

<b>Task Title</b>	For It or Against It—Make It Flow!
<b>Grade Level</b>	6
<b>LAFS</b>	<p>LAFS.6.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>• LAFS.6.W.1.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> </ul>
<b>Description</b>	The student will revise writing to bridge the relationship among his or her claims and reasons by adding words, phrases, and clauses to his or her writing.
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Writing samples from tasks: LAFS.6.W.1.1a “For It or Against It—Tell Me Why,” LAFS.6.W.1.1b “For It or Against It—Give Me the Facts!” and LAFS.6.W.1.1e “For It or Against it—I’ve Proved my Point!”</li> <li>• Projector, scanned-image LCD projector, document camera, or overhead projector</li> <li>• Words, Phrases, and Clauses List (one per student)</li> <li>• Teacher checklist</li> </ul>
<b>Considerations for Planning</b>	<ul style="list-style-type: none"> <li>• This task may be bundled with three other tasks in the following recommended sequence: LAFS.6.W.1.1a “For It or Against It—Tell Me Why?” LAFS.6.W.1.1b “For It or Against It—Give Me the Facts!” LAFS.6.W.1.1e “For It or Against It—I’ve Proved My Point,” and LAFS.6.W.1.1c “For It or Against It—Make It Flow!”</li> <li>• Students will need copies of their writing assignments from “For It or Against It—Tell Me Why” (introductory paragraph), “For It or Against It—Give Me the Facts!” (body paragraphs), and “For It or Against It—I’ve Proved My Point” (concluding paragraph).</li> <li>• Students have prior knowledge of and experience with utilizing transitional words, phrases, and clauses to establish relationships among claims and reasons.</li> <li>• Students have prior knowledge of and experience with the rhetoric of argument.</li> <li>• Students have prior knowledge of and experience introducing a precise claim and providing reasons and evidence to support claims.</li> <li>• Students have prior knowledge of and experience determining the relevance of evidence used to support a claim.</li> <li>• Students have prior knowledge of and experience utilizing credible sources to support a claim.</li> <li>• Students have prior knowledge of and experience utilizing a formal writing style.</li> </ul> <p><b>English Language Learner Considerations:</b></p> <ul style="list-style-type: none"> <li>• ELLs may need teacher to go over the handout “Words, Phrases and Clauses” and discuss the meaning of key words and phrases.</li> <li>• ELLs may need instructional assistance revising, editing, and polishing own written work due to unfamiliarity with English sentence structure.</li> <li>• ELLs’ lack experience with English cohesive devices and may need specific instruction as to how to use them appropriately.</li> <li>• Pair or group ELLs with proficient English-speaking students for collaboration on the writing task.</li> <li>• Writing is the most complex form of expression in any language, and</li> </ul>

	<p>ELLs may find it extra difficult to express themselves in written form in English. Sentence structures vary greatly among different languages, and ELLs may struggle to learn and/or adapt to writing in English.</p> <ul style="list-style-type: none"> <li>• If necessary, allow the use of a bilingual dictionary.</li> </ul>
<b>Time Allotment</b>	40–50 minutes
<b>Group Size</b>	Whole class

## Task Directions

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1. Teacher introduces the task and states the overall purpose, expectations for students, and why the task is important. Teacher says, “You are to ensure that the ideas presented in your writing are connected cohesively using appropriate words, phrases, and clauses. You will edit your writing to ensure that the relationship among your claims and reasons are clearly and logically expressed by appropriate use of words. It is important for the reader to follow your claims and reasons and better understand your stance in your writing.”
2. Teacher presents task directions to students, going over the various steps, student expectations, and materials.
  - Teacher distributes students’ previously completed Directed Note-taking Graphic Organizer and writing drafts from “For it or Against It—Tell Me Why” (introductory paragraph), “For It or Against It—Give Me the Facts!” (body paragraphs), and “For It or Against It—I’ve Proved My Point” (concluding paragraph).
  - Teacher models the task by first, sharing his/her introductory, body, and concluding paragraphs, displaying the list of key words, phrases, and clauses, and then, adding key words, phrases, and clauses to writing to strengthen the stance.
  - Teacher instructs students to revise their own writing by adding words, phrases, and clauses to strengthen their writing. Teacher instructs students to underline the revisions.
3. While students engage in the task, teacher observes, asks questions, and assists students. Teacher utilizes rubric and checklist to determine student performance based on common misconceptions/errors, identify appropriate questions to ask students to elicit evidence of student thinking, and determine next steps for instruction.

### Rubric: For It or Against It—Make It Flow!

<b>Level 1:</b> The student demonstrates a <b>beginning understanding</b> of using words, phrases, and clauses to clarify the relationships among claims and reasons.		
Misconception/Error	Questions for Eliciting Thinking	Instructional Implications
<p>Student does not accurately use words, phrases, or clauses to clarify the relationships among their claims and reasons.</p>	<p>“What words can be used to connect the ideas you have presented in your writing?”</p> <p>“What other words can be used to connect the ideas in your writing?”</p>	<p>Model how to use words and phrases to connect claims and evidence.</p> <p>Model pieces of writing that incorporate and don’t incorporate the use of words and phrases to connect claims and evidence.</p>
<p><b>English Language Learner Misconceptions:</b></p> <p>ELL may not have sufficient command of English to determine the appropriate word, clause, or phrase to use in revising written work.</p> <p>ELLs may lack sufficient grasp of English language structures to write cohesive text.</p>	<p><b>English Language Learner Considerations:</b></p> <p>“Can you tell me what the different sections in the handout mean? Can you tell me the meaning of the words in each section? Can you show me the words you do not understand?”</p> <p>“What were you trying to write in this sentence? How can you rewrite it to make it more emphatic? What words can you use to clarify the point you are making? What phrase would help tie this sentence to the previous one?”</p>	<p><b>English Language Learner Considerations:</b></p> <p>Explain to ELLs the purpose of the handout provided and go over each section, identifying the meaning and purpose of the words and phrases. Model how to use them in sentences and why they are important to use in writing.</p> <p>Teachers may use a sentence diagram to show ELLs how to use these words to create an effective sentence and show a writing sample of how these words and phrases help connect the sentences to each other.</p>

