

*Overview***Overview** | Decreasing Our Carbon Footprint***Decreasing Our Carbon Footprint***

*by Kentucky Writing Project and Jean Wolph*

*How do we balance personal, economic, and environmental needs? Students will view several videos to develop their understanding of the consumer's role in the environment. Then the students will pick a topic to research and will form an inquiry question about specific ways to reduce their carbon footprints. The students will read informative and persuasive articles that provide various perspectives about the targeted environmental issue. Finally, they will write a persuasive piece that details specific actions they want members of their chosen audience (their families, fellow students, etc.) to take.*

**Grades:** 5 6

**Discipline:** ELA

**Teaching Task:** Task Template 7 (Argumentation and Problem/Solution)

**Course:** Reading

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*Section 1: What Task?*

TEACHING TASK

*Task Template 7 – [3 Levels]*

*Argumentation & Problem/Solution*

**L1:** After researching informative videos and informational texts, on ways to decrease one's carbon footprint , write a persuasive letter or commentary intended for an audience of your choosing (family, friends, school community, etc.) that identifies a problem in the environment that is related to consumerism and argues for a solution. Support your position with evidence from your research.

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STUDENT BACKGROUND

Each of us has the power to make choices that affect our environment in a positive or negative way. In this unit, you will become aware of ways to decrease your carbon footprint. Is the individual's effort worth the benefit to the environment? You'll decide! Then you'll share your ideas with people you hope to inspire--family members, friends, our school, or our community.

EXTENSION

Counterarguments regarding environmental activism (e.g., business and economic growth issues) can be researched and considered to provide a balanced exploration of the issue.

Rubric							
Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
<b>Focus</b>	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
<b>Controlling Idea</b>	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.		Establishes a claim. (L2) Makes note of counter claims.		Establishes a credible claim. (L2) Develops claim and counter claims fairly.		Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.
<b>Reading/Research</b>	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
<b>Development</b>	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
<b>Organization</b>	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
							Demonstrates

<p><b>Conventions</b></p>	<p>Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.</p>		<p>Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.</p>	<p>Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.</p>	<p>and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.</p>
<p><b>Content Understanding</b></p>	<p>Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.</p>		<p>Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.</p>	<p>Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.</p>	<p>Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.</p>

## STANDARDS

*Common Core Anchor Standards — Reading*

**R.CCR.1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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**R.CCR.2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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**R.CCR.4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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**R.CCR.6:** Assess how point of view or purpose shapes the content and style of a text.

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**R.CCR.10:** Read and comprehend complex literary and informational texts independently and proficiently.

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*Common Core Anchor Standards — Writing*

**W.CCR.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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**W.CCR.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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**W.CCR.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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**W.CCR.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

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**W.CCR.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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*Common Core Anchor Standards — Language*

**L.CCR.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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**L.CCR.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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**L.CCR.3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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**L.CCR.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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*Custom Standards*

## Section 2: What Skills?

### Selected Skills

#### *Preparing for the Task*

**TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

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#### *Reading Process*

**NOTE-TAKING:** Ability to read purposefully and select relevant information to summarize and/or paraphrase factual evidence from texts

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**VOCABULARY:** Ability to locate words and phrases that convey key concepts and information and apply strategies for developing an understanding of the text

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**ACTIVE READING:** Ability to identify the central point and main supporting elements of a text

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**TEXT SELECTION:** Ability to identify appropriate texts to cross-reference facts in order to check for accuracy

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**ACADEMIC INTEGRITY:** Ability to use and credit sources appropriately.

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#### *Transition to Writing*

**BRIDGING:** Ability to begin linking research to writing task.

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#### *Writing Process*

**CONTROLLING IDEA:** Ability to synthesize information relevant to the audience and purpose, take a stance, and establish a controlling idea or claim/thesis

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**PLANNING:** Ability to focus on a narrow purpose to develop a line of thought through a text structure that is appropriate to the task.

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**DEVELOPMENT:** Ability to construct an initial draft with an emerging line of thought and structure, integrating researched evidence as support for the claim.

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**REVISION:** Ability to use peer and teacher feedback to refine content, structure, language usage, and tone as appropriate to the selected audience in order to meet the purpose

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**EDITING:** Ability to proofread and format a piece to make it more effective. Ability to use peer and teacher feedback to polish a piece for publication.

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**COMPLETION:** Ability to submit final piece that meets expectations for real-world publication as well as for grading

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## Section 3: What Instruction?

