reasons)? Try to explain why that reason is wrong."

Link	"As you work on your counterclaim paragraph today, remember to use these sentence frames: Although (claim), some believe (counterclaim) because… For example, according to_____, it says, "..." However, this is wrong because…" *Put the sentence frames on the board for the class to see.*
STAMINA/ Conferring and Small Group	**Students**: Work on body paragraph three (counterclaim) using the sentence frames. Use the checklist (Appendix R) to help. **Teachers**: Circulate the room, support students one-on-one, or if it lends itself to it, pull small groups.
Mid-workshop Teaching Point	Whatever you notice your whole class might need.
Share	*Share with the class (with permission) a student's strong counterclaim paragraph*

No Session/ Lesson Eleven

Dear Teacher,

You will notice again that there is no session in *The Art of Argument* that correlates to today's lesson. You will find a similar approach in the share of Session 9 of *The Art of Argument*: Introducing and Writing your Argument; however, I felt that the conclusion paragraph needed a full lesson because this paragraph is the last chance your students have to convince their reader of their argument; it is crucial! With this in mind, you will begin today's lesson discussing what the terms "summarize" and "conclusion" mean, using Four Corner Vocabulary Cards (SIOP Features 2 and 9).

In the share of session 9, students are given three different versions of a conclusion to analyze and determine which one is the best. Upon doing this, students determine the steps needed to write a powerful conclusion and the teacher reveals a chart. In *this* lesson, lesson 11, students are provided with one sample conclusion paragraph, so as not to overwhelm them. Together, students then discuss the steps they notice in this paragraph. It is important to be patient as your students discuss this material; make sure to give them enough time to think through and verbally share their ideas (SIOP Feature 18). After students share their ideas, review the steps together, holding up a finger for each step. Then, share the provided checklist with the students that review the steps and offer sentence starters or sentences frames (SIOP Feature 4).

Students will work on the conclusion paragraph and checklist during stamina. You can conference with students at this time, supporting them with what they may need individually. Be prepared to guide students by highlighting their essays as they finish their conclusions to help them visually understand what they have or might be missing in their essays (SIOP Feature 4).

You will finish this lesson by pointing out to students the different options for writing a final thought. Then have students share their final thoughts with one another to continue practicing their speaking skills.

No session/ Lesson 11: Conclusions	
DIN: Four corners vocabulary card for **summarize** and **conclusion**	
Connection	"Yesterday you wrote your counterclaim paragraph, and today you are going to finish your essay with a conclusion!"
Content Teaching Point	Writers end their arguments by summarizing their claims and giving a final thought to make their readers think about the argument more.
Language Teaching Point	I can define what it means to summarize and explain how this helps

	to write a conclusion.
Teaching	"Writers, when you finish an argument essay, it's really important that you take the following steps because your conclusion is the last time you can try to get your reader to agree with you. Listen to my thinking as I read my conclusion paragraph to you. I want you to think about the steps I took to write this paragraph." *SAMPLE conclusion paragraph:* *In conclusion, it is clear that rats are helpful to humans because they are a good food source and they can save people's lives. This is important information because rats could change the world by providing people with food and keeping people safe from tuberculosis and landmines. Although it is clear that rats are helpful, some people still think rats caused the black plague, but scientists have proved this to be wrong. Next time you are in danger, think about how a rat could save your life.* "What steps did I take to write my conclusion? Turn and talk." (*Listen in on student conversations, use their ideas to guide how you walk through explaining the steps to your class*). "Awesome thinking! Some of you noticed that first I restated the thesis statement with my claims (*hold up a finger*). Then (*hold up a second finger*) I explained why the claims and evidence are important. Next (*hold up a third finger*), I explained the argument and why the counterclaim was wrong. Finally, (*hold up a fourth finger*), I explained why this argument is important to everyone. *Show the checklist with these steps and sentence starters (Appendix S).* *Explain to students to come to see you once they have finished their conclusion paragraph and the checklist. When students come to see you, you will walk them through highlighting each part of their essay in different colors so they can make sure they have everything (hook, each time the thesis statement is written, claim 1, all evidence, all analysis, claim 2, counterclaim, rebuttal, final thought).*
Active Engagement	"Turn and talk: talk about what you might write for each of these four steps."
Link	"Use the ideas and sentence frames that you just talked about with your partner to go write your conclusion paragraph!"
STAMINA/ Conferring and Small Group	**Students**: Work on the conclusion paragraph. Use the checklist to help you. Color code essay when finished with conclusion to see all

	parts of the essay. **Teacher**: Circulate the room to see which students might need help. OR conference with each student individually. Guide students to know what to highlight as they finish their conclusions.
Mid-workshop Teaching Point	*Final thought ideas: Share with the class that there is more than one way to write the last sentence. They could:* *1. Explain why the argument is important to the world* *2. Explain what people could do to help your side of the argument* *3. Make a connection - what else does this make you think of? How does it connect to you?*
Share	*Have students share their final thoughts with the class.*

Session Twelve/ Lesson Twelve

Dear Teacher,

Your students have written a whole argument essay now! Today is the last day to go back and revise, specifically for formal language. To help students understand this idea, you begin class with Four Corners Vocabulary Cards for "formal tone" and "informal tone" (SIOP Features 2 and 9), which is not done in *The Art of Argument*.

To help students understand the importance of this, your connection will differ from that of the TCRWP connection in this session. *The Art of Argument* asks you to connect formal language to the idea of cleaning a house before company comes, but not all students may have had this experience or understand this experience. Because of this, our connection will connect the ideas of formal language to dressing up for a special occasion, which is most likely something all of your students have done or are familiar with (birthdays, funerals, weddings, job interviews) (SIOP Feature 4 and 7). It should be noted however, that not all students will have this background knowledge, so you should adjust this example to support your students. This connection also allows you to easily provide visuals of different formal outfits compared to informal outfits, further helping students to make this connection between formal and informal language (SIOP Feature 4).

You will notice that both content teaching points are similar and focus on formal language; however, our teaching point is simplified (SIOP Feature 10). Again, you will see a language teaching point (SIOP Feature 2), which is not in any session in *The Art of Argument*.

The teaching section in both versions of this lesson are very similar; the only difference is that you as the teacher have more freedom in this lesson to decide exactly how to act out the different versions of formal and informal language.

The active engagement section is again similar; however, in this version, I suggest using student examples (or using words similar to those of your students) rather than premade examples, to show the informal language *your* students use. For the formal language example, I suggest rewriting the informal language example to use the formal language you would expect your students to use. Creating your own examples allows you to use appropriate language for your students based on their ELP levels (SIOP Feature 10).

Through the active engagement section, you will create a T-Chart of examples of informal language and how to make it formal for your students to refer back to (SIOP Feature 4), which is something that *The Art of Argument* session does not do.

For stamina/conferencing time, you will notice several options offered for you in both *The Art of Argument* and in this lesson. These options are the same. The mid-workshop teaching points; however, are different.

While the mid-workshop teaching point in *The Art of Argument* focuses on using domain-specific language, the mid-workshop teaching point in this lesson asks you to provide more examples of formal language in a checklist for the students to use as guidelines (SIOP Features 4 and 5). If you feel that some of your students would benefit from learning about domain-specific language, you could turn this into a small group lesson.

To wrap this lesson up, you will share with them that tomorrow will be a celebration and final debate! Give them a little bit of time to get a group together for their debate tomorrow and start to prepare their important points. This should be familiar work for them since they have already done a debate (SIOP Feature 7). This differs from the share in *The Art of Argument* because students are reminded and asked to prepare for their symposium; however, we will not be doing a symposium in this unit as it may be hard for families and other classes to come and join, and it could be rather intimidating to speak in front of a large group of people and strangers for students who may have less English.

