Stage 1: Student Exemplar Analysis
Close Read the Exemplar
Day 1: Close Read to Understand
Day 2: Close Read to Analyze

Day 1	Close Read to Understand
Common Core Standards	RI.9-10.1-6, 8 W.9-10.9,10 SL.9-10.1 L.9-10.6
Learning Objectives	Students will be able to: • Identify the key components of an argument by conducting a guided close read of an exemplar argumentative essay
Lesson Resources	Student Journal: • Pages 10-11, 15-21 Digital Resources (available on One World website): • Google Slides presentation
Do Now	Turn to pages 10-11 in your journal. Skim Daniel's exemplar essay. • *What is Daniel's point of view on immigration?*

Lesson Introduction	• Share Do Now responses
	   o Explain that the essay was written by a fellow high school student, whose teacher nominated him for publication - that could be them in the future!
	   o Tell students that the essay is a strong example of the level of writing they will be able to achieve with One World and that closely examining the exemplar will help them learn how to express their ideas in writing more clearly.
	• Review class agenda

Direct Instruction	• Direct students to turn to page 15 and tell them they will be doing Close Read 1 today to gain an understanding of the argumentative elements Daniel includes in his essay.
	• Go over the close read strategies:
	   o **Stop & Jot**: write down an answer
	   o **Jot & Talk**: write down an answer, then discuss with a partner
	   o **Think-Pair-Share**: think about the answer, then discuss with a partner
	   o **Turn & Talk**: Talk about the answer with a partner
	• Model the close read of paragraph 1 with a think aloud.

Guided Practice	• Have students partner up to read paragraph 2 and answer the close read questions. • Monitor student progress and assist struggling students. • Review the answers as a class.
Independent Practice	• Students continue to work in pairs to answer the Close Read 1 questions for the rest of the essay.
Exit Ticket	• Based on your close read of Daniel's essay, answer questions 1 and 2 on page 21.
Differentiation Suggestions	
Virtual Learning	• Record a screencast modeling the close read for paragraph 1. Have students work on the close read independently, then discuss in small group synchronous sessions. • Assign the example paragraphs as a jigsaw activity, using breakout rooms to facilitate small group work.
Extension	• Assign certain students to be discussion leaders and facilitate conversations about the essay.

Language Development	• Provide sentence stems to facilitate discussion:
	   o I think the claim is…
	   o One example of evidence is…
	   o I think…is the explanation because…
	• Encourage students to annotate the paragraphs using the same color code scheme from the vocabulary activity.

Day 2	Close Read to Analyze
Common Core Standards	RI.9-10.1-6,8 W.9-10.1,10 SL.9-10.1 L.9-10.6
Learning Objectives	Students will be able to: • Analyze how an author makes an argument by conducting a guided close read of an exemplar argumentative essay • Evaluate how effectively an argument was made using citing specific examples from the exemplar text to explain their reasoning
Lesson Resources	Student Journal: • Pages 15-22 Digital Resources (available on One World website): • Google Slides presentation • Reading comprehension quiz (Google Form)
Do Now	Based on your close read of Daniel's essay yesterday, what are some of the reasons why Daniel supports increasing the number of immigrants allowed into the United States?

Lesson Introduction	• Share Do Now responses • Review class agenda • Pass out student journals
Direct Instruction	• Tell students that yesterday they did a close read of Daniel's essay to understand what information Daniel included to make his argument. Today they will re-read his essay to analyze how Daniel structured his argument and evaluate whether it was an effective or strong argument or not. • Model the close read for paragraph 1 with a think aloud.
Guided Practice	• Have students work in pairs to conduct a close read of paragraph 2. • Discuss the analysis questions as a class.
Independent Practice	• Students continue to work in pairs to close read the remaining paragraphs.
Exit Ticket	**Think-Pair-Write**: Based on your close read of Daniel's essay, answer questions 3-5 on page 21. **Note**: The reading comprehension questions on page 22 can be assigned for homework.
Differentiation Suggestions	
Virtual Learning	• Record a screencast modeling the close read for paragraph 1. Have students work on the close read independently, then discuss in small group synchronous sessions. • Assign the example paragraphs as a jigsaw activity, using breakout rooms to facilitate small group work.
Extension	• Assign certain students to be discussion leaders and facilitate conversations about the essay. • Have students select a different student essay from the One World website to close read and evaluate.

Student Support Tips	• Provide sentence stems to facilitate discussion:
	    ○ I think the claim is…
	    ○ One example of evidence is…
	    ○ The evidence is/isn't effective because…
	    ○ Daniel supports his evidence by…
	    ○ The evidence supports the claim because it shows…
	    ○ I think the counterclaim is/isn't strong because...
	• Encourage students to annotate the paragraphs using the same color code scheme from the vocabulary activity.