### MiniTasks

#### *Preparing for the Task*

**TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

#### **LIST**

In a quick write, write what you know about "decreasing your carbon footprint" and preserving our environment. Explain what you think a carbon footprint is.

**Pacing:** 5-minute quick write, 10 minutes to share out with class

#### **Scoring Guide: work meets expectations if:**

Student captures ways to preserve environment. May or may not understand the metaphor behind "carbon footprint."

#### **Teaching Strategies:**

- Link this task to earlier class content (reading skills that have been mastered, writing techniques that will be appropriate, readings that can be connected, etc.).
- Discuss student responses. Create a class chart detailing "What We Think We Know About Decreasing Our Carbon Footprints" that can be revisited throughout the unit to affirm or refute, based on the planned readings and research.
- Clarify timetable to the project and help students see the overall plan for researching and writing to accomplish the task of convincing a real audience to change the way they think or act.

#### **Notes:**

Students will have varied backgrounds. Some will be able to access lots of ways to preserve the environment and others will not have much to share beyond recycling.

#### **NOTES**

As you watch the video, "Story of Stuff," look for ways each of us can take steps to reduce our carbon footprints.

Capture 10 important facts as you view the video.

**Pacing:** 1 day ( 55-minute class period)

#### **Scoring Guide: work meets expectations if:**

Students capture 10 facts; notes are brief, relevant, understandable, and easy to read

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**Teaching Strategies:**

1. Show the video "Story of Stuff, " available online (see Resources). Teacher pauses video and models how to determine important points. Students capture first two notes together.
  2. Later in video, teacher pauses and has students share important information with elbow partner and then share out with class and determine an appropriate "note" together as class.
  3. Teacher also captures important facts on white board so students who have a hard time taking notes while viewing can capture these ideas later. This is an important step in modeling how to take good notes.
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**Notes:**

Some students have individual education plans to have assistance with note taking. A partner might write the notes or the student can fill in short responses that correspond with the video.

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**Accommodations and Interventions:**

Students with accommodations can be given fill-in- the-blank short responses that correspond with video instead of compiling their own notes.

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**NOTES**

As you view the 8 short "Loop Scoop" animated videos, determine your level of interest in each type of environmental impact. Use a 1 - 5 scale, with 5 being the highest.

Videos you'll watch are "Electric Gadgets", "Juice Boxes", "Magazines", "Orange Juice", "Frogs", "Garbage", "Happiness" and "Velcro".

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**Pacing:** 1 day

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**Scoring Guide: work meets expectations if:**

Students give each video a score of 1 - 5.

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**Teaching Strategies:**

1. Preview the process with students. Write the video titles on the board so students can copy them in their writer's notebook (or on their own paper) before they start viewing. Direct them to leave space for a quick rating (1 - 5, with 5 being the highest). .
2. Show the videos one at a time, pausing for scoring after each: "Electric Gadgets", "Juice Boxes", "Magazines", "Orange Juice", "Frogs", "Garbage", "Happiness" and "Velcro". (see Resources).
3. Remind students to score each video right after it is finished, then share their

score by a show of fingers (whole group or with an elbow partner).

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**Notes:**

Students are easily engaged in these animated videos. Quickly sharing their score by a show of fingers helped everyone keep on task as they enjoyed sharing their opinions.

This inventory is the first step in helping students narrow their focus to a particular category or response to an environmental issue that might help reduce one's carbon footprint.

The videos are available on YouTube and students could access them again later from their phones, iPads, home computers, etc., for future reference.

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**Accomodations and Interventions:**

Have the names of the videos already typed out for the students who have difficulty transcribing. The students could circle 1, 2,3,4,or 5 after viewing.

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*Reading Process*

**NOTE-TAKING:** Ability to read purposefully and select relevant information to summarize and/or paraphrase factual evidence from texts

**NOTES**

- Read the article "Green School Save Money and Energy" from The Seattle Times.
  - Review the "Checklist for Evaluating Websites" to evaluate whether this is a "credible source."
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**Pacing:** 1 day (55 minutes)

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**Scoring Guide: work meets expectations if:**

- Students accurately answer all 13 question on "Checklist for Evaluating Web Sites."
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**Teaching Strategies:**

1. Read aloud the article "Green Schools Save Money and Energy" from The Seattle Times.
  2. Go through each question of "Checklist for Evaluating Web Sites" together to determine if the source is valid.
  3. Have students determine together if the article is worthy of using as a resource.
  4. Remind students to use this same process when they read independently to research their argumentative pieces.
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**Notes:**

Students will benefit from reviewing key vocabulary: balanced, objective, factual, biased, subjective, and opinionated.

