Reading Selections for This Module


Module Description

Extreme Sports: What’s the Deal? was developed for use in the second semester of ninth grade and will require two to three weeks of class time. This module explores the function of rhetoric in expository prose and fosters students’ abilities to generate a rhetorical claim and support it with relevant references. Students are asked to annotate and analyze the relevance of specific references. The unit culminates with students generating an essay based on a quote regarding risk-taking; subsequent instruction focuses on revising the essay to improve focus, content, and organization.

Acknowledgments

The contents of this curriculum module were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

Funding was provided for the initial development of this curriculum module by the Merced County P-16 Education and Community Council through an Advanced Placement Incentive Program grant.

Additional funding was provided by The California State University. Funding was also provided by the Fresno County Office of Education through an Investing in Innovation Development Grant, including these foundation partners: The Rosalinde and Arthur Gilbert Foundation, The William and Flora Hewlett Foundation, Walter S. Johnson Foundation, California Community Foundation, and James Irvine Foundation.
Module Background

Extreme sports pique our interest in many ways. We marvel at the risk the participants take and the uncertainty of the outcome. We question who came up with these crazy ideas and ask ourselves, “Would I ever be able to do something like that?”

This unit explores what may motivate people to take such risks. Students will explore various types of extreme sports and the accompanying risks associated with these activities. In “The World’s Most Dangerous Sports,” Clare Davidson discusses the qualifications for a sport to be considered extreme and provides multiple examples of such sports with statistics such as cost and location. Jones, in the article “A Solemn Warning to Wingsuit Flyers” uses ethos in conjunction with information and statistics about the dangers of wingsuit flying, in particular the flight that claimed Geoffrey Robson’s life.

Students will analyze opposing views regarding participation in extreme sports. In “Extreme Sports Not About Risk-taking: Study,” Eric Brymer explores the concept of whether adrenaline junkies are the ones drawn to such activities while “Camp for Kids With Autism Offers Extreme Therapy,” by John Donvan, offers surprising benefits of participation in extreme sports for autistic children. Donvan uses testimonial to support findings that such participation can aide autistic children’s ability to cope with their world.

Module Objectives

In addition to the focus on the Common Core State Standards, the unit also emphasizes the following.

Students will be able to

• Annotate a text with purpose
• Identify counterarguments and their role in effective writing
• Analyze the effect that loaded words and phrases have on argument
• Analyze the structure and format of documents
• Evaluate the importance of an appropriate tone in exposition
• Evaluate the effect of various forms of ethos, pathos, and logos
• Create organized research notes

Note: The activities for students provided in the Student Version for this module are copied here in the Teacher Version for your convenience. The shaded areas include the actual activities the students will see. The use of italics in the shaded areas generally indicates possible student responses and may be interspersed with notes to the teacher that are not shaded. If there are notes to the teacher within the shaded areas, they are indicated by italics and parentheses.
Reading Rhetorically

Prereading

Getting Ready to Read

Have students brainstorm words that they associate with extreme sports. Record their words on chart paper to leave hanging in the room for the duration of the lesson. Have the students refer to the brainstormed list for the Getting Ready to Read Activity.

A note to students: You will be doing a unit on extreme sports that will provide you an opportunity to think about various sports that people engage in, the reasons they engage in these sports, and your own responses to them. Please be sure to save all of the work you do related to the unit for the end of unit assignment. You will find the final assignment much easier to write if you keep your work organized and readily available.

Activity 1: Getting Ready to Read

Now that you have brainstormed words that you associate with extreme sports, write for five minutes on the following topic:

Quickwrite: Are extreme sports a good idea? Why or why not?

Ask students to share their thoughts with the class. Select one or two volunteers or non-volunteers to express their thoughts. You may wish to lead students through a brief discussion analyzing the different opinions of their classmates, pointing out to students that they have begun to form a possible thesis for the paper they will be assigned.

Have the students keep their quickwrite and each of the activities they create during the unit. They will use them to draft and inform their final assignment.

Exploring Key Concepts

For Activity 2, prepare a PowerPoint slide show, or bring in magazine photos of extreme sport(s) activities. Base Jumping, X Games, Super Cross, Street Luging, Skateboarding, Snowboarding, Cage Fighting, Hang gliding would work well.

Ask students to work in pairs to discuss what they feel is the reason why people are attracted to such activities. Ask for pairs’ responses, and generate a list of the top three reasons on the board. Reasons may include the following: popularity or fame, money, thrill-seeker, boredom, love to shock people, to challenge self, or to overcome one’s own fears.
Activity 2: Exploring Key Concepts

You will see several photos of different extreme sport activities.

Working with your group, list as many words as you can that explain why people are drawn to such dangerous activities.

Next, with your group members, rank your findings in order. What is the number one reason you think people participate in extreme sports followed by the second reason and so on.

Then, in your groups discuss your views on the relationship between participation in extreme sports and potential outcomes. Create a cause/effect diagram for your group’s top five to eight ideas, using arrows to connect the words that you think share a relationship.

To further build background information and expose students to the language associated with extreme sports, jigsaw the article “The World’s Most Dangerous Sports.” Read the first nine paragraphs as a class, and then have students jigsaw the remaining sections. Students should summarize or paraphrase each section. You may wish to have students create a graphic organizer highlighting the most important information and present their findings to classmates.

This article provides brief summaries of several extreme sports. Having students work with the first portion of this text provides them with the background knowledge to better understand the other readings in this module.

Activity 3: Exploring Key Concepts—Background Information

Look at the pictures in Claire Davidson’s article “The World’s Most Dangerous Sports.” Do these pictures motivate or frighten you?

Answers will vary.

Discuss the significance of the differing opinions in the class and the ways they may reflect people’s views towards extreme sports.

Now read the first nine paragraphs of “The World’s Most Dangerous Sports” by Claire Davidson to better understand extreme sports. Next, break into groups. Each group will be responsible for reading one of the ten sections about specific sports and then presenting their findings to the class.
After hearing the presentations, discuss the reading as a class before moving on to the next activities in the module. The two questions below may help to initiate class discussion.

- What do you think is the purpose of Claire Davidson’s article?
  “The World’s Most Dangerous Sports” is from a magazine and looks as though it will be more informational.

- After reading Clare Davidson’s “The World’s Most Dangerous Sports,” were your reactions to the pictures verified by the information in the text? Now that you have read the essay, are the activities motivating or frightening? Provide one reason for your conclusion.
  Answers will vary, but students should have evidence to support their claims. Students may draw their evidence from the pictures and/or the text.