Session 12/ Lesson 12: When Company Comes - Knowing When and How to Maintain a Formal Tone	
DIN: Four corners with **formal tone** and **informal tone**	
Connection	"When you have a special event, how many of you like to dress up and look nice, or dress more *formally*, than you would just lying on the couch watching TV? (*Show images of people dressed formally and people not dressed formally*). Well when you write an argument essay, you have to dress it up and clean it up before your reader reads it. You dress up an essay by using a formal tone."
Content Teaching Point	Argument writers use a formal tone when writing.
Language Teaching Point	I can define and explain the difference between formal and informal writing. I can recognize informal writing and change it to formal writing.
Teaching	*Imitate two different people, one who makes a formal argument, and one who doesn't. In the informal argument, make sure to include words such as, "like, you, me, I, my, gonna, totally," and any other slang your students currently use.* *Ask students which person/presentation seems like it should be used in a meeting with the principal, one or two? Have them hold up their fingers to show which one.*
Active Engagement	*Provide two written examples for students to read and discuss, one*

	formal and one informal. *I suggest combining examples of student work from their essays to create an informal example, and then rewrite it to make it sound more formal.* *Ask students what they see that makes one more formal than the other. Create a T-Chart of what the students are noticing as informal language and how to change it to formal language.*
Link	"Okay, writers, today is the last day to finish your argument essay. Part of finishing your essay is using a formal tone, so use our T-Chart we created to help you find informal language and change it to formal language."
STAMINA/ Conferring and Small Group	**Students**: Editing and revising essay for formal language **Teacher**: **If students are having trouble using higher vocabulary:** Teach students how to use a thesaurus and what a synonym is. Perhaps use four corner cards to show the connection between the words. **If students are having trouble understanding the point:** Invite students to act as you did earlier, reading their first essay out loud how they naturally do (probably slumped over, and not very engaged). Then guide students to using a more formal tone in one sentence or paragraph. Have them reread this part of the text. This time encourage them to sit up. Perhaps bring in a tie for them to wear as they read this for them to see how formal it really is! **If students are ready for a challenge:** Explain the different sentence types to students. If they want the reader to speed up, use shorter, more concise sentences. If they want to show how two ideas are connected, show them how to write a compound sentence.
Mid-workshop Teaching Point	Share with the class the prepared checklist of how to create a formal tone (Appendix T).
Share	"Take the last couple of minutes of class to prepare for your final debate tomorrow! Get in a group of about three people who are on the same side and share your ideas. How should your debate go tomorrow?"

Session Thirteen/ Lesson Thirteen

Dear Teacher,

Today is your last day in this unit - it's time to celebrate! I suggest celebrating through debates as your students are already familiar with this, have a chance to practice their English speaking skills, and students typically enjoy arguing with one another!

You will notice that this session differs from Session 13 in *The Art of Argument* as there is no symposium in *this* unit. Again, we will not be doing a symposium in this unit as it may be hard for families and other classes to come and join, and it could be rather intimidating to speak in front of a large group of people and strangers for students who may have less English. Even though you will not be doing a symposium, you will still focus on the same teaching point - when speaking about arguments or debating, it is crucial to listen. The rest of this lesson is different from *The Art of Argument* lesson.

Through *this* lesson, your students will be participating in writing, reading, speaking and listening, which are all crucial literacy skills for ELs to develop. I suggest having groups of students debate in front of their classmates so they have experience and practice speaking in front of an "audience." It may be beneficial to support some of your students in this process with sentence stems or sentence frames (SIOP Features 4, 5, and 10). The rest of the class will listen to the debates and take notes (you may want to provide a graphic organizer and/or the rubric you plan to use to support some students in this work (SIOP Feature 4)). While students listen and take notes, they could also act out the motions of the roller coaster argument to encourage their classmates as they debate and remind them of pieces they may be forgetting.

To wrap it all up, you could have students vote on which side won the debate and explain why, engaging them in conversations and reflections with one another as a class. Embrace this last day and take in all the growth your students have made!

Session 13/ Lesson 13: Celebration - Final Debate	
DIN: Meet with your debate group from yesterday and continue working on how your debate should go	
Connection	"Now that you have done all of this hard work in writing your essays, who wants to share them? Who wants to really prove that they are right in this argument?"
Content Teaching Point	When debating, you listen to each side carefully, thinking about the evidence they are providing and how you can prove that evidence wrong.
Language Teaching Point	I can define debate and understand how I use a debate to get

	someone else to understand my ideas.
Teaching	"Writers, part of being a great argument writer is being able to debate, as you know from earlier. Part of being able to debate is to listen to your opponent (the person you are arguing against) and then speak clearly to prove them wrong. These are the skills you will be practicing today." *Layout how the class period will go. Students will have time to get with their groups again and finalize their debate by pulling all of their ideas together to create the best argument. While one debate is happening, classmates are watching and taking notes. You could encourage them as the audience to act out the motions of the argument roller coaster as they hear them. One side will present their argument, then the other will go. While each side is presenting their argument, the other side should take notes on how to rebut them. Then each side should have an opportunity to rebuttal. After listening to both sides of the argument, classmates will then have to decide which side won the argument and why. Continue this process until each group has gone.*
Active Engagement	N/A
Link	"Finalize your debates and get ready!"
STAMINA/ Conferring and Small Group	*This is the debate time. Work through the process explained above.*
Mid-workshop Teaching Point	N/A
Share	"Overall, which side of the debate won the argument?" *Congratulate students on all of their hard work!*

Appendix A - Four Corner Vocabulary Card

Four Corners Vocabulary Card	
English Word: Word in **my** language:	Definition:
Sentence:	Picture:

Appendix B - Roller Coaster Video Link

https://www.youtube.com/watch?v=lBgNx8nts70

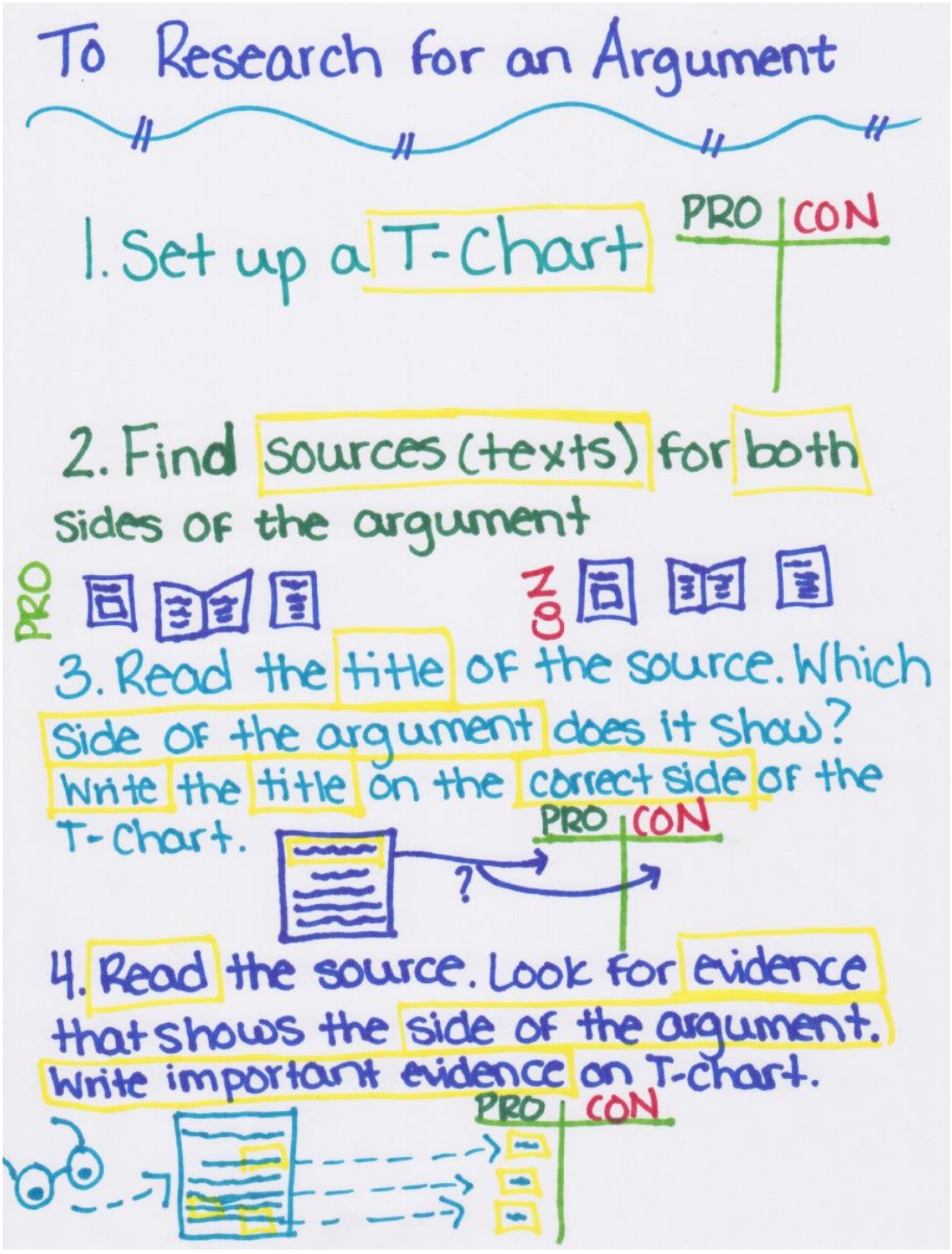
Appendix C - Roller Coaster Image

(Wolz, 2018)

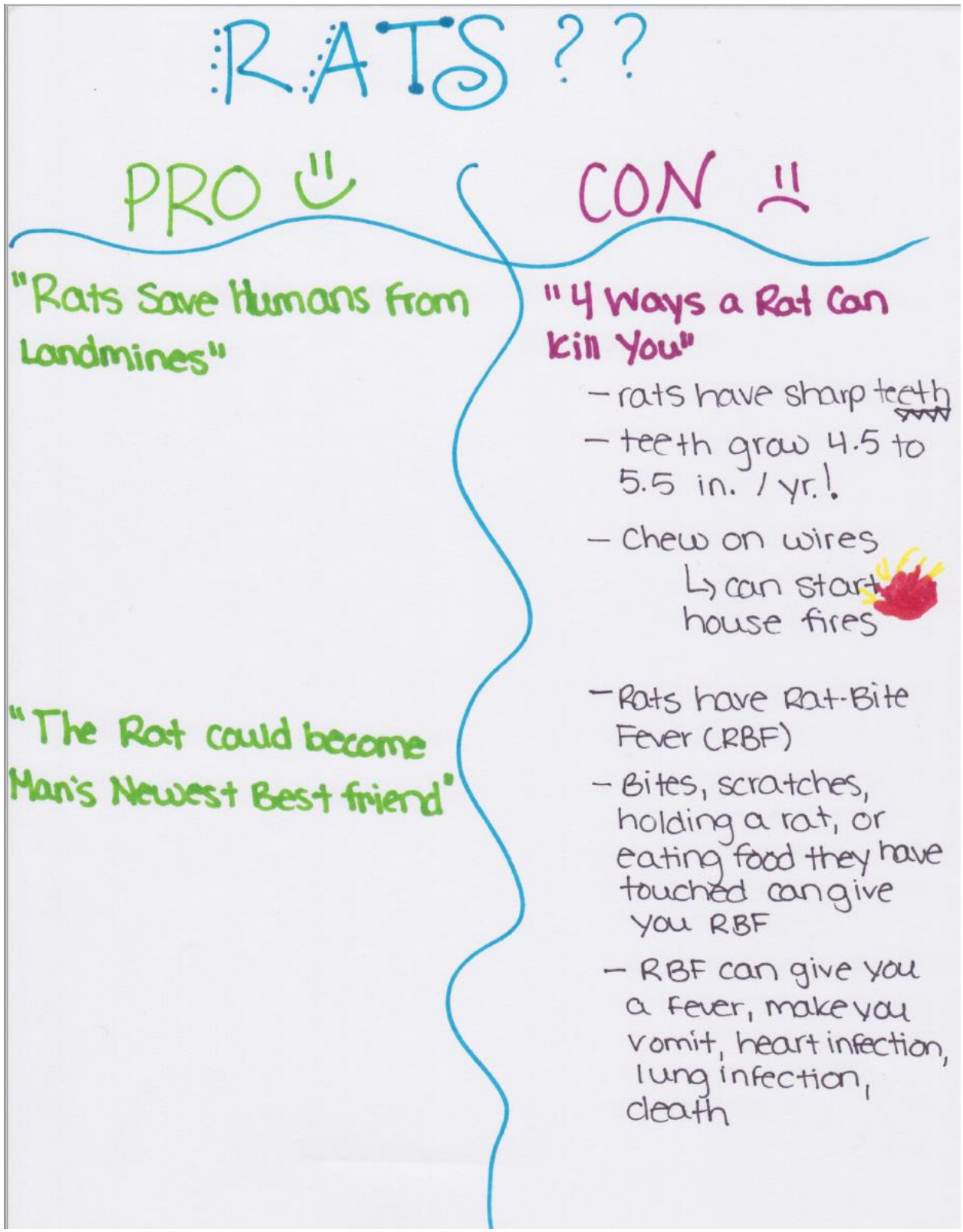
Appendix D - Exit Ticket

Name_____
What are the **four** main **parts** to an **argument essay**, in **order**?
1. _____ 2. _____ 3. _____ 4. _____