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**Accommodations and Interventions:**

Some students may benefit from reading with a partner.

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**NOTES**

Follow along as your teacher reads "Our Kitchen-Carbon-Footprint Can Be Reduced." As you listen, highlight five ways a person could decrease his or her carbon footprint.

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**Pacing:** 1 day (55 minutes)

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**Scoring Guide: work meets expectations if:**

Five relevant ways to decrease carbon footprint are highlighted.

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**Teaching Strategies:**

1. Read aloud the article "Our Kitchen-Carbon-Footprint Can Be Reduced" (see Resources). Instruct students to highlight while listening to capture five ways a person could decrease his or her carbon footprint. Pause when reading to point out important facts that should be highlighted.
  2. Pause several times while reading to have students share with elbow partner what they highlighted.
  3. Remind students to use this same process when they read independently to research their argumentative pieces.
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**Notes:**

While students may be able to read the article independently, the purpose in reading it to them is to model the process you want students to use when reading independently.

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**Accommodations and Interventions:**

It can be helpful to pair students with mixed ability levels.

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**NOTES**

- As you read "Fast Facts About Consumption", choose one carbon-footprint-decreasing activity that inspires action on your part.
- Explain how you could feasibly take this action and how it would decrease your carbon footprint.
- Select 1-2 relevant statements from the article to quote directly in your written

response.

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**Pacing:** 1 day

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**Scoring Guide: work meets expectations if:**

Student selects an appropriate carbon-footprint-decreasing activity and at least one relevant statement from the article to quote directly.

Student explains how taking this action would realistically decrease his or her carbon footprint.

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**Teaching Strategies:**

1. Read aloud the first section of "Fast Facts About Consumption" (see Resources). Have students highlight important facts under each bullet as they listen. Check for accuracy and understanding.
  2. Then ask students to independently read "Quick Actions to Mitigate Consumption" and to highlight what inspires them to action.
  3. Ask students to write an entry in their writer's notebook (or on paper) in which they explain how they could feasibly take this action and how it would decrease their carbon footprints. Direct them to select 1-2 relevant statements from the article to quote directly in the written response.
  4. Point out to students the information under "Measure Your Ecological Footprint" that details what exactly is a person's "Ecological Footprint." Discuss: Is this the same as a Carbon Footprint?
  5. Remind students to use this same process to find key quotes when they read independently to research their argumentative pieces.
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**Notes:**

This lesson follows the guided release of responsibility model of instruction, to support students in locating relevant information and then in using evidence effectively in a written response.

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**Accommodations and Interventions:**

Students might benefit from partner reading in the second section as they read "Quick Actions to Mitigate Consumption".

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**VOCABULARY:** Ability to locate words and phrases that convey key concepts and information and apply strategies for developing an understanding of the text

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**LIST**

In your notebook, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotations relevant to this context.

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**Pacing:** Throughout the unit, as appropriate

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**Scoring Guide: work meets expectations if:**

- Lists appropriate phrases.
  - Provides accurate definitions.
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**Teaching Strategies:**

1. Use strategies that help students form understandings of key concepts, including having them create diagrams or sketches that help them understand the terms.
  2. Correct misunderstandings. Provide direct instruction or guide a close reading if needed to work through a key phrase or term.
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**ACTIVE READING:** Ability to identify the central point and main supporting elements of a text

**SHORT CONSTRUCTED RESPONSE**

Read the article "Working for a Living?" from Lesson 4 - The Cost of Production. (Located at [www.facingthefuture.org](http://www.facingthefuture.org)) What is the author trying to accomplish? Which parts of the text show you that? Highlight them.

After reading:

- (1) Think about competing arguments. What might others say about the author's ideas?
  - (2) Think about examples in the news or in your own experience that relate to the author's ideas or to the views of those who might disagree. Jot down these ideas to share with the class.
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**Pacing:** 1 day (55 minutes)

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**Scoring Guide: work meets expectations if:**

- Answers questions with credible responses, staying focused on the topic and attempting to relate ideas in the text to experiences and ideas outside the text.
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**Teaching Strategies:**

1. Ask students to read independently the article "Working for a Living?" from Lesson 4 - The Cost of Production. (see [www.facingthefuture.org](http://www.facingthefuture.org)). As they read, they should highlight words, phrases, and chunks of text that reveal the author's purpose.
2. Have students record competing arguments and examples as a way of supporting their abilities to understand the complexities of environmental issues and to prepare them to think about audience perspectives later when they develop a persuasive piece.
3. Invite students to share and discuss their highlighted ideas and responses to the

reading.