Your group is now ready to complete one of the following:
- Summarize or paraphrase each paragraph in your section in a sentence.
- Create a graphic organizer highlighting the most important information.
Present your summaries or graphic organizers to your classmates.

As the final phase of the activity, groups should briefly share their summaries or graphic organizers. This will allow all groups to hear about all of the extreme sports highlighted in the Davidson article.

**Surveying the Text**

Surveying the text gives students an overview of what the reading selection is about and how it is organized and presented. Surveying also helps readers create a context for making predictions and generating questions to guide their ongoing reading.

Before reading the article(s), direct students’ attention to the titles and have them answer the following questions.

Activity 4 includes questions for surveying each of the texts individually. As students need to be experts on each article’s contents, it is recommended that Activity 4 questions be applied as each article is surveyed. Questions were combined into one activity for clarity. Each question should be addressed as individual articles are addressed.

**Activity 4: Surveying the Text**

Before you read “Extreme Sports Not about Risk-taking: Study,” “Camp for Kids with Autism Offers Extreme Therapy,” and “A Solemn Warning to Wingsuit Fliers,” discuss the following questions:
1. What does the title “Extreme Sports Not About Risk-taking: Study” tell you about the author’s position or point of view on the dangers and reasons people participate in extreme sports?

“Extreme Sports Not About Risk-taking: Study” suggests that participants are not motivated by risk.

2. What do you think is the purpose of these articles?

To inform the reader why some people choose to take part in extreme sports.

3. What does the title “Camp for Kids with Autism Offers Extreme Therapy” suggest about this author’s position or point of view on the dangers and reasons people participate in extreme sports?

Donvan’s article includes the word ‘therapy’ so he will most likely be supportive of the camp.

4. What does the title “A Solemn Warning to Wingsuit Fliers” suggest about the author’s position or point of view on the dangers and reasons people participate in extreme sports?

“A Solemn Warning to Wingsuit Fliers” has the word warning; the author might be arguing against the sport. It will include author’s opinions and biases.

5. On the basis of the title of Jones article, what do you think the author’s position will be? Consider the source. Is it a blog, an editorial, or a report of information?

Students may begin to question the credibility of the article based on where it was published.

6. Based on the titles, in what ways do you think Jones article, “A Solemn Warning to Wingsuit Fliers,” will be similar or different to the Donvan article, “Camp for Kids with Autism Offers Extreme Therapy”? In what ways do you think it will be different?

Students should recognize that one author presents a warning about extreme sports while the other is offering extreme sports as a way to possibly benefit autistic children.

Making Predictions and Asking Questions

When you assign the articles, engage the students in Activity 5. As in Activity 4, Activity 5 includes questions for making predictions for each of the texts individually. It is recommended that you use the kind of questions in Activity 5 for all of the readings. Questions were combined into one activity for clarity. Each question should be addressed as individual articles are addressed.
Activity 5: Making Predictions and Asking Questions

Discuss the following items regarding the articles “Extreme Sports Not About Risk-taking: Study,” “Camp for Kids with Autism Offers Extreme Therapy,” and “A Solemn Warning to Wingsuit Fliers”:

1. Read the first four paragraphs of “Extreme Sports Not About Risk-taking: Study.” What arguments do you think the author will make?
   The text suggests people participate in extreme sports for reasons other than the risk. People are aware of the risk but participate for more complex reasons than just risk.

2. Where does the introduction end in the article “Extreme Sports Not About Risk-taking: Study”?
   The introduction ends after the third paragraph; the first three paragraphs are generalizations about people's views on extreme sports and introduce us to Dr. Brymer's views. The fourth begins with Dr. Brymer's specific findings and the purpose for the paper.

3. Read the first five paragraphs of “A Solemn Warning to Wingsuit Fliers.” According to the text, was your original prediction about the author's content and purpose correct?
   The phrase ‘Today Geoffrey Robson is dead’ implies he's at fault for his own death.

4. Where does the introduction end in the article “A Solemn Warning to Wingsuit Fliers”?
   The introduction ends after the third paragraph; the first three paragraphs tell us why the article was written about Robson and give background information.

5. Read the first two paragraphs of ABC News “Camp for Kids with Autism Offers Extreme Therapy.” What question would you most like to ask Donvan?
   What is autism? What does autism have to do with taking extreme risks?

6. In the last paragraph of Donvan's article, what word or phrase seems to give his argument ethos (credibility)?
   He offers proof because he states that “…the camp works: Most of the campers come back…”

7. Reword the titles and subtitles, and turn them into questions to be answered after you have read the full articles.
   • What is the Solemn Warning to Wingsuit Fliers?
   • Are Extreme Sports About the Risk-taking?
   • How does the camp benefit kids with autism?

8. Read the last paragraph in each article. How are they different?
   • Jones’s article ends with condolences to those close to Robson.
   • Donvan’s ends with praise for the camp and its success
• “Extreme Sports Not about the Risk…” ends with testimony acknowledging people participate for reasons other than an adrenaline rush.

9. Where were each of these articles published? Does it matter?

(Discuss each author's purpose or motivation as it relates to the place of publication. What kind of an editorial review process might these articles have undergone? Does that matter?)

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**Understanding Key Vocabulary**

Teaching selected key words crucial to the concepts of the text in advance of reading, and then reinforcing them throughout the reading process is an important activity for students at all proficiency levels. Knowledge of these word meanings can significantly shape text comprehension. After students have read the text the first time, they can identify additional key words and phrases essential for making meaning.

Activity 6 will help students determine how familiar they are with some words and phrases that appear in the readings. It will also help draw students’ attention to particular words that are important in order to understand the articles.

Have students complete the chart and discuss their knowledge of the words as a class or in small groups. The self-assessment chart will also help identify words for which some students will need direct instruction. Students should complete a separate self-assessment chart for each article.

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**Activity 6: Understanding Key Vocabulary—Self-Assessment Chart**

This vocabulary self-assessment chart will help you think about whether or not a word is familiar to you and to what degree. It will also help draw your attention to particular words that are important to understanding the article.