Appendix E - When Researching Arguments Chart



Appendix F - Rat T-Chart



Appendix G – Three Pieces of Evidence

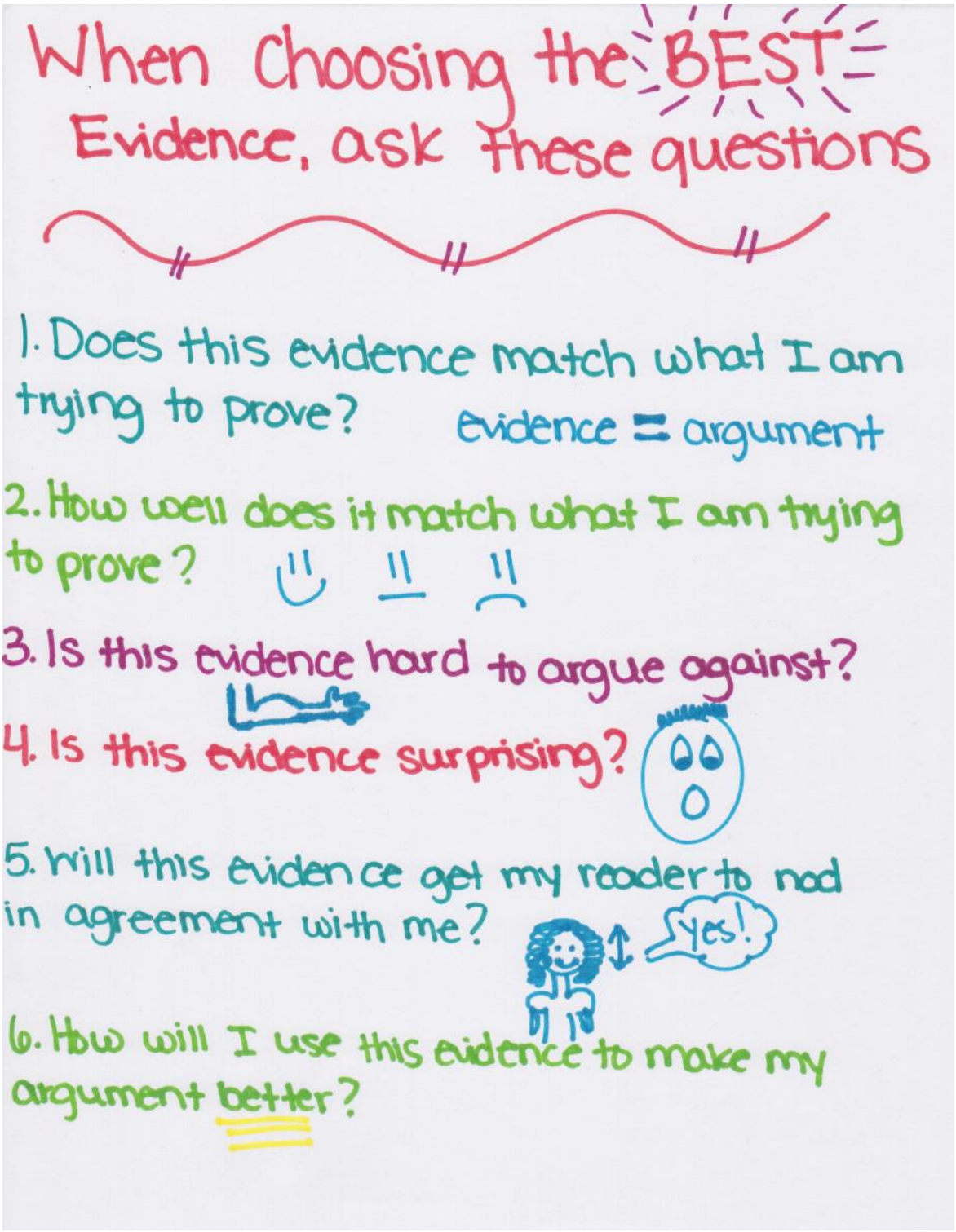
“Workers in Africa are using rats’ olfactory abilities for a different kind of task: clearing land-mines” (Wernick paragraph 9).

“Since APOPO was founded in 1997, these furry super-sniffers have helped clear 13,200 mines from minefields in Tanzania, Mozambique, Angola, and, most recently, in Cambodia” (Becker paragraph 7).

“And so far, rats seem to be a promising solution…” (Cengel paragraph 8).

“Tariq correctly identified all six spit samples known to be positive for tuberculosis, the world's second most fatal infectious disease” (Cengel paragraph 1).

Appendix H - When Choosing the Best Evidence Chart



Appendix I - Online Graphic Organizer Link

http://www.readwritethink.org/classroom-resources/student-interactives/persuasion-30034.html?tab=5#tabs

Appendix J - Sample Argument Essay Outline

Introductory Paragraph:

Begin with your hook, grab your reader's attention, add an unusual detail, use a strong statement, quote a famous person, or open the essay with a statistic or fact.

_____ stated that _____

_____

_____

Provide background information on your situation. (2-3 sentences)

Currently, there is a great debate happening about _____

_____.

Some people believe _____

_____.

Yet others believe _____

_____

The paragraph should end with your point of view (thesis statement) and the two main reasons you are going to use to support your argument.

After researching both positions, it is clear that _____

_____

because _____

and _____.

Body Paragraph One: Supporting Argument/ Reason # 1

Begin with a topic sentence stating your first reason.

One reason _____

is _____

Provide evidence or examples in support of your reason. (2-3 sentences)

For example, _____

_____

Usually (evidence) _____ then (claim) _____

_____

This shows _____ because _____

_____

Write a concluding sentence.

All in all, it can be seen that _____

_____

Body Paragraph Two: Supporting Argument/ Reason # 2

Begin with a topic sentence stating your second reason.

Another reason _____

is _____

Provide evidence or examples in support of your reason. (2-3 sentences)

For example, _____

_____

Usually (evidence) _____ then (claim) _____

_____

This shows _____ because _____

_____

Write a concluding sentence.

Therefore, it can be seen that _____

_____

Body Paragraph 3: The Counter Argument

After presenting your supporting points, develop one paragraph to accurately explain and then refute the most significant opposing view. Explain why this view is weaker than your argument.

Some may argue that _____

_____

For example,_____

_____

However, _____

_____

Conclusion Paragraph

Creatively restate your side of the argument and leave the reader with one last strong appeal.

Without a doubt, _____

_____

The evidence suggests that _____

_____

It is important that _____

_____

Appendix K - Sample Argument Essay

Adam Wernick wrote, "... scientists, researchers, and even police and health care workers are discovering how useful our ancient foe, the common brown rat, can actually be" (paragraph 1). Currently, there is a great debate happening about whether rats are helpful or harmful to humans. Some people believe that rats are harmful. Yet others believe that rats are helpful. After researching both positions, it is clear that rats are helpful to humans because they are a good food source and they can help save people's lives.

One reason that rats are helpful to humans is that they are a good food source. For example, according to Dr. Heben's team, rat meat has a lot of protein. Usually, when food is high in protein, it is helpful to humans. This shows that rats are a good food source because they are high in protein and humans need protein to live. All in all, it can be seen that rats are a good food source for humans.