4. After the discussion, allow students to add information to their original answers.
  5. Remind students to use this same process when they read independently to research their argumentative pieces.
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**TEXT SELECTION:** Ability to identify appropriate texts to cross-reference facts in order to check for accuracy

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**NOTES**

Thinking about the videos and articles we've explored, draft a guiding question about possible ways to reduce your carbon footprint.

Research answers to your question, taking notes from the classroom books provided, library magazines, or Internet websites. Be sure to appropriately cite your sources as you find evidence to answer your question.

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**Pacing:** 2 days (55 minutes each)

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**Scoring Guide: work meets expectations if:**

work meets expectations if:

- Student identifies author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology).
  - Student accurately paraphrases or quotes reasonable evidence that answers his/her guiding question.
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**Teaching Strategies:**

1. Model a guiding question and have students write their own versions, referring to their video ratings and earlier writings about carbon-footprint-reducing ideas that appeal to them.

Example: Would paying more attention to a product's packaging help me reduce my carbon footprint?

2. Provide citation guide and discuss why each element of citation is needed.

3. Ask students to brainstorm what makes an author credible and/or worthy of study.

Why might we focus on .gov, .edu, and .org websites rather than .com websites?

How can we tell whether an author of a book or an article is an expert in the field?

4. Remind students about strategies for notetaking (bulleted lists, paraphrased summaries, copied quotations of powerful statements).

5. Provide access to research sources for students.

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**Notes:**

Some students will need lots of guidance in selecting appropriate texts. It was very helpful that I read most of the 20 books on the reading lists and could easily direct

students to appropriate subject matters. Also, due to prior discussions held after viewing the videos together as a class, I was able to encourage reluctant students about subjects they might be interested in investigating further.

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**ACADEMIC INTEGRITY:** Ability to use and credit sources appropriately.

**SHORT CONSTRUCTED RESPONSE**

Define "plagiarism" and list ways to avoid it.

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**Scoring Guide: work meets expectations if:**

- Provides accurate definition
  - Lists several appropriate strategies
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**Teaching Strategies:**

- Discuss respect for others' work to assemble evidence and create texts.
  - Discuss academic penalties for stealing others thoughts and words.
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*Transition to Writing*

**BRIDGING:** Ability to begin linking research to writing task.

**LIST**

Share your research experience with a partner, as directed by the teacher.

In a quick write, describe the problem/solution you have been researching. Why did you pick that topic? What are your "big ah-ha's" about the topic or the key facts that you have learned?

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**Pacing:** 1 day

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**Scoring Guide: work meets expectations if:**

Student identifies his/her topic, gives reasons for choosing it, and captures key information learned

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**Teaching Strategies:**

1. Students are paired and partner #1 is given two minutes to tell everything he or she knows about chosen topic, focusing especially on big ah-ha's and key facts. Partner #2 listens silently.
2. Partner #2 asks three clarifying questions about topic. Partner #1 jots down the questions, but does not respond.



3. Partner #1 moves to new partner (#3) and is given three minutes to tell about chosen topic, adding responses to questions posed by first partner in this new conversation.
  4. Roles reverse.
  5. Students draft the quick write: Describe the problem/solution you have been researching. Why did you pick that topic? What are your "big ah-ha's" about the topic or the key facts that you have learned?
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**Notes:**

Doing this in a line can ease movement from one partnership to another.

If a student can't talk for two or three minutes about a topic, that student needs to conduct more research or choose a new topic. This speaking and listening time is important to avoid the problem of students wanting to change topics in the middle of the writing process. If they have clarified their information and understandings this way, they are more likely to sustain their interest and effort.

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**Accommodations and Interventions:**

Some students would benefit from recording their conversations to listen to while drafting.

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## *Writing Process*

**CONTROLLING IDEA:** Ability to synthesize information relevant to the audience and purpose, take a stance, and establish a controlling idea or claim/thesis

### **SHORT CONSTRUCTED RESPONSE**

Write an opening paragraph that reveals your stance (your position on the issue, pro or con) includes a controlling idea (a specific strategy for reducing carbon footprints) and sequences the key points you plan to make in your composition (why it is or is not an important change to make).