Check the box that best shows your familiarity with each word or phrase. Once you have completed the checks for each box, locate concise definitions to fill out the chart. Write the definition in the space provided. The last two are blank for words you may wish to add.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Know it</th>
<th>Heard it</th>
<th>Don't know it</th>
</tr>
</thead>
<tbody>
<tr>
<td>adrenaline junkies</td>
<td>those addicted to the rush adrenaline produces when taking risks or facing danger</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>syndrome</td>
<td>an idea or affliction causing suffering to someone</td>
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</tbody>
</table>
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Word Table

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Know it</th>
<th>Heard it</th>
<th>Don’t know it</th>
</tr>
</thead>
<tbody>
<tr>
<td>lose inhibitions</td>
<td>ignore internal warning signs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>aversion to risk</td>
<td>our natural resistance to risk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>genetic condition</td>
<td>trait linked to our DNA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>unsanctioned</td>
<td>not official</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>autism</td>
<td>people for whom stimulation drastically affects their behavior</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>visceral</td>
<td>instinctive</td>
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</tbody>
</table>

Key words and phrases for “Extreme Sports” might be those listed in the table above.

The next activity builds on students’ growing understanding of the vocabulary words that are vital to understanding the readings in this module. A semantic map can be useful in helping students to visually explore the ways in which words work in the texts they are reading.

Have students work together as a class to create semantic maps (or webs) for these key words and phrases. Write each one on the board or on an overhead projector, and then ask students to generate related categories (or you may suggest the categories). Then ask students to generate specific examples.

### Activity 7: Understanding Key Vocabulary—Semantic Map

A semantic map (or web) will help you organize the important or unfamiliar terms you need to know in order to understand the text.

Work together to create a semantic map for each of the following words or phrases:
- adrenaline junkie
- syndrome
- lose inhibitions
- aversion to risk
- genetic condition
- unsanctioned
- autism
- visceral
1. Write the topic in the top blank of the map (diagram below).
2. Create categories based on the topic, or use the three provided.
3. List words that fall under the categories.

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**Reading**

**Reading for Understanding**

The first reading provides a sense of the text and helps readers identify main ideas as well as evidence to support their developing interpretations. Students initially read with the grain, or “play the believing game,” agreeing with the author as they examine their predictions.

For Activity 8, articles should be read one at a time.

Say-Mean-Matter activities may be used for each article. Allow students time to discuss and share their completed charts in small groups.

**Activity 8: Reading for Understanding**

As you read, think about the predictions you have made. Then answer the following questions:

1. Of your original predictions, which were correct? Which did you have to modify as you reread Medical News Today’s “Extreme Sports Not About Risk-taking: Study”?

   *I predicted the article would explain adrenaline is not the reason people are addicted to extreme sports. Although this was true, I found that people are addicted for other reasons (e.g., the need to control the risk factors, through careful preparation, involved in extreme sports).*

2. Using a highlighter, identify the sentence that includes the main idea of this article.

   *Paragraph 3: Dr. Brymer found that the opposite was true.*
3. After reading Jones’ “A Solemn Warning to Wingsuit Flyers,” respond to the following by completing a Say-Mean-Matter chart:
   
   • Does Jones have a position or bias on the issue?
     
     Says: Wingsuit flying is very dangerous
     Means: She sees people really enjoy it even though it’s dangerous
     Matters: She implies that people need to make up their own mind if this is for them or not.
   
   • What, if anything, does Jones suggest needs to be done about the issue?
     
     Say: Jones doesn’t make any explicit suggestions.
     Mean: She just recognizes that in spite of the danger it will become “undoubtedly popular.”
     Matter: I think she feels people are willing to accept the risks.

4. After reading Donvan’s “Camp for Kids with Autism Offers Extreme Therapy,” select one phrase, statement, or fact that surprised you about kids with autism. Explain the reasons for your surprise and the evidence offered by Donvan to support the phrase, statement, or fact.

   Answers will vary but might include
   
   Say: ‘Gilstrap wants campers to struggle, but only so much.
   Mean: He wants them to achieve difficult goals and overcome their personal obstacles.
   Matter: This shows he has kids’ best interests in mind.

Next, have students use Say, Mean, Matter to move beyond literal-level thinking. This will help students pick information and analyze its value to support their written claims. This activity will help students provide the commentary and support for the information they choose to include as support for their claim or thesis. This can be repeated for each article as needed. To keep student notes organized, provide a new copy of the Say, Mean, Matter chart for each article used.

**Activity 9: What Does the Text Say, Mean, Matter?**

You identified some important facts or points from each of the articles in the previous activity. Using the table below, record what those points “say,” what they actually “mean,” and why they are important.
Considering the Structure of the Text

Considering the structure of the text, or otherwise graphically representing different aspects of the text, helps students gain a clearer understanding of the writer’s rhetorical approach to the text’s content and organization. Such activities also often lead to further questions and predictions that will help students analyze and more effectively comprehend what they have read.

Activity 10: Considering the Structure of the Text—Rereading the Text

As you reread the texts, evaluate the organization of each author’s argument or text. Was the information presented in a plot line like a narrative text or story? Was a problem stated and then solutions discussed, or were details explained in a cause and effect organization with the author explaining an event and its consequences?

Answer the following questions:

1. How was Jones’ article, “A Solemn Warning to Wingsuit Fliers,” organized?
   - Sequential—it gives background on Robson, his qualifications, and the facts behind his death.

2. How was Donvan’s article organized? Is there a sequence of events, or does he begin by identifying a problem and stating what the camp does for the kids?
   - Problem / solution—autism is defined; kids are mentioned that are diagnosed with it; how the camp benefits (affects) them is discussed.

3. How was the “Extreme Sports Not About Risk-taking: Study” article organized?

4. How was the Davidson article organized?
The next activity asks students to consider how the headings work within these readings. This activity builds upon students’ growing understanding of how texts are structured—and an understanding of how that structure can aid their reading comprehension.

In small groups, ask students to reread one or two articles; have students identify the organizational patterns of each point in the texts. This activity calls for students to map out or otherwise graphically represent the organization of the text. By doing so, they will gain a clearer understanding of the writer’s approach to the content of the essay. The process will lead to further questions that will help students analyze what they have read. Asking students to make headings is a way to help them begin to summarize as well as see the organization of the material.

Activity 11: Analyzing Headings

Look at the texts that have headings. Examine how the headings work. On a separate piece of paper, answer the following questions:

1. Do they divide large portions of text into manageable sections?
2. Do they give a brief summary of the content in the next few paragraphs?
3. Do they provide key words for the reader?
4. Do some of the headings seem to recur, indicating that the headings are used regularly by scholars in the discipline?

Now that you have seen how headings work, provide headings for the articles that don’t have them. Then compare your headings with those of one or two of your classmates.