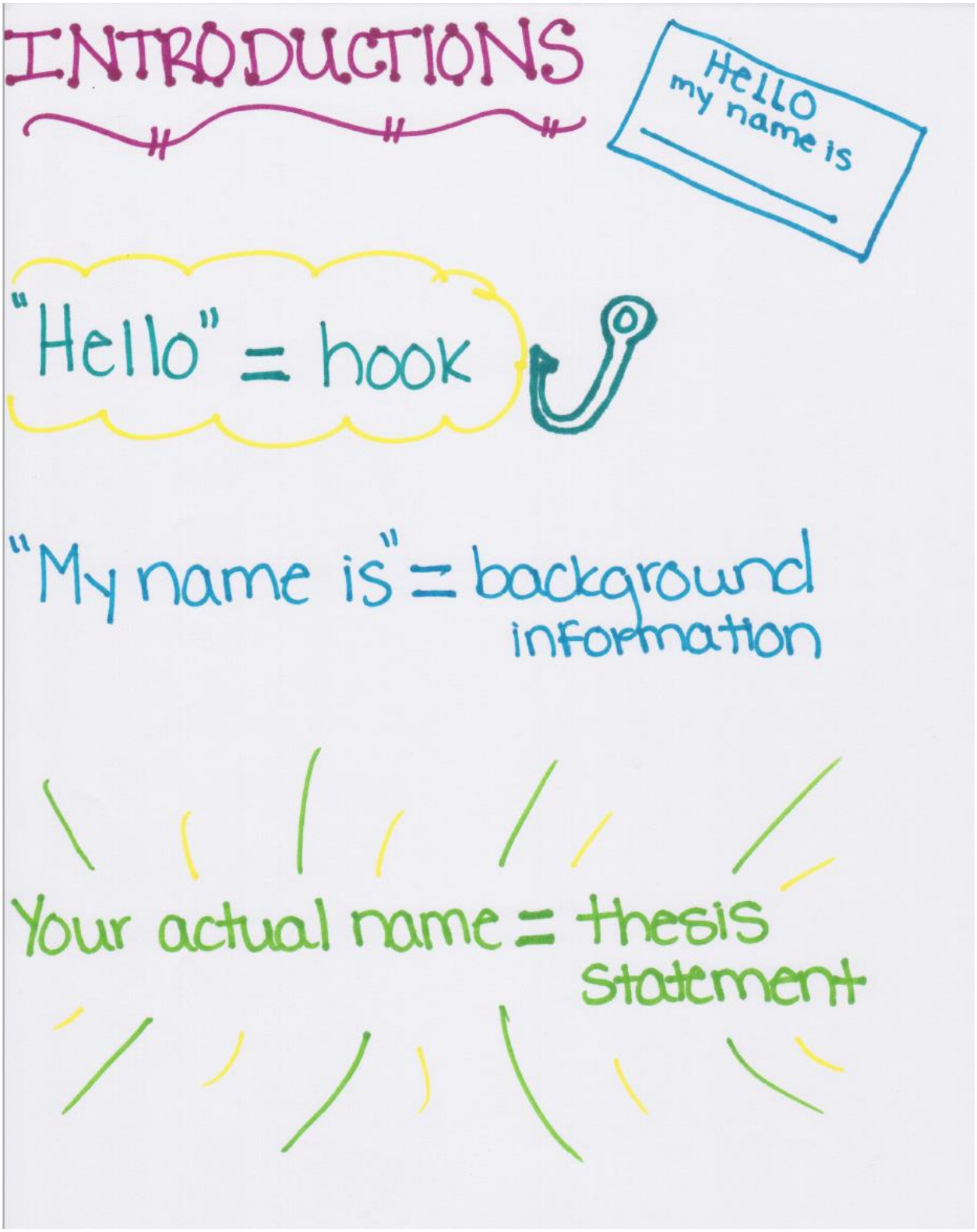
Another reason rats are helpful to humans is that they can save lives. For example, APOPO is a group that trains rats to find landmines throughout the world. Furthermore, "Since APOPO was founded in 1997, these furry super-sniffers have helped clear 13,200 mines from minefields in Tanzania, Mozambique, Angola, and, most recently, in Cambodia" (Becker paragraph 7). Usually, when 13,200 mines are cleared, that means

they have been taken away, which means that people won't step on them. If people don't step on landmines, then they will live. This shows that rats save people's lives because if they get rid of landmines, then the landmines are not there for people to step on and die from. Therefore, it can be seen that rats save people's lives.

Some may argue that rats are dangerous. For example, many people believe that rats caused the black plague. However, this is incorrect because scientists now think that the disease spread too quickly for rats to have been the cause.

Without a doubt, rats are helpful to humans because they are a good food source and they save people's lives. The evidence suggests that without rats, our lives would be very different; people could be starving and stepping on landmines. It is important that people do everything they can to spread the message about how helpful rats are.

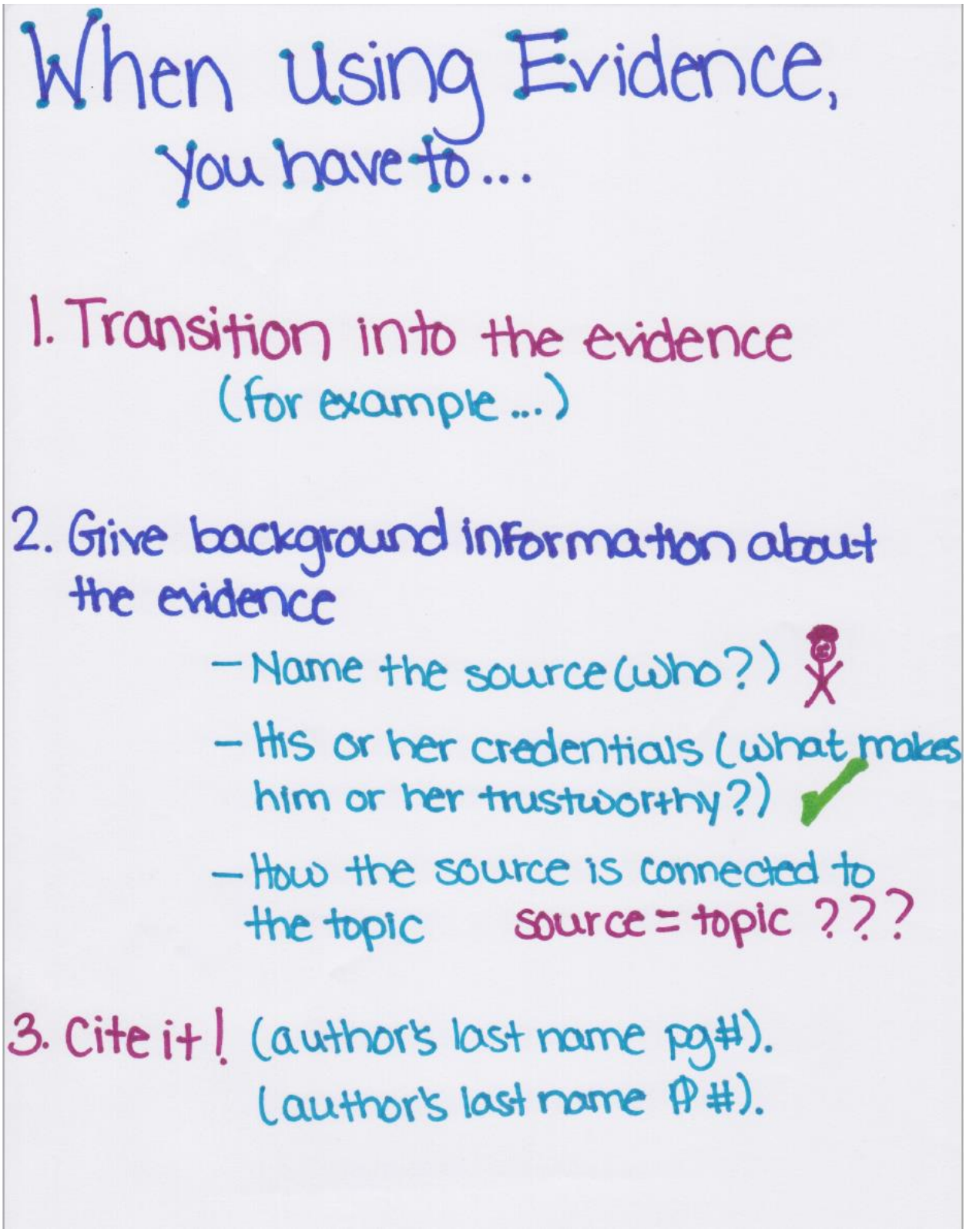
Appendix L - Introduction Chart



Appendix M – Introduction Paragraph Checklist

Introduction Paragraph Checklist	
Hook - Quote - Statistic - Question - "Imagine if…"	❑
Background Information - A current argument that is happening today is… - Some people believe… (counterclaim) - However,… (your side) **OR** - A topic that is hotly debated today is… - Some people believe… (counterclaim) - However… (your side)	❑
Thesis statement - (Your opinion) because claim 1, claim 2 and claim 3	❑

Appendix N - When Using Evidence Chart



Appendix O - Stay with Me Now Analysis

1
"Rats are helpful to humans."

