



**The Minnesota Literacy Council created this curriculum with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.**

**Advanced Level (CASAS reading scores of 221-235)**

## **Food in the US: Week 1 of 2**

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### **Unit Overview**

This is a 2-week unit in which learners discover . They explore .

### **Focus of Week 1**

- **Reading an article on the benefits and risks of vegetarianism.**
- **Interpreting data and statistics** on meat consumption.
- Reading, writing, and speaking **academic vocabulary in a variety of forms, or parts of speech.**
- **Debating the issue of vegetarianism** with an assigned stance.
- **Writing a short essay** using evidence.
- **Using should or the subjunctive** to make suggestions.

## Food in the US Unit: Week 1, Monday

| <b>Objectives</b> <i>Learners will be able to...</i>  | <b>Materials</b>   |
|---|--|
| <p><b>Literacy:</b> read an article on the possible benefits and risks of vegetarianism.</p> <p><b>Listening/speaking:</b> pronounce academic vocabulary, understanding that with many, if different syllables are stressed the words have different functions.</p> <p><b>Transition &amp; Critical Thinking:</b> use dictionaries to infer words of similar connotation but different parts of speech from those on their Focus Word list.</p> <p><b>Grammar:</b> determine when to use each form of Focus Word (e.g. verb, noun, adj., etc.).</p> | <p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>Handout: <b>Strategic Education Research Partnership (SERP): Word Generation, pp. 55, 56</b> (copy back to back to save paper)</li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>A projector; a set of dictionaries</li> </ul> |

### Lesson Plan

#### Warm up for today's Lesson

Description: Small Group Word Webs for the word FOOD

Materials/Prep: None

#### Activity 1: Listening/Speaking

Description: Read through the Focus Words as learners chorally repeat, stressing the stressed syllables of multisyllabic words.

Materials/Prep: Handout: **SERP: Word Generation, Unit 3.10, p. 55**

#### Activity 2: Literacy

Description: Read the passage, "Considering the Possible Benefits and Risks, Is Becoming a Vegetarian a Smart Decision?"

Materials/Prep: Handout: **SERP: Word Generation, Unit 3.10, p. 55**

#### Activity 3: Grammar, Literacy & Critical Thinking

Description: Fill in the Forms/Examples Chart in pairs or small groups.

Materials/Prep: Handout: **SERP: Word Generation, Unit 3.10, p. 56**; American English student dictionaries

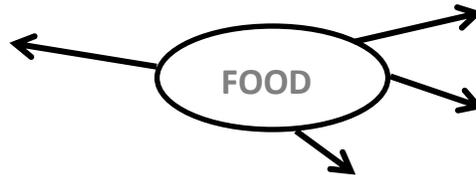
#### Activity 4: Checking for Understanding

Description: Volunteers share example sentences containing forms of the Focus Words with the whole class.

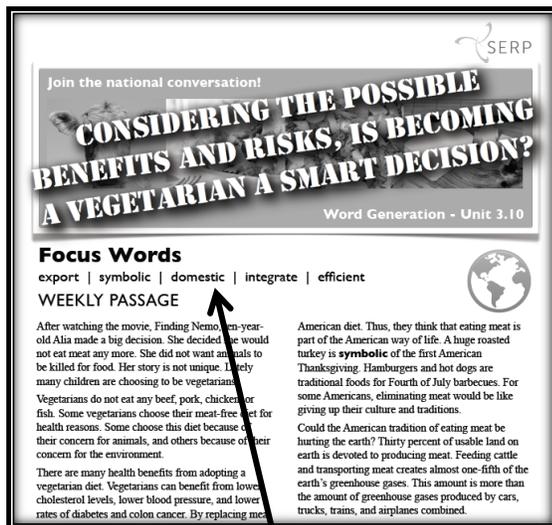
Materials/Prep: a projector

## Teacher Directions: Warm up: Word Webs

Learners get into small groups and create word webs for the word FOOD, writing down the first words that they associate with the word. After about 5 min, a representative from each small group shares out with the whole class. Inform learners that they will be learning about the impact their food choices have on the economy, their health, and the environment.