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**Pacing:** 1 day (55 minutes)

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**Scoring Guide: work meets expectations if:**

- Writes a concise summary statement or draft opening.
  - Provides direct answer to main prompt requirements.
  - Establishes a controlling idea.
  - Identifies key points that support development of argument.
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**Teaching Strategies:**

1. Teacher models three possible opening paragraphs. This can be done "live" but it

is easier to deliberately reflect the elements of a response the reflects the rubric descriptors in "4," "3" or "2" by preparing in advance.

2. Paired students select "best" option. Then students share out what makes the paragraph the "strongest". Refer students to the scoring guide and argumentation rubric to review expectations.

3. Students reread the opening paragraphs of each of the four articles read and discussed earlier in the unit: "Green School Save Money and Energy", "Our Kitchen-Carbon-Footprint Can Be Reduced", "Fast Facts About Consumption", and "Working for a Living?"

4. Ask students to discuss what makes each opening paragraph strong or weak. Connect to the descriptors on the rubric.

5. Provide students with possible sentence stems from THEY SAY, I SAY: THE MOVES THAT MATTER IN ACADEMIC WRITING. Have students review templates and invite them to choose three to try or to adapt. Allow students who have other ideas to draft their own sentence(s) as well. After drafting three types, share with table partner and choose "strongest" option.

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**Notes:**

Some students will appreciate the templates and others will find them constraining, but it is a great starting point for students to begin drafting with a focus.

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**Accommodations and Interventions:**

Narrow the choices of sentence stems for the reluctant writer. Also, it might be beneficial to let the reluctant writer draft TWO possible opening paragraphs instead of three.

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**PLANNING:** Ability to focus on a narrow purpose to develop a line of thought through a text structure that is appropriate to the task.

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**OUTLINE**

You have researched your guiding question and have formed a claim that reveals your opinion about an issue in the environment that is affected by consumer decisions. Now it's time to plan the piece you will write.

1. Re-read the data, facts, and experts' quotes that you've collected.
  2. Decide which information is most relevant and effective in supporting your claim.
  3. Use this information to help you outline or diagram your writing piece. Each reason or explanation should be given its own paragraph. List the pieces of evidence that you will use as support.
  4. Plan how you will develop each section of your outline. Refer to the "Verbs for Introducing Summaries and Quotations" from page 37 from They Say, I Say to introduce each section of your writing piece.
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**Pacing:** 2 days ( 55-minute sessions)

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**Scoring Guide: work meets expectations if:**

Student plan (outline or diagram) demonstrates a logical organization for the writing piece

Student selects relevant information from his/her research to develop and support the claim

Student selects appropriate verbs to introduce evidence

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**Teaching Strategies:**

Day 1

1. Model outlining or "flow-charting" your teacher-generated writing piece, focusing on the claim and selecting relevant evidence to develop and support the claim.
  2. Emphasize how to support claims with evidence from texts and demonstrate effect language for doing that. Refer students to page 37 from *THEY SAY, I SAY: THE MOVES THAT MATTER IN ACADEMIC WRITING*. Model the thought process behind selecting the various verbs available to introduce each..."Verbs for Making a Claim", "Verbs for Expressing Agreement", "Verbs for Questioning or Disagreeing", and "Verbs for Making Recommendations."
  3. Encourage students are encourage to ask questions and give input about the teacher's writing choices.
  4. Support students as they begin mapping their own pieces. They should work independently as they select verbs appropriate for each section of their writing pieces.
  5. On Day 2, have students share selected verbs with a partner and elaborate how each verb will be used before drafting the outline.
  6. Collect outlines and provide feedback before students move into drafting the piece.
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**Notes:**

Modeling the selection process of the verbs and the reasoning behind those choices is a very important part for emerging writers to see. Making those types of choices is not a quick process for many young writers. Also, if students are encouraged to talk about their verb selections, they will be more prepared to draft their outlines and the outlines will be more detailed.

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**Accomodations and Interventions:**

Struggling students will benefit from a shorter list of possible verbs in each category.

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**DEVELOPMENT:** Ability to construct an initial draft with an emerging line of thought and structure, integrating researched evidence as support for the claim.

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### **LONG CONSTRUCTED RESPONSE**

Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.