2
"Rats are helpful to humans because they are healthy to eat."

3
"For example, according to Dr. Heben's team, rat meat has a lot of protein."

4A
"So this shows that rats are good for humans to eat?"

4B
"Usually when food is high in protein, it is helpful to humans. This is important because humans need protein to live. Without protein, people will not survive."

Appendix P – Analysis Sentence Starters

Analysis Sentence Starters
- Usually when (evidence), then (claim) - Usually when (claim), then (evidence) - This shows (claim) because… - This is important because… - This proves (claim) because… - This goes to show that… - All in all, … - _____ means _____; therefore (using a definition!)

Appendix 2 - Body Paragraph Checklist

Body Paragraph Checklist		
	Body Paragraph 1	Body Paragraph 2
- I stated my thesis with the claim (reason)	❑	❑
- I transitioned into the evidence	❑	❑
- I gave background information on the source (who, credentials, connection)	❑	❑
- I gave the evidence	❑	❑
- I cited the evidence	❑	❑
- I used a sentence starter to analyze the evidence	❑	❑
- I used a **second** sentence starter to analyze the evidence	❑	❑

Appendix R – Counterclaim Paragraph Checklist

Counterclaim Paragraph Checklist	
- I stated the **claim** - I stated the **counterclaim** **Although it is clear that (claim), some people think (counterclaim).**	❑ ❑
- I explained **why** people believe the counterclaim **People think this because…**	❑
- I gave **evidence** for the counterclaim **For example, according to _____, "…"**	❑
- I explained why that evidence is WRONG **However, this is wrong because…**	❑

Appendix S – Conclusion Paragraph Checklist

Conclusion Paragraph Checklist	
- I restated my thesis with claims **In conclusion, it is clear that (opinion) because claim 1, claim 2, and claim 3.**	❑
- I explained why my claims and evidence are important **This is important because…**	❑
- I explained the argument and why the counterclaim is wrong **Some people think…, but this is wrong because…**	❑

- I gave a final thought
  - Explain why the argument is **important to the world**
  - Explain **what people could do to help** your side of the argument
  - Make a **connection** - what else does this make you think of? How does it connect to you?
	❑

Appendix 7 – Formal Tone Checklist

Formal Tone Checklist	
- I wrote out words and did not use contractions (didn't → did not, can't → cannot)	❑
- I wrote out full words and did not use abbreviations (television, not TV)	❑
- I did not use these pronouns (I, me, my, we, us, our)	❑
- Used transition words (One reason…, Furthermore…, For example…, In conclusion…)	❑

Appendix U - Sources for teacher essay: Do rats help or hurt humans?

Sources for teacher argument essay: Do rats help or hurt humans?

Articles:
"We are what we eat: Hunting the Hadza way with bows, arrows, and smarts"
By Matthieu Paley, National Geographic Society, adapted by Newsela staff
https://newsela.com/read/natgeo-we-are-what-we-eat/id/44770/?collection_id=339

"The rat could become man's newest best friend"
By Adam Wernick
https://www.pri.org/stories/2015-08-17/rat-could-become-mans-newest-best-friend

"Meet the Giant Rats That Are Sniffing out Landmines"
By Rachel A. Becker, National Geographic
https://www.nationalgeographic.com/news/2015/10/151006-giant-rats-landmines-cambodia-science-animals/#close

"Giant Rats Trained to Sniff Out Tuberculosis in Africa"
By Katya Cengel, National Geographic
https://www.nationalgeographic.com/news/2014/8/140816-rats-tuberculosis-smell-disease-health-animals-world/

"Rats Didn't Spread the Black Death - It Was Humans"
By Becky Little
https://www.history.com/news/rats-didnt-spread-the-black-death-it-was-humans

Websites:
"4 Ways a Rat Can Kill You"
https://www.automatictrap.com/blogs/news/4-ways-a-rat-can-kill-you

"Rat Infestation"
https://www.orkin.com/rodents/rats/rat-infestation

"Health Benefits of Rat Meat that Amaze You"
https://drhealthbenefits.com/food-bevarages/meats/health-benefits-of-rat-meat

Videos:
"Eating Rat: Rare Foods"
National Geographic
https://www.youtube.com/watch?v=KvCjKh1h29Y

"Rats Save Humans from Landmines: Extraordinary Animals" Series 2
BBC Earth

https://www.youtube.com/watch?v=L0swUc492hU

"Giant Rats Can Detect Tuberculosis: Extraordinary Animals" Series 2
BBC Earth
https://www.youtube.com/watch?v=jrp2UgbYJn4

Appendix V - Sources for students' argument essay research: Technology

Sources for Students' Argument Essay Research: Technology

Articles:

"Issue Overview: Are social networking sites good for our society?"
By ProCon.org, adapted by Newsela Staff
https://newsela.com/read/lib-procon-social-networking/id/23702/?collection_id=2000000156

"Many Teens Say That Online Bullying is a Big Problem"
By Agence France-Presse, adapted by Newsela staff
https://newsela.com/read/online-harassment-teens/id/46478/?collection_id=339

"Parents May Fret, but Even Experts say Social Media Use Has its Benefits"
By Asha Davis and Erin Burnett, USA Today, adapted by Newsela staff
https://newsela.com/read/lib-social-media-benefits/id/43218/?collection_id=339

"Teenagers use Tech Devices to Cheat on Tests at School, Survey Finds"
By The San Jose Mercury News, adapted by Newsela staff
https://newsela.com/read/cheating-technology-teens/id/33628/?collection_id=339

"The Good and Bad: Studies Look at the Influence of Social Media on Teens"
By Baltimore Sun, adapted by Newsela staff
https://newsela.com/read/study-teenagers-emotional-health-social-media/id/31746/?collection_id=339

"The Industrial Revolution and Technology"
By National Geographic Society, adapted by Newsela staff
https://newsela.com/read/natgeo-Industrial-Revolution-Technology/id/51113/?collection_id=339

"Technology and Innovation in the Middle East"
By WGBH, adapted by Newsela staff
https://newsela.com/read/lib-middle-east-technology-innovation/id/39188/?collection_id=339

"Issue Overview: The Internet of Things"
By Bloomberg, adapted by Newsela staff
https://newsela.com/read/overview-the-internet-of-things/id/21046/?collection_id=339

"Making a Robotic Leg that can Talk to the Brain"
By Los Angeles Times, adapted by Newsela staff
https://newsela.com/read/bionic-leg/id/1284/?collection_id=339

"Giving iPads to Autistic Children Opens Their World"
By Austin American-Statesman, adapted by Newsela staff
https://newsela.com/read/autism-ipads/id/4121/?collection_id=339

Websites:

"10 Top Advantages and Disadvantages of Technology in Education"

https://greengarageblog.org/10-top-advantages-and-disadvantages-of-technology-in-education

"What are the Disadvantages of Technology?"
https://classroom.synonym.com/what-are-the-disadvantages-of-technology-12083192.html

"Benefits of Technology and the Right Kind of Screen Time for Children"
https://www.idtech.com/blog/benefits-of-technology-for-children