(Answers will vary, but students might come up with headings similar to these:)

**Article 1: “Extreme Sports Not About Risk-taking: Study”**
- Before paragraph 9: Preparation Lowers Risks
- Before Paragraph 12: It’s Not About Luck

**Article 3: Jones “A Solemn Warning to Wingsuit Flyers:”**
- Before Paragraph 1: Why the Warning
- Before paragraph 6: Wingsuit Flying not alone.

Since some articles do not include headings, you might wish to have students map the content using clustering or webbing.

Scaffolding using “I do, We do, We do together, You do” might be a useful strategy here.
Activity 12: Word Bank

For Jones’ article, “A Solemn Warning for Wingsuit Flyers,” support the unique headings you created by completing the graphic organizer with words or phrases from the text that provided the evidence you based your headings on.

Write your heading in the center of the organizer. For the other circles, choose an active verb from the word bank that best describes what you feel to be the author's intent; then provide the words and phrases from the text you based your claim on. Use quotation marks to identify the author’s words. This will allow you to give credit to others’ words when you use them to make and support your own points in your writing later in the unit.

Active Verb Word Bank

Informs, persuades, denies, argues, justifies, elaborates, introduces, concludes…

Noticing Language

The purpose of Activity 13 is to make students aware of how particular language features are used in written texts so students will be better able to comprehend them and subsequently incorporate these features into their own writing.

There are many ways to examine language. One way is to have students scan or reread a document looking for “loaded words,” literal and figurative words and phrases that reveal an author’s bias on an issue or point in a text. When students find and analyze these loaded words, using contextual clues can help them identify several features of language. This examination highlights literal versus figurative meanings. It can also help students identify why and how the loaded words matter. Loaded words are often strong or direct verbs, adjectives, and adverbs.

Allow students to work in groups using the following activity for each of the articles as you see fit. Some possible loaded words might include

“The World’s Most Dangerous Sports”: live for the moment, incredulously, extraordinary, adrenaline junkies

“Camp for Kids with Autism Offers Extreme Therapy”: hit, violent, wicked, coax, another taste

“A Solemn Warning to Wingsuit Flyers”: inherent, ambition, immensely
Activity 13: Noticing Language—Loaded Words Graph

In the article “Extreme Sports Not About Risk-taking: Study,” look for “loaded words” that clearly show the author has an opinion or bias about a fact or piece of information he or she included. For example, in paragraph 3, the author uses the phrase “adrenaline junkies.” This phrase is “loaded” because it suggests some people perceive extreme sports participants as reckless and the use of the term “junkies” suggests they are like drug addicts.

Scan the remaining articles searching for “loaded” words, and complete the table. Try to list at least two words per article.

<table>
<thead>
<tr>
<th>Loaded Word or Phrase</th>
<th>Literal Meaning</th>
<th>Figurative Meaning</th>
<th>Author’s Bias Suggested</th>
<th>Article / Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>“adrenaline junkies”</td>
<td>people who crave adrenaline</td>
<td>thrill seekers, risk takers</td>
<td>reveals some in society may have a negative connotation towards extreme sports participation</td>
<td>“Extreme Sports…”</td>
</tr>
</tbody>
</table>

Annotating and Questioning the Text

During the initial reading, the recommended strategies encouraged students to read “with the grain,” “playing the believing game.” In rereading, it is helpful if students read “against the grain,” or “play the doubting game.” This is when the conversation shifts, and the reader begins to question the text and the author.
An effective strategy to improve comprehension is the I-Chart. The purpose of this graphic organizer is to help compare and contrast key ideas from the articles to significant issues presented and the points each author makes about the issue(s) so that each author’s position can be analyzed.

As students reread the articles in this module, have them complete an I-Chart. Scaffolding an article, using an “I do, We do, We do together, You do” approach, may help students eliminate false starts as they analyze the content of the remaining articles in small groups or on their own.

One approach to rereading the articles might be to divide the class into groups and have them reread one article very carefully and then report to the class as a whole what they discover. You could have groups reread the same article and compare findings. If articles are too difficult, have the students “chunk” the articles.

No matter how the information is acquired, students should take notes on their charts. Therefore, whether you decide to do this as an individual activity, a small-group exercise, or a whole-class assignment, you should provide a chart for each student for purposes of note-taking and studying. Then they will have some valuable information available as they approach their writing assignment.

This I-Chart asks three questions that each article addresses in some way.

**Activity 14: I-Chart**

As you reread the articles by Donvan, Jones, and Medical News Today, identify ways people who participate in extreme sports are characterized, statements that show how the author feels about extreme sports participants, and, finally, any effects of extreme sports.

<table>
<thead>
<tr>
<th>Article</th>
<th>How does the article characterize people who participate in extreme sports?</th>
<th>What is the author’s bias on extreme sports?</th>
<th>What are the effects of extreme sports?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“A Solemn Warning to Wingsuit Flyers”</td>
<td>Wingsuit flying is very dangerous.</td>
<td>She sees people really enjoy it even though it’s dangerous.</td>
<td>She implies that people need to make up their own mind if this is for them or not.</td>
</tr>
<tr>
<td>“Extreme Sports Not About Risk-taking: Study”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Camp for Kids with Autism Offers Extreme Therapy”</td>
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</tr>
</tbody>
</table>
Davidson’s article has a very casual but direct tone. She blends her own analysis and opinions with facts and information for the sports on which she reports.

The next activity helps students see the ways in which authors organize their writing.

You may want to have students work on their own or in small groups. Ask students to pair-share, comparing their findings with their classmates’. Then discuss their findings as a class.

**Activity 15: Annotating and Questioning the Text**

As you reread Davidson’s article, make annotations to identify the following:

1. Draw a line where the introduction ends. Where does the author stop making general statements and begin making a specific point about extreme sports?
   
   *(You may want to focus this analysis on the first nine paragraphs in the article. Paragraphs 10-30 are divided into sections addressing 10 different extreme sports.)*

2. Draw a line where the conclusion begins.
   
   *(See comment in #1.)*

3. Divide the remaining text into sections. Identify the issue or problem being addressed in each section:
   
   - Label each point or topic sentence at the beginning of each sentence in either the margin or the space between each line.
   - Label the first point P1, the second P2, and so on.

4. Identify the author’s supporting evidence in each section:
   
   - Use parentheses ( ) to identify the facts, opinions, and comments the text provides to support each point.
   
   The parentheses should begin at the end of one point and include each supporting commentary until the next point begins.