**Teacher Directions: Activity 1: Listening/speaking** –Materials: Handout: SERP: *Word Generation, Unit 3.10, p. 55*; highlighters (optional)



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### CONSIDERING THE POSSIBLE BENEFITS AND RISKS, IS BECOMING A VEGETARIAN A SMART DECISION?

Word Generation - Unit 3.10

**Focus Words**  
export | symbolic | domestic | integrate | efficient

**WEEKLY PASSAGE**

After watching the movie, *Finding Nemo*, ten-year-old Alia made a big decision. She decided she would not eat meat any more. She did not want animals to be killed for food. Her story is not unique. Increasingly many children are choosing to be vegetarians.

Vegetarians do not eat any beef, pork, chicken or fish. Some vegetarians choose their meat-free diet for health reasons. Some choose this diet because of their concern for animals, and others because of their concern for the environment.

There are many health benefits from adopting a vegetarian diet. Vegetarians can benefit from lower cholesterol levels, lower blood pressure, and lower rates of diabetes and colon cancer. By replacing meat

American diet. Thus, they think that eating meat is part of the American way of life. A huge roasted turkey is **symbolic** of the first American Thanksgiving. Hamburgers and hot dogs are traditional foods for Fourth of July barbecues. For some Americans, eliminating meat would be like giving up their culture and traditions.

Could the American tradition of eating meat be hurting the earth? Thirty percent of usable land on earth is devoted to producing meat. Feeding cattle and transporting meat creates almost one-fifth of the earth's greenhouse gases. This amount is more than the amount of greenhouse gases produced by cars, trucks, trains, and airplanes combined.

*Note: The parts of speech for each Focus Word are as they appear within the text. Inform learners that some of the vocabulary can have different parts of speech if stressed differently, such as "export." Unfortunately, stressing the wrong syllable is often cause for misunderstandings.*

### Step 1: Context

Read through the Focus Words one-by-one, pointing out the stressed syllable of each multisyllabic word. For example, the first word is "exports" (n.) It is pronounced with a stressed first syllable. If we stress the second syllable, it becomes the verb.

1. **ex**ports (n.)
2. sym**bol**ic (adj.)
3. **dom**estic (adj.)
4. **in**tegrate (v.)
5. **eff**icient (adj.)

### Step 2: Guided Practice

Learners chorally repeat after instructor, clapping on stressed syllable or tapping a table/thigh. Learners denote which syllable is stressed by placing a mark above the letters on their handout or by highlighting the stressed sounds/syllable with highlighters (as demonstrated within the plan).

### Step 3: Partner Practice

Learners pair up and take turns reading the Focus Words to one another. Learners may give each other feedback on whether or not the correct syllable is being stressed. If pronunciation/stress is in question, call upon the instructor for guidance. This should take no more than a few minutes.

**Teacher Directions: Activity 2: Literacy –Materials: Handout: “Considering the Possible Benefits and Risks, Is Becoming a Vegetarian a Smart Decision?” SERP: Word Generation, Unit 3.10, p. 55 (continuing with the same handout)**

Join the national conversation!

**CONSIDERING THE POSSIBLE BENEFITS AND RISKS, IS BECOMING A VEGETARIAN A SMART DECISION?**

Word Generation - Unit 3.10

**Focus Words**  
export | symbolic | domestic | integrate | efficient

**WEEKLY PASSAGE**

After watching the movie, Finding Nemo, ten-year-old Alia made a big decision. She decided she would not eat meat any more. She did not want animals to be killed for food. Her story is not unique. Lately many children are choosing to be vegetarians.

Vegetarians do not eat any beef, pork, chicken, or fish. Some vegetarians choose their meat-free diet for health reasons. Some choose this diet because of their concern for animals, and others because of their concern for the environment.

There are many health benefits from adopting a vegetarian diet. Vegetarians can benefit from lower cholesterol levels, lower blood pressure, and lower rates of diabetes and colon cancer. By replacing meat

American diet. Thus, they think that eating meat is part of the American way of life. A huge roasted turkey is **symbolic** of the first American Thanksgiving. Hamburgers and hot dogs are traditional foods for Fourth of July barbecues. For some Americans, eliminating meat would be like giving up their culture and traditions.