"Cyberbullying less harmful than in-person harassment"
https://economictimes.indiatimes.com/magazines/panache/cyberbullying-less-harmful-than-in-person-harassment/articleshow/47539966.cms?from=mdr

Videos:
"What is Technology and some of its Advantages and Disadvantages?"
https://www.youtube.com/watch?v=6CWsLR5SuyU

"Pros and Cons Technology in our Family"
https://www.youtube.com/watch?v=_nhdlRLww14

"Technology's Good and Bad Side"
https://www.youtube.com/watch?v=vR6czeMJPUE

Images:
"6 Reasons Why Students Prefer Digital Content"
https://elearninginfographics.com/students-prefer-digital-content-reasons-infographic/

"How Harmful Can Technology be?"
https://nerdworld.wordpress.com/2008/08/03/how-harmful-can-technology-be/

"Is Technology Beneficial or Harmful to our Current Society?"
http://mustytechnology.blogspot.com/2016/04/is-technology-beneficial-or-harmful-to.html

Other:
You can also use resources from Reading A to Z if you have an account

SECTION FIVE

Professional Outreach Plan

The goal of this curriculum was to address the following question: how can the sheltered instruction method (i.e., Sheltered Instruction Observation Protocol (SIOP) model) of instruction for ELs be used to frame and organize the Teachers' College Reading and Writing Project (TCRWP) Seventh Grade Argument Writing Curriculum for ELs of varying language proficiency levels? The work of this new curriculum addresses the SIOP features that were not already present in the TCRWP *Art of Argument* Unit. Because the SIOP strategies address the specific needs of varying levels of ELs, as proven through the work of Stephen Krashen, Jim Cummins, and Lev Vygotsky, and because this curriculum was grounded in the missing SIOP features from the *Art of Argument*, this curriculum, *The Argument Roller Coaster*, will address the needs of varying levels of ELs.

The strengths of this curriculum are due to the inclusion of SIOP Features 2 (displaying language objectives), 4 (using supplementary materials to make lessons clear and meaningful), 9 (emphasizing key vocabulary), and 27 (reviewing key vocabulary). According to Cummins (1979), building EL's academic language (CALP) takes more time than their conversational vocabulary (BICS); therefore, one of the most important aspects of working with ELs is building their academic vocabulary, which is done through the use of the above strategies. It was this language aspect that I truly believed was missing from the TCRWP *Art of Argument* Unit. It is clear that I am not the only one who thought this since Afanador-Vega and Stevenson (the co-teachers mentioned previously) modified a whole TCRWP curriculum to address their EL students' needs.

Although the TCRWP unit includes supplementary materials, the language used on their materials is complex and lengthy, so this new curriculum addresses these language needs through the use of simplified supplementary materials, simplified texts, four corner vocabulary cards, and plenty of application.

Next Steps for the Curriculum

Although the language component of this curriculum is well developed, there are several more SIOP features to enhance within this curriculum. I attempted to address these SIOP features in this curriculum; however, it was challenging to do so without knowing the students personally. For example, SIOP Features 5 (adapting content to all levels of student proficiency) and 10 (using appropriate speech for students' proficiency levels) were hard to address without knowing exactly what levels students are. To better implement these features in this curriculum, more research should be done on what each level of English Language Proficiency (ELP) requires for writing instruction. From that research, specific examples for what to do with each ELP level should be added to this unit.

Another SIOP Feature that I attempted to include in this curriculum was SIOP Feature 7 (linking concepts to students' background experiences). Again, this feature is important, but is more applicable when you know the students you are working with. I felt that not all students would have background experience with competitive sports, so I changed the overall topic to technology, thinking that more students would have had experience with technology. However, this thinking could be wrong. With this in mind, teachers should have the freedom to change the overarching argument topic to a subject that their students would be able to connect with.

Similarly, it would be beneficial to know your students to be able to better incorporate SIOP Features 18 (providing wait time for student responses) and 19 (providing opportunities for students to clarify concepts in their native language). The better you know your students, the better you understand how much wait time they require. It is hard to build this into a generic lesson plan because all students are different, and the wait time one student needs may differ from another student. The same can be said for providing students opportunities to clarify content in their native language because some students use this as a crutch, preventing themselves from further developing their English, while some students may use these opportunities to just quickly check their understanding. Because of this, *The Argument Roller Coaster* unit mentions specific times where students may benefit from using specific language tools to clarify and check for understanding. However, teachers should know best when to provide their students with these tools and opportunities.

Lastly, it was challenging to incorporate hands-on materials to use for writing instruction (SIOP Feature 20). However, I believe that by incorporating the roller coaster analogy, students are able to make this type of writing a bit more interactive and hands-on. Similarly, in lesson six, students are able to use hands-on materials to help them understand the order in which an argumentative essay should go by piecing together a cut-up example essay.

Next Steps for Research

In order to enhance this curriculum, I suggest that further research into what each ELP level requires when writing should be done. Once this research is completed, then

these strategies and suggestions could be added into this curriculum to fully benefit all students no matter their ELP levels.

To test this curriculum and see what works and what does not work, I suggest implementing it and making note of what worked and what did not work. Fortunately, I will have the opportunity this summer to implement this curriculum.

Next Steps for Dissemination

Upon completion of this curriculum development project, I will share the final product with my instructional coach, the EL coordinator, and the EL teacher at the middle school in my district. In addition, I will also have the opportunity to implement this curriculum unit this summer as I will be teaching middle school ELs, and I will have the freedom to teach what I would like as review. With this in mind, I plan to use *The Argument Roller Coaster* unit as my main focus this summer. From this work, I hope to learn how this curriculum benefits ELs and what changes need to be made to better support them. Once these discoveries are made, I plan to revise the unit and implement it the following school year as I will hopefully be helping to run an EL department at my middle school. Through *The Argument Roller Coaster* curriculum I have developed, and through constant advocating, I hope to provide a more solid and sound education for the ELs in our schools today.

LIST OF REFERENCES

Atwell, N. (1987). *In the middle*. Portsmouth, N.H.: Heinemann.

August, D., & Beck. I. L. (2008). Instruction and professional development. In D. August & T. Shanahan (Eds.), *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*, (pp. 131-250). New York: Routledge.

Bauler, C. V., Kang, E., Afanador-Vega, A., & Stevenson, A. (2019). "My partner always helps me": Exploring two co-teachers' practices to support writing in a first-grade linguistically diverse elementary class. *Teaching English as a Second or Foreign Language, 24*(2), 1-14. http://www.tesl-ej.org/pdf/ej90/a7.pdf

Calderon, M. (2004). *Standards-based writing for English language learners*. Los Angeles, CA: Los Angeles County Office of Education.

Calkins, L.M. (1986). *The art of teaching writing*. Portsmouth, N.H.: Heinemann.

Calkins, L., Hohne, K. B., & Taranto, A. (2014). *The art of argument: Research-based essays*. New Hampshire: Heinemann.

Carrasquillo, A., Kucer, S. B., & Abrams, R. (2004). *Beyond the beginnings: Literacy interventions for upper elementary English language learners* (Vol. 46). Multilingual Matters.

Chao, J., Schenkel, J., & Olsen, L. (2013). Educating English language learners: Grantmaking strategies for closing America's other achievement gap. *Grantmakers for Education*, 1-30.

Collier, V. P. (1995). Acquiring a second language for school. *Directions in Language and Education*, *1*(4), n4, 2-14.