   - Then label the second point P2.
Postreading

Summarizing and Responding

The rhetorical précis activity can be used to reinforce main ideas and points. It will give students the opportunity to clearly see an author’s claim and purpose for writing and the voice with which they address the audience, all of which are crucial to rhetorical writing.

Students are now ready to analyze the text(s). Encourage them to refer to their vocabulary charts, annotations, and I-Charts as they create their précis.

Break the class into groups, and assign each group one of the texts for writing a précis. Assigning two groups to an article may be useful to have multiple models to compare and discuss.

Activity 16: Summarizing and Responding—Rhetorical Précis

Write a rhetorical précis of the assigned article. A précis is a shorter version of the text that contains four concise sentences.

1. In a single coherent sentence, give the following:
   • Name of the author, title of the work, date
   • A rhetorically accurate verb (such as “assert,” “argue,” “deny,” “refute,” “prove,” “disprove,” “explain,” etc.)
   • A that clause containing the major claim (thesis statement) of the work

2. In a single coherent sentence, give an explanation of how the author develops and supports the major claim (thesis statement).

3. In a single coherent sentence, give a statement of the author’s purpose, followed by an “in order” phrase.

4. In a single coherent sentence, give a description of the intended audience and/or the relationship the author establishes with the audience.

Sample Précis:

In Lola Jones’ April 2010 article “A Solemn Warning to Wingsuit Flyers,” she attests that although some flyers may be qualified, they may still die participating in the sport of wingsuit flying. Jones lays out Robson’s ordeal by beginning with a resolution and then outlining the circumstances and facts that led to Robson’s death. Jones informs us of Robson’s demise in order to shed light on the mortal risk to those who choose to participate in various extreme sports, specifically wingsuit flying. The author establishes a very candid voice with an audience of people who more likely than not might consider taking part in such extreme sports.

Have groups evaluate the précis they have written using the peer response form in Activity 17. Then ask the groups to share their précis with the whole class. If more than one group did a particular article, have the students compare the similarities and differences.
Activity 17: Summarizing and Responding—Peer Response to Précis

Now that your group has completed the précis, use the Peer Response to Précis form to evaluate your group’s précis.

<table>
<thead>
<tr>
<th>Articles: _____________________________</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the writer include the author's name, article's title, and date in the first sentence of the précis?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Does the writer include a rhetorical verb and a that clause stating the author's claim?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Is the title in quotation marks?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Does the second sentence clearly state how the author presents the text?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Does the third sentence state why the text was written using an in order to phrase?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Does the fourth sentence state whom the author wanted to reach and how the author is perceived?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Peer suggestions:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initially, you may wish to have the entire class write a précis for the same article. This would allow students to feel comfortable with how the process works.

Time permitting, have students select a second article and write a précis on their own. Have students Pair-Share their précis using the peer response form to evaluate each other’s work.

Thinking Critically

In thinking critically, students move beyond initial reactions toward deeper evaluations of texts by questioning and analyzing the rhetorical choices of the author.

For this activity, divide the class into groups of three to five students. Have students evaluate the rhetorical quality of Article 1, “Extreme Sports Not About Risk-taking: Study.” Instruct each student group to answer the questions for the article. Designate a reporter in each group to record the students’ answers. When finished, ask groups to share their answers with the class. Record responses on the board to discuss and compare.

The teacher may wish to modify this activity for the other articles. Having students work in groups, have them analyze the rhetorical quality of each text and report back to the whole group.
Activity 18: Thinking Critically

The following questions will help you better understand what makes rhetoric effective. Effective rhetoric draws the reader in by appealing to emotional (pathos) or logical (logos) points. Does the author’s claim make you angry, sad, happy, or concerned (pathos)? Do the claims seem like an appropriate point of view? Is what the author suggests realistic or even possible, or is it silly and impossible (logos)?

Effective rhetoric also has credibility (ethos); you can trust what an author says because he or she relies on facts, studies, and an expert’s comments to argue the issue. Does the author’s information come from companies like Apple or Johnson & Johnson, universities, businesses, hospitals, or lawyers?

These are the basic questions that help you identify and analyze an author’s rhetorical appeals to emotion, logic, and credibility. Using these questions will help you understand what an author says or claims and analyze the strength of their claim. These questions will help you to understand why their argument is effective.

Ethos, pathos, and logos are three terms that are the foundation of any rhetorical text or argument.

Work with your group to answer the assigned questions. Select a reporter to write down your group’s answers. Then share your answers with the class.

Article 1 “Extreme Sports Not About Risk-taking: Study”:

1. In “Extreme Sports Not About Risk-taking: Study,” what major claims are made in the text? Can you think of any counterarguments the author didn’t consider?

The article “Extreme Sports Not About Risk-taking: Study” makes four claims. First, it claims that people who participate in extreme sports are not adrenaline junkies. Next, it is stated that participants get a real sense of peace from the extreme activities they choose. The article goes on to claim that while some are attracted to the risk-taking component of extreme sports, most see the risk as negative. Lastly, the article clarifies that most people negate the risk factor and possible harm through careful preparation.

A counterargument that the article “Extreme Sports Not about Risk-taking: Study” did not address is reasons why people are addicted to risk, as stated in paragraph 12. I would like to have more information as to why they see risk as positive.

2. Does the author have the appropriate background to speak with authority on the subject?

The author of “Extreme Sports Not About Risk-taking: Study” appears to be qualified to report on the subject. He obtained his information from a highly knowledgeable source, Dr. Brymer, a doctor and lecturer from the School of Human Movement Studies in the Faculty of Health. I feel he could be more credible if the author informed us what company or university the doctor is affiliated with and how long he has been conducting his research.
3. Do you think the author is trying to emotionally manipulate the readers?
   
   I do not think there is any manipulation on the part of the author in the article, “Extreme Sports Not About Risk-taking: Study.” The author has a very neutral or unbiased tone throughout the article; he uses several direct quotes from Dr. Brymer without including any of his own opinions or conclusions. He even ends the article with a quote from Dr. Brymer, letting him to have the last word.

4. Who does the author use as sources? Are they experts? Did the author rely too much on any one opinion?
   
   Eric Brymer is a lecturer from the School of Human Movement Studies in the Faculty of Health. Students should notice there is no university name provided. He is a doctor, however.
   
   (Answers and questions will vary but should reflect the samples above. This activity can be repeated for each article, for one article, or with groups assigned to different articles.)

Article 2 “A Solemn Warning for Wingsuit Flyers”:
1. In “A Solemn Warning for Wingsuit Flyers,” what major claims are made in the text? Can you think of any counterarguments the author didn’t consider?