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**Pacing:** 1 day (55 minutes)

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#### **Scoring Guide: work meets expectations if:**

- Completes draft with all required elements
  - Supports the opening in the later sections with evidence and citations.
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#### **Teaching Strategies:**

1. Encourage students to re-read the prompt partway through writing, to check that they are on track.
  2. Teacher reads each draft and conducts a conference with student to discuss "next steps." Pull together small groups of students for appropriate mini-lessons to support their needs as writers.
  3. Turn students back to research as needed to add more details and/or evidence to support their claims.
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#### **Notes:**

This process is tricky because some students are quick drafters and some are slow. Staying on top of students' evolving needs will allow you to help students continue to advance.

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**REVISION:** Ability to use peer and teacher feedback to refine content, structure, language usage, and tone as appropriate to the selected audience in order to meet the purpose

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### **LONG CONSTRUCTED RESPONSE**

Draft your piece, staying focused on your claim and supporting it with relevant, accurately cited evidence.

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**Pacing:** 3 Days (55 minutes each)

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#### **Scoring Guide: work meets expectations if:**

- Provides complete draft with all parts.
  - Supports the opening in the later sections with evidence and citations.
  - Improves earlier edition.
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#### **Teaching Strategies:**

Day 1: Model how to review one's first draft to determine whether the focus is sustained on the claim and how effectively the textual evidence supports it.

Emphasize appropriately quoting and referencing text information.

Day 2: Provide class time for students to begin drafts. Students may need to complete the draft as homework.

Day 3: Have students trade drafts and highlight claims and corresponding evidence in their partner's draft. Ask partners to determine whether their claims were supported by evidence from text or where evidence might be added to strengthen draft. Then have them verify at least one source is cited appropriately (more can be checked if time allows).

Day 4: Read each draft the night before and conducts a quick conference with student with "next steps". Pull together small groups of students for appropriate mini-lessons to support their needs as writers. Turn students back to research as needed to add more details and/or evidence to support their claims.

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**Notes:**

By this time in the unit, students will be able to recognize claims and evidence but might still need help in selecting "appropriate" evidence. Also, students will need help with citing their sources. Students will vary greatly as to how quickly they draft their pieces. The time estimates here may need to be extended.

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**LONG CONSTRUCTED RESPONSE**

Review your draft to make sure you've used the features of your selected format (letter to the editor, commentary or opinion piece, or persuasive letter).

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**Pacing:** 1 day

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**Scoring Guide: work meets expectations if:**

student annotates the draft to note key features of form that have been used

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**Teaching Strategies:**

1. Using models, review the key differences between a letter to the editor, commentary or opinion piece, and persuasive letter.
  2. Have each student review his or her piece to see if it meets the identified criteria.
  3. While it may require an additional day, a student who discovers that another format would be preferable should be encouraged to retool his/her draft.
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**Accomodations and Interventions:**

Provide a "fill-in-the-blank" template for a letter format to assist students in including all expected elements.

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**EDITING:** Ability to proofread and format a piece to make it more effective. Ability to use

peer and teacher feedback to polish a piece for publication.

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### **LONG CONSTRUCTED RESPONSE**

While you are typing your piece into a Word document, revise your draft as need to use appropriate spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.

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**Pacing:** 1 day (55 minutes)

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**Scoring Guide: work meets expectations if:**

- Provides draft free from distracting surface errors.
  - Uses format that supports purpose.
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**Teaching Strategies:**

1. Briefly review selected skills that many students need to improve.
  2. Teach a short list of proofreading marks.
  3. Assign students to proofread each other's texts a second time.
  4. Have students make corrections in their typed pieces.
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**COMPLETION:** Ability to submit final piece that meets expectations for real-world publication as well as for grading

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### **LONG CONSTRUCTED RESPONSE**

Turn in your complete set of drafts, plus the final version of your piece.  
Deliver a copy of your final draft to your intended audience.

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**Pacing:** 1 Day (55-minute period)

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**Scoring Guide: work meets expectations if:**

See the "Meets Expectations" category in the rubric for the teaching task.

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**Teaching Strategies:**

1. Give students a "history of the piece" folder in which to organize the work that supported the final draft.
  2. Support students in publishing the piece--providing envelopes and direction in addressing them, demonstrating how to submit a letter-to-the editor online, showing students how to submit to publications such as Teen Ink ([www.teenink.com](http://www.teenink.com)), providing stationery for students who are writing to their families, etc.
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**Notes:**

Publication is what drives a cycle of writing. It is crucial and should not be skipped!