Colorin Colorado. (2019). What are BICS and CALP? *WETA Public Broadcasting*. Retrieved from https://www.colorincolorado.org/faq/what-are-bics-and-calp

Common Core State Standards Initiative. (2019) English language arts standards » writing » grade 7. Retrieved from http://www.corestandards.org/ELA-Literacy/W/7/

Cotterall, S. & Cohen, R. (2003) Scaffolding for second language writers: Producing an academic essay. *ELT Journal*, 57(2), 158-166.

Cummins, J. (1979). *Cognitive/academic language proficiency, linguistic interdependence, the optimum age question and some other matters.* Retrieved from ERIC database. (ED184334)

Echevarria, J., Richards-Tutor, C., Chinn, V. P., & Ratleff, P. (2011). Did they get it? The role of fidelity in teaching English learners. *Journal of Adolescent & Adult Literacy, 54*(6), 425- 434.

Echevarria, J., Short, J. D., & Vogt, M. (2013). Making content comprehensible for English learners: The SIOP model (4th ed.). Upper Saddle River, NJ: Pearson Education Inc.

Freeman, D. E., & Freeman, Y. S. (2014). *Essential linguistics: What teachers need to know to teach ESL, reading, spelling, grammar*. Portsmouth, NH: Heinemann.

Genessee, F., Geva, E., Dressler, C., & Kamil, M. (2008). Cross-linguistic relationships in second-language learners. In D. August & T. Shanahan (Eds.), *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*, (pp. 61-94). New York: Routledge.

Gibbons, P. (2015). *Scaffolding language, scaffolding learning*. Portsmouth, NH: Heinemann.

Goodman, K. S. (1989). Whole-language research: Foundations and development. *The Elementary School Journal*, *90*(2), 207-221.

Graves, D.H. (1983). *Writing: Teachers and children at work*. Portsmouth, N.H.: Heinemann.

Graves, M.F. (2011). Ask the expert. *The Reading Teacher, 64*(7), 541.

Guarino, A.J., Echevarria, J., Short, D., Schick, J.E., Forbes, S. & Rueda, R. (2001). The Sheltered Instruction Observation: Reliability and validity assessment. *Journal of Research Education, 11* (1), 138-140.

Hanson, S., & Filibert, C. (2006). Teaching English learners the SIOP way. *Pacific Educator*, 12-15.

Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement*. York, ME: Stenhouse.

Hillcocks, G. (2010). " EJ" in Focus: Teaching argument for critical thinking and writing: An introduction. *The English Journal*, *99*(6), 24-32.

Jacobs, J. (2016). Learning English. *Education Next*, *16*(1), 38-45.

Juel, C. (1994). *Learning to read and write in one elementary school*. Springer Science & Business Media.

Kaplan, R.B. (1980). Cultural thought patterns in intercultural education. In K. Croft (Ed.) *Readings on English as a second language* (pp. 399-418). Cambridge, MA: Winthrop.

Katsioloudis, P. (2010). Identification of quality visual-based learning material for technology education. *Journal of Industrial Teacher Education*, *47*(1), 70-98.

Kim, J. S., Olson, C. B., Scarcella, R., Kramer, J., Pearson, M., van Dyk, D., ... & Land, R. E. (2011). A randomized experiment of a cognitive strategies approach to text-based analytical writing for mainstreamed Latino English language learners in grades 6 to 12. *Journal of Research on Educational Effectiveness*, *4*(3), 231-263.

Kim, S. H. (2015). Preparing English learners for effective peer review in the writers' workshop. *The Reading Teacher*, *68*(8), 599-603.

Konomi, D.K. (2014). Using visual materials in teaching vocabulary in English as a Foreign Language classrooms with young learners. In Pixel (Ed.), Proceedings of the International Conference on New Perspectives in Science Education (3rd ed., pp. 256-260). Padova, Italy: Webster. https://conference.pixel-online.net/NPSE/files/npse/ed0003/FP/0311-SERA209-FP-NPSE3.pdf

Krashen, S. (2013). Does SIOP research support SIOP claims?. *Language Teaching*, *8*(1), 11-24.

Menken, K., & Kleyn, T. (2010). The long-term impact of subtractive schooling in the educational experiences of secondary English language learners. *International Journal of Bilingual Education and Bilingualism*, *13*(4), 399-417.

Mohr, K. A. (2017). Using modeled writing to support English-only and English-learner second-grade students. *The Journal of Educational Research*, *110*(6), 619-633.

National Center for Education Statistics. (2019). *English language learners in public schools*. Retrieved from https://nces.ed.gov/programs/coe/indicator_cgf.asp

Ohio Department of Education. (2015). *Ohio English language proficiency standards*. Retrieved from http://education.ohio.gov/getattachment/Topics/Other-Resources/Limited-English-Proficiency/ELL-Guidelines/Ohio-English-Language-Proficiency-ELP-Standards/ELP-Content-Standards-20150824.pdf.aspx

Ohio Department of Education. (2018). *Ohio English language proficiency assessment: Understanding results manual*. Retrieved from https://oh.portal.airast.org/core/fileparse.php/3094/urlt/Understanding_OELPA_Reports_2018.pdf

Olson, C. B., Kim, J. S., Scarcella, R., Kramer, J., Pearson, M., van Dyk, D. A., ... & Land, R. E. (2012). Enhancing the interpretive reading and analytical writing of mainstreamed English learners in secondary school: Results from a randomized field trial using a cognitive strategies approach. *American Educational Research Journal*, *49*(2), 323-355.

Olson, C. B., Scarcella, R., & Matuchniak, T. (2015). English learners, writing, and the Common Core. *The Elementary School Journal*, *115*(4), 570-592.

Pasquarella, A. (2019). Instruction for English learners. In S. Graham, C. MacArthur, & M. Hebert (Eds.), *Best practices in writing instruction* (3rd ed.) (pp. 385-405). New York, NY: Guilford Press.

Samway, K. D. (2006). When English language learners write. *Portsmouth, US: Heinemann*.

Short, D. J., Fidelman, C. G., & Louguit, M. (2012). Developing academic language in English language learners through sheltered instruction. *Tesol Quarterly*, *46*(2), 334-361.

Strech, L. (1994). *Action research: The implementation of writing workshop in the third grade*. Retrieved from ERIC database. (ED380798)

Strech, L. (1994). *The implementation of writing workshop: A review of the literature*. Retrieved from ERIC database. (ED380797)

Teachers College Reading and Writing Project. (n.d.). *Profiles in literacy: Spotlight on New York TCRWP schools*. (pp. 1-4). Retrieved from https://readingandwritingproject.org/about/our-data/case-studies

Teachers College Reading and Writing Project. (n.d.). *Profiles in literacy: Spotlight on Wisconsin TCRWP schools*. (pp. 1-5). Retrieved from https://readingandwritingproject.org/about/our-data/case-studies

Teachers College Reading and Writing Project. (2014). *Research base underlying the Teachers College reading and writing workshop's approach to literacy instruction*. Retrieved from https://readingandwritingproject.org/about/research-base

Vygotsky, L. S. (1978). Mind in Society: the Development of Higher Psychological Processes. Cambridge, MA: Harvard University Press.

Wasson, K.L. (1993). *Implementation of a publishing center to enhance the writing process for primary students*. Practicum Report for the Center of Advancement of Education of Nova University.

Wetzel, K. (1992). *Computers and the writing process: Teachers guide to organizing and evaluating student writing*. Eugene, OR: International Society for Technology in Education.

Wolz, J. (2018). *Teacher off duty: My favorite lesson plan for teaching claim, evidence, and reasoning*. Retrieved from https://teacheroffduty.com/claim-evidence-reasoning-lesson-plan/