2. Does the author have the appropriate background to speak with authority on the subject?

3. Do you think the author is trying to emotionally manipulate the reader?

4. Who does the author’s use as sources? Are they experts? Did the author rely too much on any one opinion?

Article 3 “Camp for Kids with Autism Offers Extreme Therapy”:
1. In “Camp for Kids with Autism Offers Extreme Therapy,” what major claims are made in the text? Can you think of any counterarguments the author didn’t consider?

2. Does the author have the appropriate background to speak with authority on the subject?

3. Do you think the author is trying to emotionally manipulate the readers?

4. Who does the author’s use as sources? Are they experts? Did the author rely too much on any one opinion?

Reflecting on Your Reading Process

Reflection is an essential component in learning. Students benefit from discussing what they have learned about how to read and sharing that information with the rest of the class. Reflecting on their own reading process helps students consolidate what they have learned about being a thoughtful and active reader. The following questions may be used to lead a discussion or assign a quickwrite:
• What have you learned from joining this conversation? What do you want to learn next?
• What reading strategies did you use or learn in this module? Which strategies will you use in reading other texts? How will these strategies apply in other classes?
• In what ways has your ability to read and discuss texts like these improved?

Connecting Reading to Writing
Discovering What You Think

Considering the Writing Task

In the workplace, the audience and purpose for writing are often very clear. While school is a preparation for various workplaces and real world activities, writing assignments frequently involve an invented audience and purpose. A well-designed writing prompt can minimize the sense of pretense and model the basic elements of an actual rhetorical situation. The assignment will be the frame that your students use to decide what they will write about and how they will use the material from the texts they have read.

Many students have trouble with writing assignments because they do not read the assignment carefully. Here are some strategies that might help your students overcome this problem:

• Read the assignment carefully with your students. Have students circle or highlight key words [analyze, define, discuss…] in the writing directions. Students will often struggle with a paper if they don’t fully understand the text(s) they are responding to. Encourage them to use the annotated articles and graphic organizers they have created while reading the texts in this unit. This will help them better develop a clear working thesis and find the evidence needed to support the claim they make regarding an author’s argument.

• Help your students specify the focus of the essays they are going to write.

• Discuss the purpose of the assignment. Are your students informing or reporting? Are they persuading their readers of something? Help them recognize how the purpose of the assignment will affect the type of writing they will do.

• Remind your students to read the assignment for information about process and deadlines. You may want to help them sketch out a timeline for completing the assignment in reasonable steps.

• Ask your students to examine the assignment for information about how they will be graded. On the basis of what criteria will their written work be evaluated? Do they understand each criterion?
• Have your students look for information in the assignment about the audience to whom the writing will be addressed.

**Activity 19: Considering the Writing Task**

Consider the following quotes about risk and caution to complete your essay:

“Security is a kind of death.”
*Tennessee Williams*

“Plunge boldly into the thick of life, and seize it where you will, it is always interesting.”
*Johann Wolfgang Von Goethe*

“You can’t cross the sea merely by standing and staring at the water.”
*Rabindranath Tagore*

“Who dares nothing, need hope for nothing.”
*Johann Friedrich Von Schiller*

“I would rather be a superb meteor, every atom of me in magnificent glow, than a sleepy and permanent planet.”
*Jack London*

“The proper function of man is to live, not exist. I shall not waste my days trying to prolong them. I shall use my time.”
*Jack London*

Choose one of the quotes and
• Explain the quote or author’s claim or argument.
• Discuss the extent to which you agree with the claim using any or all of the articles you have read during this unit, your own experiences, and observations
• Be sure to use specific examples to support your claim.

Your essay should be as well organized and carefully written as you can make it.

**Taking a Stance**

In this section, students will determine what their stance is toward the issues and the material. Essentially, they will begin to state their opinions from multiple perspectives in order to clarify their own positions.

Allow students to answer the questions independently. Then provide time for students to sell their position to a classmate in pair-share discussions.
Activity 20: Taking a Stance—Formulating a Working Thesis

To develop a clear thesis, you may want to think about or write the answers to the following questions:

On a separate sheet of paper, answer the following questions:

• What is the issue or question you are addressing? (your tentative thesis)
• What support from your notes and annotations have you found for your thesis? (These are your points.)
• What evidence have you found for support (e.g., facts, statistics, statements from authorities, personal experience, anecdotes, scenarios, and examples)?
• How much background information do your readers need to understand your topic and thesis?

As adults, my audience will be somewhat well informed on the types of extreme sports there are as well as the types of injuries and outcomes that are associated with them. This will mean I do not have to be as detailed in my paraphrasing of the author’s claim and can get to my claim more quickly.

• If readers were to disagree with your thesis or the validity of your support, what would they say? How would you address their concerns? (What would you say to them?)
• What questions or arguments do you think your audience might have regarding your claim and evidence?

(Answers will vary.)

One strategy to aid students to write concise statements is to provide them with models in the forms of sentence starters or transitions. These will help students stay focused, decreasing their possibility of straying from their thesis.

Activity 21: Taking a Stance—Crafting a Working Thesis

Now that you have collected and analyzed information regarding the topic and your audience, you are ready to write your thesis. A thesis, however, has to be very concise; you don’t want to confuse your reader from the start. It is often the first impression you make on your reader. Create your own opener, or select from the possibilities below to create a working thesis.

• While the issue of ___________________________ has several different perspectives, I have discovered ___________________________.
• Extreme sports can fascinate, thrill, or terrify us. One question, however, is why people ___________________________.
• Experts disagree on why people choose ___________________________.
• While some believe extreme sports are ___________________________, I think they are ___________________________.

participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Gathering Evidence to Support Your Claims

Students can select evidence by returning to the readings, their notes, their summaries, their annotations, their descriptive outlining, and other responses in order to highlight information they may use to support their claims and refute the claims of those who disagree. The students determine the relevance, specificity, and appropriateness of their evidence in relation to the rhetorical situation.

Students are often confused when they discover that their sources disagree. How can they put these dissonant voices in conversation with one another? You might give your students introductory language, such as the sentence starters in the next activity.

Activity 22: Gathering Evidence to Support your Claims—Sentence Starters

The following sentence starters will help you include in your own words key facts and information from the articles. Including facts and information will give your writing ethos (credibility). However, when you use the words of others, you must give them credit for their own writing and work. This way you will avoid plagiarizing or copying other peoples’ work. Sentence starters are one way to help you include the words of someone else and make them into clear and focused points.