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## Resources

### *Uploaded Files*

 [Checklist for Evaluating Web Sites.docx](#)

([http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23777/1729802727\\_Jul\\_11\\_2013\\_111937645.docx](http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23777/1729802727_Jul_11_2013_111937645.docx))

Checklist or Evaluating Web Sites.

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 [Facts About Consumption.pdf](#)

([http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23777/1340225875\\_Jul\\_11\\_2013\\_11383282.pdf](http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23777/1340225875_Jul_11_2013_11383282.pdf))

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 [Green Schools Save Money and Energy By Rachel Tuinstra.pdf](#)

([http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23777/958594124\\_Jul\\_11\\_2013\\_114110817.pdf](http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23777/958594124_Jul_11_2013_114110817.pdf))

Show how some innovative students have made a difference.

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 [Our Kitchen Reducing Carbon Footprint.pdf](#)

([http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23777/1893342131\\_Jul\\_11\\_2013\\_114438615.pdf](http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/23777/1893342131_Jul_11_2013_114438615.pdf))

Some ways to reduce our carbon footprint in the kitchen.

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### *Keywords*

 Consumerism

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### *Links\**

 [The Story of Stuff \(N/A\)](#)

(<http://www.storyofstuff.org/>)

This website is the catalyst for this project. Students watch this video and the short animated cartoons associated with it to give them some background knowledge of how we as a society can reduce our carbon footprint.

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\* These Lexile measures were computed automatically and did not undergo human review. They are not certified measures and should not be published or recorded in any way.

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### *Other Resources*

 The Story of Stuff & Loop Scoop animated videos

How do we balance personal, economic, and environmental needs? Before actually




beginning to write, students develop their background knowledge of how to reduce their carbon footprint by watching “Story of Stuff” and also view eight short “Loop Scoop” animated videos: “Electric Gadgets”, “Juice Boxes”, “Magazines”, “Orange Juice”, “Frogs”, “Garbage”, “Happiness” and “Velcro”. As the students view “Story of Stuff”, they capture 10 important points. The class discusses together how each decision to buy a new product impacts the environment. As students watch the eight “Loop Scoop” videos, students determine their level of interest on each topic with a 1 to 5 scale (with “5” being the highest.)

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 “Fast Facts About Consumption”

This on line article give various ways to decrease a persons carbon footprint. Students read this article together as a class.

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 "Our Kitchen-Carbon-Footprint Can be Reduced"


This on line article give various ways to decrease a persons carbon footprint. Students read this article together as a class.

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 Get Real: What Kind of World Are You Buying? by Mara Rockliff


Resource for inquiry on how to decrease carbon footprint.

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 How to Reduce Your Carbon Foot Print by Joanna Yarrow

Resource for inquiry on how to decrease carbon footprint.

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 The Pocket Idiot’s Guide to Your Carbon Footprint by Nancy S. Grant

Resource or inquiry on how to decrease carbon footprint.

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 101 Ways to Reduce Your Carbon Footprint: Simple Things We all Can Do to Lesson

Our Impact on the Environment by Andrea Bohmholdt

Resource for inquiry on how to decrease carbon footprint.

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 Does the Tardus Have a Carbon Footprint? by Rachel Garrett

Resource for inquiry on how to decrease carbon footprint.

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 Green My Home! 10 Steps to Lowering Energy Costs and Reducing Your Carbon

Footprint by Dennis Brewer


Resource for inquiry on how to decrease carbon footprint.

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 How to Reduce your Carbon Footprint by Amanda Bishop

Resource for inquiry on how to decrease carbon footprint.

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 Smart Shopping: Shopping Green (Your Carbon Footprint) by Jeanne Nagle



Resource for inquiry on how to decrease carbon footprint.

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 Reducing Your Carbon Footprint at School by Jeanne Nagle

Resource for inquiry on how to decrease carbon footprint.



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  Reducing Your Carbon Footprint in the Kitchen by Linley Erin Hall  
Resource for inquire on how to decrease carbon footprint.



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  Rachel Carson, Clearing the Way for Environmental Protection by Mike Venezia  
Resource for inquiry on how to decrease carbon footprint.



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  Heroes of the Environment – True Stories of People who are Helping to Protect our Planet by Harriet Rohmer  
Resource for inquiry on how to decrease carbon footprint.