Could the American tradition of eating meat be hurting the earth? Thirty percent of usable land on earth is devoted to producing meat. Feeding cattle and transporting meat creates almost one-fifth of the earth's greenhouse gases. This amount is more than the amount of greenhouse gases produced by cars, trucks, trains, and airplanes combined.

### Step 1: Independent or Pair Reading

Learners independently or pair read through the passage “Considering the Possible Benefits and Risks, Is Becoming a Vegetarian a Smart Decision?” and should be encouraged to question the text as they read. Since they are reading reproducible documents, they should take advantage of the opportunity to write in the margins and to highlight or underline confusing vocabulary. Learners should strive for fluency at this point and attempt to use context clues instead of their dictionaries as much as possible.

## Step 2: Guided Reading

Listen to the instructor read the passage aloud while following along to the text.

Before reading, inform learners to:

- 1) Follow the text, not your face--no matter how animated, concerned, etc. you might be!
- 2) Listen closely for the pronunciation of words they highlighted or underlined.
- 3) If they questioned the text, did the second reading help to answer any or did some new questions arise?

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*Note: Step 2 is a literacy activity and not a pronunciation exercise. For this reason, learners need to follow the text and not the instructor. You can explain to learners that they may grow in their appreciation for literature by listening to a passage, but they will not improve their reading or spelling skills by simply listening.*

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## Step 3: Class Discussion

Discuss the text. Draw the answers to the following questions out of the learners; DO NOT tell the answers to the learners!

- What was the main idea?
- What vocabulary was so confusing that it hindered, or blocked, comprehension of a large part of the text? Were there any context clues or parts of the words themselves that could have helped in understanding?
- What's the author's attitude toward vegetarianism? How do you know?

**Teacher Directions: Activity 3: Grammar, Literacy, & Critical Thinking –Materials:**  
**SERP: Word Generation, Unit 3.10, p. 56; American English student dictionaries; a projector**

Unit 3.10

**Considering the possible benefits and risks, is becoming a vegetarian a smart decision?**

FOCUS WORDS OF THE WEEK

**export** : (verb) to carry or send for sale in another country  
FORMS: \_\_\_\_\_  
EXAMPLES OF USE: \_\_\_\_\_  
NOTES: \_\_\_\_\_

**symbolic** : (adjective) standing for something else that can't be pictured or shown  
FORMS: \_\_\_\_\_  
EXAMPLES OF USE: \_\_\_\_\_  
NOTES: \_\_\_\_\_

**domestic** : (adjective) made in or done in one's own country  
FORMS: \_\_\_\_\_  
EXAMPLES OF USE: \_\_\_\_\_  
NOTES: \_\_\_\_\_

**integrate** : (verb) to form or unite into a whole  
FORMS: \_\_\_\_\_  
EXAMPLES OF USE: \_\_\_\_\_

Step 1: Instructor Demonstration

Place a copy of the Definitions/Forms/Examples Chart on a projector and demonstrate “export” for learners. Be very explicit in your instructions and show learners what each line of the chart represents (i.e. possible parts of speech and examples of usage in sentences).

Step 2: Pair Work

Learners partner up and work together to find the Focus Words in classroom dictionaries. Learners may also use electronic dictionaries, but must be familiar with how the parts of speech are denoted on their personal devices.

If learners copy an example sentence from the dictionary, encourage them to add one of their own as well.

**Teacher Directions: Activity 4: Checking for Understanding**

Volunteers approach the projector and share one or two of their example sentences with the class as the instructor facilitates corrections.

*Remind learners as they work, if the term doesn't have the root word, it isn't a form of the word. If they are only finding a prefix or suffix, but not the root, it is a different word. The first step in identifying forms is to be aware of the roots, or base forms. For example, if “symbol” is the root, then every form of the word must contain “symbol,” not only “sym-” or “-ic.”*

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# CONSIDERING THE POSSIBLE BENEFITS AND RISKS, IS BECOMING A VEGETARIAN A SMART DECISION?

Word Generation - Unit 3.10

## Focus Words

export | symbolic | domestic | integrate | efficient



## WEEKLY PASSAGE

After watching the movie, *Finding Nemo*, ten-year-old Alia made a big decision. She decided she would not eat meat any more. She did not want animals to be killed for food. Her story is not unique. Lately many children are choosing to be vegetarians.