The following are examples of sentence starters for "Extreme Sports Not About Risk-taking: Study." As assigned, create your own sentence starters for the remaining articles.

• Dr. Brymer states that…
• He also argues that…
• It is also clear that Dr. Brymer believes…
• While Dr. Brymer found that …

The following are generic sentence starters you may wish to use.

• The issue of ______ has several different perspectives.
• While some experts disagree on what to do about...

The following starters will help you introduce ideas from particular writers:

• Noted researcher (author’s name here) argues that . . .
• In a groundbreaking article, (author’s name here) states that . . .
• According to (author’s name here) . . .

Contrary or opposing views can be signaled by the next sentence starters:

• However, the data presented by Hermando H. Scientist show...
• On the other hand, Terry T. Teacher believes . . .
These sentence starters will help you add your own voice to your writing:

- Although some argue for ______, others argue for ______. In my view . . .
- Though researchers disagree, clearly . . .

Choose from among the academic frames above and jot down a few points that you would use in a debate with classmates. After preparing your arguments, have a brief debate in small groups of three to six students. Please listen attentively to others’ points.

Using the Words of Others to Create a Voice

For the next activity, you may wish to have students highlight the key words to identify the sentence starter that was used.

Activity 23: Using the Words of Others to Create a Voice

A very important part of rhetorical writing is the ability to take the information of others and use it to support your claim. There are three different ways to do this.

- **Direct quotation:** In “Extreme Sports Not About Risk-taking: Study,” Dr. Brymer found that people who participate in extreme sports have an image of “risk takers and adrenaline junkies”. He found this really isn’t true (3).
- **Paraphrase:** In “Extreme Sports Not About Risk-taking: Study,” Dr. Brymer notes that people who participate in extreme sports try to be prepared so they can decrease their risk of injury (8).
- **Summary:** In “Extreme Sports Not About Risk-taking: Study,” Dr. Brymer cites study after study to show that many people who participate in extreme sports do so for reasons other than an adrenaline rush. He points out that they don’t like to be out of control and that by preparing for their sport, they feel they are really in control (11).

Choose an important point or main idea from the article “Camp for Kids with Autism Offers Extreme Therapy.” Then choose one of the methods—direct quotation, paraphrase, or summary—to use the words of others in your own writing. Create a statement you think you may use in a paper on the topic of extreme sports.

Repeat this activity as needed for the remaining articles. This process should help students support their opinions and organize information in order to write a more cohesive rough draft.
Getting Ready to Write

Students now need to add relevant ideas and observations from their own experience to the evidence they have gathered. To help students generate this information, you might want to introduce a variety of traditional prewriting activities.

Activity 24: Getting Ready to Write—Generating Key Words

Once you’ve identified a possible argument for your essay, it can help to brainstorm key words from your thesis that you may want to use throughout your paper. Creating lists of synonyms and antonyms for your key words can sharpen your focus and enhance the variety of your language. Using some of these key words in your sentences can also be a terrific way to make connections back to your thesis statement.

Complete the following lists with your own words:

1. dangerous
   - Synonyms:
   - Antonyms:

2. safe
   - Synonyms:
   - Antonyms:

3. destructive
   - Synonyms:
   - Antonyms:

4. exhilarating
   - Synonyms:
   - Antonyms:

Writing Rhetorically

Entering the Conversation

Composing a Draft and Considering Structure

The first draft of an essay provides an opportunity for students to discover what they think about a certain topic. It is usually “writer-based,” meaning the goal is simply to get the writer’s ideas down on paper. Emphasize to students that it is important to get their thoughts on paper. They shouldn’t try to search for the perfect syntax. That comes later. Once they have said
what they want to say, the revision process will begin in which they decide how they wish to say it (i.e., syntax).

Students should start with their brainstorming notes, informal outlines, freewrites, or whatever other materials they have, and write a rough draft of their essay in a 45 minute period.

Activity 25: Composing a Draft and Considering Structure

When you write an argument essay, choose an approach to the subject that matters to you. If you have strong feelings, you will find it much easier to gather evidence and convince your readers of your point of view. Keep in mind, however, that your readers might feel just as strongly about the opposite side of the issue. The following guidelines will help you write a good argument essay.

1. **State your opinion on the topic in your thesis statement.** To write a thesis statement for an argument essay, you must take a stand for or against an action or an idea. In other words, your thesis statement should be debatable—a statement that can be argued or challenged and will not be met with agreement by everyone who reads it. Your thesis statement should introduce your subject and state your opinion about that subject.

   The thesis in the first paragraph of the article, “Extreme Sports Not About Risk-taking: Study,” is a debatable statement.

   “Those who think extreme sports are all about risk-taking are missing the point.”

   **Not debatable:** Some people participate in extreme sports because they are addicted to danger. *(This is true; how can one argue with this?)*

   **Not debatable:** Some extreme sport athletes participate in dangerous sports to overcome their fears. *(This is true; how can one argue with this?)*

   Both examples are simply statements of fact most people would say are true. They would not be effective thesis statements because no one would feel the need to argue with them. There’s nothing to disprove.

2. **Take your audience into consideration as you write your essay.** When you write your essay, assume that your audience is well-informed generally but may not have the specific knowledge that you have gained by reading and discussing as you moved through the extreme sports unit. When you paraphrase points or refer to statistics from other sources, be sure to inform your audience of the source, the name of an agency or organization. This builds your ethos or credibility.

   Letting your audience know you are a high school student and have some expertise on the subject after having read several articles or having experienced a few wipe outs or tense moments as an athlete will also make people willing to listen to your argument.

3. **Keep a confident but humble tone.** Nearly all arguments have some flaws or weaknesses. If you acknowledge your thesis is not 100% fool proof or
that others will disagree with you, your argument will be listened to. After all, that is the point: you’re not trying to win an argument, just convince your readers you have a well-constructed and valid theory. In the 12th paragraph, Dr. Brymer doesn’t “deny some are involved for the risk.” He goes on to state that most don’t feel risk is a “positive thing.” Sentence frames are a great way to do this. For example: While some may feel that …, it’s hard to deny that ____ doesn’t play a role.

4. **Anticipate opposing points of view.** In addition to stating and supporting your position, anticipating and responding to opposing views are important. Presenting only your side of the argument leaves half the story untold—the opposition’s half. If you acknowledge that there are opposing arguments and answer them, your reader will be more convinced of your argument.