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  You Can Save the Planet – 50 Ways You can Make a Difference by Jacquie Wines  
Resource for inquiry on how to decrease carbon footprint.



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  A River Ran Wild by Lynn Cherry  
Resource for inquiry on how to decrease carbon footprint.



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  Planting the Trees of Kenya – The Story of Wangari Maathai by Claire A. Nivola  
Resource for inquiry on how to decrease carbon footprint.



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  Pale Male – Citizen Hawk of New York City by Janet Schulman  
Resource for inquiry on how to decrease carbon footprint.



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  It's Just a Good Thing to Do by Margaret Holland, Ph.D.  
Resource for inquiry on how to decrease carbon footprint.



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  Thanks & Giving All Year Long by Marlo Thomas  
Resource for inquiry on how to decrease carbon footprint.



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  Earth Day Every Day by Wheeler  
Resource for inquiry on how to decrease carbon footprint.

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  Someday a Tree by Eve Bunting  
Resource for inquire on how to decrease carbon footprint.

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  They Say, I Say, The Moves That Matter in Academic Writing  
This book has fantastic templates that "focus writers' attention not just on what is being said, but on the forms that structure what is being said." Very helpful book for students who are new to argument and students who need a "jump start" in the writing process.

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## Section 4: What Results?

Classroom Assessment Rubric	
Not Yet	
<b>Focus</b>	Attempts to address prompt but lacks focus or is off-task.
<b>Reading/Research</b>	Demonstrates weak use of reading material to develop argument.
<b>Controlling Idea</b>	Establishes a claim and attempts to support an argument but is not convincing; (L2) Attempts to acknowledge competing arguments.
<b>Development</b>	Reasoning is not clear; examples or explanations are weak or irrelevant. (L3) Connection is weak or not relevant.
<b>Organization</b>	Provides an ineffective structure; composition does not address requirements of the prompt.
<b>Conventions</b>	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose.
Meets Expectations	
<b>Focus</b>	Addresses the prompt and stays on task; provides a generally convincing response.
<b>Reading/Research</b>	Demonstrates generally effective use of reading material to develop an argument.
<b>Controlling Idea</b>	Establishes a credible claim and supports an argument that is logical and generally convincing. (L2) Acknowledges competing arguments while defending the claim.
<b>Development</b>	Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument (L3) Makes a relevant connection(s) that supports argument.
<b>Organization</b>	Applies an appropriate text structure to address specific requirements of the prompt.
<b>Conventions</b>	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.

Classroom Assessment Task
None

Exemplar Work
<p><i>Uploaded Files</i></p> <p><a href="#">Student 2 letter Draft 2.pdf</a> (Meets Expectations)  <small>(<a href="http://literacybytechnology.s3.amazonaws.com/worksamplereuploads/23777/1783360664_Jul_11_2013_111127596.pdf">http://literacybytechnology.s3.amazonaws.com/worksamplereuploads/23777/1783360664_Jul_11_2013_111127596.pdf</a>)</small></p> <hr/> <p><a href="#">Student ONE Letter Draft 1 &amp; 2.pdf</a> (Meets Expectations)  <small>(<a href="http://literacybytechnology.s3.amazonaws.com/worksamplereuploads/23777/1477953453_Jul_11_2013_11112797.pdf">http://literacybytechnology.s3.amazonaws.com/worksamplereuploads/23777/1477953453_Jul_11_2013_11112797.pdf</a>)</small></p> <hr/> <p><a href="#">Student 2 letter Draft 1.pdf</a> (Approaches Expectations)  <small>(<a href="http://literacybytechnology.s3.amazonaws.com/worksamplereuploads/23777/191966809_Jul_11_2013_111311868.pdf">http://literacybytechnology.s3.amazonaws.com/worksamplereuploads/23777/191966809_Jul_11_2013_111311868.pdf</a>)</small></p>

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[Student #3 Letter.pdf](#) (Approaches Expectations)

([http://literacybytechnology.s3.amazonaws.com/worksampleuploads/23777/140658613\\_Jul\\_11\\_2013\\_115205523.pdf](http://literacybytechnology.s3.amazonaws.com/worksampleuploads/23777/140658613_Jul_11_2013_115205523.pdf))

This student did not complete draft #2 because she moved out of town, but she had a good start and was approaching expectations.

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*Comments*

Author Notes

Other Comments