<b>Level 2:</b> The student demonstrates <b>some understanding</b> of using words, phrases, and clauses to clarify the relationships among claims and reasons.		
Misconception/Error	Questions for Eliciting Thinking	Instructional Implications
<p>With partial accuracy, the student uses words, phrases, and clauses to clarify the relationships among claims and reason.</p> <p><b>English Language Learner Misconceptions:</b></p> <p>ELLs may need assistance in choosing the appropriate word or phrase from the handout to connect ideas and sentences in their writing.</p> <p>ELLs may have a limited grasp of English vocabulary and language structures to express ideas and use cohesive devices in writing tasks.</p>	<p>“Can some of your ideas be better clarified or connected?”</p> <p><b>English Language Learner Considerations:</b></p> <p>“Can you tell me which of these words you would use to make your point stand out? Which word is best to use to link these two sentences?”</p> <p>“What expression can you use to improve this sentence? Does it make it clearer? Does it connect it to the previous sentence?”</p>	<p>Review how to add words or phrases to writing that clarify the relationships among claims and reasons.</p> <p><b>English Language Learner Considerations:</b></p> <p>Model how to use the sections and words in the handout in sentences and show how they can improve the whole written passage.</p> <p>Show ELLs how to use these words to create an effective sentence and show a writing sample of how these words and phrases help connect the sentences to each other.</p>

<b>Level 3:</b> The student demonstrates a <b>complete understanding</b> of using words, phrases, and clauses to clarify the relationships among claims and reasons.		
Misconception/Error	Questions for Eliciting Thinking	Instructional Implications
Student accurately uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons, with self-correction or teacher prompting.	“Describe how you go about determining the best use of words when supporting your evidence and claims.”	Provide opportunities for student to utilize transitional expressions to establish relationships among claims and reasons.

<b>Level 4:</b> The student demonstrates an <b>advanced understanding</b> of using words, phrases, and clauses to clarify the relationships among claims and reasons.		
Misconception/Error	Questions for Eliciting Thinking	Instructional Implications
Student accurately uses words, phrases, and clauses to clarify the relationships among claims and reasons.	“How does the use of this word, phrase, or clause assist the reader in clarifying the relationship between the claim and reasons?”	Provide opportunities for student to read above-grade-level texts with presented arguments and allow student to explain how words, phrases, and clauses assist the reader in clarifying relationships between claims and reasons.

**Q1 Does the student use words, phrases, and clauses to clarify the relationships among claims and reasons?**

**Level 1, Level 2, Level 3,  
or Level 4**

## Observation notes

[illegible]

## Words, Phrases, and Clauses List

<b>additional</b>	Words, phrases, and clauses to show <b>additional</b> claims or reasons:
<ul style="list-style-type: none"> <li>also, again, as well as, besides, furthermore, in addition, likewise, moreover, similarly</li> </ul>	
<b>cause and effect</b>	Words, phrases, and clauses to show <b>cause and effect</b> in claims or reasons:
<ul style="list-style-type: none"> <li>accordingly, as a result, consequently, for this reason, for this purpose, hence, otherwise, so then, subsequently, therefore, thus, thereupon, wherefore</li> </ul>	
<b>compare and contrast</b>	Words, phrases, and clauses to <b>compare and contrast</b> claims or reasons:
<ul style="list-style-type: none"> <li>in contrast, by the same token, conversely, instead, likewise, on one hand, on the other hand, on the contrary, rather, similarly, yet, but, however, still, nevertheless</li> </ul>	
<b>emphasize</b>	Words, phrases, and clauses to <b>emphasize</b> claims or reasons:
<ul style="list-style-type: none"> <li>most importantly, above all, chiefly, with attention to, especially, particularly, singularly</li> </ul>	
<b>summarize</b>	Words, phrases, and clauses to <b>summarize</b> claims or reasons:
<ul style="list-style-type: none"> <li>after all, all in all, all things considered, briefly, by and large, in any case, in any event, in brief, in conclusion, on the whole, in short, in summary, in the final analysis, in the long run, on balance, to sum up, to summarize, finally</li> </ul>	
<b>restate</b>	Words, phrases, and clauses to <b>restate</b> a claim or reason:
<ul style="list-style-type: none"> <li>in essence, in other words, namely, that is, that is to say, in short, in brief, to put it differently</li> </ul>	
<b>sequence</b>	Words, phrases, and clauses to <b>sequence</b> claims or reasons:
<ul style="list-style-type: none"> <li>at first, first of all, to begin with, in the first place, at the same time, for now, for the time being, the next step, in time, in turn, later on, meanwhile, next, then, soon, the meantime, later, while, earlier, simultaneously, afterward, in conclusion, with this in mind</li> </ul>	
<b>illustrate</b>	Words, phrases, and clauses to <b>illustrate</b> a claim or reason:
<ul style="list-style-type: none"> <li>for example, for instance, for one thing, as an illustration, illustrated with, as an example, in this case</li> </ul>	