5. **Find some common ground.** Pointing out common ground between you and your opponent is also an effective strategy. Common ground refers to points of agreement between two opposing positions. For example, on the topic of extreme sports, one person might be in favor of participation in them whereas another might strongly be opposed. But they might find common ground—agreement—in the need to understand why people choose to participate in extreme sports and possibly limit injuries. This allows your reader to see you as a fair person who is accepting of common sense.

6. **Organize your essay so that it presents your position as effectively as possible.** By the end of your essay, you want your audience to agree that you have made some very good points and have a solid case or argument. So you need to organize your essay in such a way that your readers can easily follow it. The number of your paragraphs may vary (depending on the nature of your assignment), but the following outline shows the order in which the features of an argument essay are most effective:

**Introduction**
- Background information
- Introduction of subject
- Statement of your opinion

**Body Paragraphs**
- Common ground
- Lots of evidence (logical and emotional)
- Opposing point of view
- Response to opposing point of view

**Conclusion**
- Restatement of your position
- Call for action or agreement

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.
Revising and Editing

Revising Rhetorically

A rhetorical approach to revision can help your students understand that revision is a strategic, selective process; what writers choose to revise depends on the ultimate purpose of their writing.

Explain to students that the purpose of revision is to find the best way to say what they want to say. Have they used the correct tone, acknowledged there may be those that disagree with them? Did they present their paper in a logical order with a clear thesis, a solid body, and a conclusion that convinces the audience they have a valid argument? Is the language fresh, avoiding obvious facts or worn out similes or figures of speech? Or is their language pedestrian and plain? Does it bore the reader or make them lose interest?

Scoring sessions are a good idea for students to get a good feel for revisions. Often students do not know what to revise. They gave their best effort in the first paper.

Read and discuss the rubric you will use as a class. The English Placement Test Scoring Guide (Assignment Template, Appendix L) is one rubric you may want to use.

Provide the students with a model essay (with a score of 4, 5, or 6) and a non-model essay (with a score of 1, 2, or 3), and have them participate on a scoring session using the rubric. This will give them focus and a general idea of what needs to be revised and what is efficient writing. Either write the essays yourself, or select student essays covering the student’s name. An essay from a different class would be preferable so the identity of the author remains unknown.

Have students read each paper and make annotations on both sample essays. Pair-share techniques would work well. Have small groups of students share their findings with the class. Each group could report a strength or weakness regarding one specific aspect of the rubric.

Activity 26: Revising Rhetorically

Write answers to the following questions to help you think about your audience, your purpose, your image as a writer, your arguments, and the evidence that supports them. Then revise your essay to clarify and strengthen each of these areas:

1. Who will read your essay? What do your readers probably think or believe about your topic? How much background information will they need?

2. What is your purpose in writing? What questions are you trying to answer? What are you trying to accomplish?
3. What sort of image, or ethos, as Aristotle would say, do you want to project to your reader? How will you achieve it? What words or type of language might you want to use to help construct your ethos?

4. What are your main arguments? (Aristotle would call this “logos.”) What support do you have? For example, you can use facts, statistics, quotes from authorities, personal experience, anecdotes, stories, scenarios, and examples. What is your strongest evidence?

5. Are there any emotional appeals (pathos) you want to use?

6. If readers disagree with your thesis or the validity of your support, what would they say? How would you answer them?

7. Is there a clear thesis?

8. Were active verbs (e.g., argues, clarifies, discusses, points out) used?

9. Was anything included in the paper that didn’t relate to the thesis?

10. Were your classmates’ opinions included?

11. Were those opinions supported with statements and evidence?

You now need to work with the organization and development of your draft to make sure that your essay is as effective as possible.

You may have students read their rough drafts aloud to another student without stopping. Then have each student read his or her draft a second time, allowing others to stop the reader to take notes and/or make constructive comments about the paper.

**Editing the Draft**

Students will now need to work with the grammar, punctuation, and mechanics of their drafts to make sure their essays conform to the guidelines of standard written English.

Students will edit their drafts on the basis of the information they have received from you or a tutor. Provide your students with an editing checklist. Part II of the Essay Evaluation Form (Assignment Template, Appendix K) is one editing checklist you may wish to use.

**Activity 27: Editing the Draft**

**Individual Work**

At this point, you are now ready to edit your work based on the information you have received from your teacher on the grammar and mechanics of your draft. Use the editing checklist provided by your teacher. The suggestions below will also help you edit your own work.
Editing Guidelines for Individual Work

1. If possible, set your essay aside for 24 hours before rereading to find errors.
2. If possible, read your essay aloud so you can hear your errors.
3. Focus on individual words and sentences rather than overall meaning. Take a sheet of paper, and cover everything except the line you are reading. Then touch your pencil to each word as you read.
4. With the help of your teacher, figure out your own pattern of errors—the most serious and frequent errors you make.
5. Only look for one type of error at a time. Then go back, and look for a second type, and if necessary, a third.
6. Use the dictionary to check spelling and confirm that you’ve chosen the right word for the context.

Editing Focus

Reread your essay for two reasons:
1. Did you use transitions or sentence starters to introduce your new points?
2. Did you use enough “loaded words” in your paper? Reread your paper circling any words that are plain or do not accurately show your opinion(s).

Reflecting on Your Writing Process

Reflection is an essential component in learning. Students benefit from discussing what they have learned about how to write and sharing that information with the rest of the class. This activity supports shared understanding of key terms and important moments and helps students organize their approaches to writing. Reflection allows students to articulate their attitudes and assumptions about literacy and the role it plays in their developing academic identities.

You may want to direct reflection by asking some of the following questions:
• What have you learned about your writing process?
• What were some of the most important decisions you made as you wrote this text?
• How did “writing about your writing” influence the way you developed your text?
• In what ways have you become a better writer?

When you return the essays to your students, a good practice is to ask them to reflect in writing about how their writing process works, what they have learned that they can apply to their next assignments, and/or how they feel about the comments you have given them on the essay.
Activity 28: Reflecting on Your Writing Process

When you have completed your own essay, answer these six questions:

1. What was most difficult about this assignment?
2. What was easiest?
3. What did you learn about arguing by completing this assignment?
4. What do you think are the strengths of your argument? Place a wavy line by the parts of your essay that you feel are very good.
5. What are the weaknesses, if any, of your paper? Place an X by the parts of your essay you would like help with. Write any questions you have in the margin.
6. What did you learn from this assignment about your own writing process—about preparing to write, about writing the first draft, about revising, and about editing?