Vegetarians do not eat any beef, pork, chicken, or fish. Some vegetarians choose their meat-free diet for health reasons. Some choose this diet because of their concern for animals, and others because of their concern for the environment.

There are many health benefits from adopting a vegetarian diet. Vegetarians can benefit from lower cholesterol levels, lower blood pressure, and lower rates of diabetes and colon cancer. By replacing meat with beans and nuts, vegetarians eat a diet lower in saturated fat and higher in fiber than meat-eaters.

Nonetheless, a vegetarian diet is not a very **efficient** way for people to get enough protein, iron, and vitamin B12. Meat contains all of these nutrients. So, it is important that vegetarians plan their meals so they do get enough protein and other vitamins and don't end up undernourished.

Some people note that eating meat is not only nutritious, but that it is part of the traditional

American diet. Thus, they think that eating meat is part of the American way of life. A huge roasted turkey is **symbolic** of the first American Thanksgiving. Hamburgers and hot dogs are traditional foods for Fourth of July barbecues. For some Americans, eliminating meat would be like giving up their culture and traditions.

Could the American tradition of eating meat be hurting the earth? Thirty percent of usable land on earth is devoted to producing meat. Feeding cattle and transporting meat creates almost one-fifth of the earth's greenhouse gases. This amount is more than the amount of greenhouse gases produced by cars, trucks, trains, and airplanes combined.

Most of the beef produced domestically is eaten by Americans. However, **exports** are also increasing as more countries are **integrating** meat into their daily diets. As a result, the beef and cattle industry is thriving. Reducing meat consumption could damage an important **domestic** industry.

With all of the environmental and health benefits of vegetarianism, should people continue to eat meat? Are tradition and industry more important than the environment and good health?

# Considering the possible benefits and risks, is becoming a vegetarian a smart decision?

## FOCUS WORDS OF THE WEEK

**export** : (verb) to carry or send for sale in another country

FORMS:

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EXAMPLES OF USE:

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NOTES:

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**symbolic** : (adjective) standing for something else that can't be pictured or shown

FORMS:

---

EXAMPLES OF USE:

---

NOTES:

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**domestic** : (adjective) made in or done in one's own country

FORMS:

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EXAMPLES OF USE:

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NOTES:

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**integrate** : (verb) to form or unite into a whole

FORMS:

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EXAMPLES OF USE:

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NOTES:

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**efficient** : (adjective) able to do well

FORMS:

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EXAMPLES OF USE:

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NOTES:

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## Food in the US Unit: Week 1, Tuesday

| Objectives <i>Learners will be able to...</i>  | Materials   |
|--|---|
| <p><b>Literacy:</b> read data and statistics about an increase in meat consumption, infer and make predictions.</p> <p><b>Listening/speaking:</b> critically discuss the hypothetical situation, if more Americans become vegetarians...“which people might lose money and which people might earn more money?”</p> <p><b>Listening/speaking:</b> dictate sentences to classmates and listen to others in order to write comprehensive sentences.</p> <p><b>Transitions &amp; Critical Thinking:</b> address the questions, “Did you notice a trend?” and “What would you predict the data to be?” by interpreting data and using logic.</p> <p><b>Grammar:</b> understand the difference between “should” and “should have” and their purposes/functions as modals.</p> | <p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>SERP: Word Generation, p. 57</b></li> <li>• <u>Textbook:</u> <b>Grammar in Use Intermediate, p. 62-63</b></li> <li>• Handout: <b>Memory Cards (one set per 3-4 players)</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Vegetarianism Sentence Dictation</b> (single sheet can be passed from reader to reader, no need for multiple copies)</li> <li>• Handout: <b>Vegetarianism Sentence Dictation (Parts of Speech Answers)</b></li> <li>• Handout: <b>Find Your Match Cards (one set per class)</b></li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• Computers with Internet access (optional)</li> </ul> |

### Lesson Plan

#### Warm up for today’s Lesson (Review of vocabulary)

Description: Find Your Match or Memory (Dependent on class size—Find Your Match is suitable for 9-12 learners; whereas Memory is suitable for smaller classes of 4-8.)

Materials/Prep: Handout: **Find Your Match/Memory Cards**

#### Activity 1: Grammar

Description: Introduce “Should/Should have” to give advice or an opinion.

Materials/Prep: Textbook: **Grammar in Use Intermediate, pp.62-63**

#### Activity 2: Literacy, Listening/speaking & Critical Thinking

Description: Read “Problem of the Week” and address the Discussion Question.

Materials/Prep: Handout: **SERP: Word Generation, p. 57**

#### Activity 3: Listening/speaking & Literacy

Description: Complete a learner-given sentence dictation.

Materials/Prep: Handout: **Vegetarianism Sentence Dictation**

#### Activity 4: Grammar/Checking for Understanding

Description: Correct sentence dictation at the board with learner volunteers completing sentences that were dictated to them. Underline and label parts of speech of Focus Words.

Materials/Prep: **Vegetarianism Sentence Dictation (Parts of Speech Answers)**

## Teacher Directions: Warm up: Find Your Match Cards/Memory

|                |  |
|----------------|--|
| export (n)     | To carry or send for sale in another country |
| symbolic (adj) | Standing for something else                  |
| domestic (adj) | Made in or done in one's own country         |
|                |  |

If the class consists of at least 10 learners, consider playing the **Find Your Match** version of the warm-up by giving the first 10 people to walk into the room a card with either a Focus Word or a definition on it. If there are an odd number of learners, the instructor will have to participate. Ask the learners to circulate the room and mingle until they find their matches and to stay together once they've found one another. As other learners enter the room, ask them to assist those who are having trouble finding their matches. Have pairs report out to the whole class, so everyone can determine

whether the matches are accurate or not. ***What were the key words in the definition that told the two people they were a match?***

If the class consists of fewer than 10 learners, consider playing the **Memory** version of the warm-up by making one or two sets of the cards to be placed face down on a table in two rows of five. Learners take turns turning over two cards at a time, being careful to keep them in the exact same position and making sure all players have an opportunity to view the two cards before turning them back over. If a learner turns over a Focus Word and its definition, he/she can take the pair. The learner with the most pairs wins!

*Note: You may also play this version with a larger class, but it will require more prep, because every 3-4 learners must have a set of cards.*

**Teacher Directions: Activity 1: Grammar –Materials: Textbook: Grammar in Use Intermediate, pp. 62-63**

Step 1: Context

Explain to learners that they will be studying how to use “should” and “because have” to give advice or an opinion. The modal “should” is used alone before a base form verb. There is a difference in usage between “should” and “should have.” That is the purpose and scope of today’s grammar lesson. Learners will develop mastery of production throughout the week.

Step 2: Practice

Complete exercises 31.1-31.3 on p. 63 in pairs. Correct together as a class.

**Teacher Directions: Activity 2: Literacy, Listening/speaking & Critical Thinking-  
Materials: SERP: *Word Generation, Unit 3.10, p. 57 (cross off Option 2 before photocopying)***

Unit 3.10

**Considering the possible benefits and risks, is becoming a vegetarian a smart decision?**

PROBLEM OF THE WEEK

**Option 1:** Many Americans believe that a healthy diet **integrates** meat. After all, meat is an **efficient** way to get calories and protein. Meat can also be a powerful **symbol**. For many Americans, a thick steak represents success, and hot dogs represent summertime baseball.

For many farmers and ranchers, meat production is also a way to earn a living. The U.S. **exports** millions of pounds of meat a year. Many millions of pounds are eaten **domestically**, as well. The table shows the number of pounds of meat eaten by the average American during 5 different years.

| Year | Average Meat Consumption |
|------|--------------------------|
| 1985 | 200.4 lbs                |
| 1990 | 200.7 lbs                |
| 1995 | 207.7 lbs                |
| 2000 | 213.9 lbs                |
| 2005 | 220.2 lbs                |

How much more meat per year did the average American eat in 2005 than in 1985?

A) .2 pounds  
B) 0.8 pounds  
C) 19.2 pounds  
D) 19.8 pounds

**Option 2:** For vegetarians, meat can be **symbolic** of cruelty to animals. While meat is an **efficient** way to take in calories, ~~most people get enough calories anyway.~~ A vegetarian diet ~~that integrates~~ beans, nuts, and vitamin supplements ~~can be just as healthy as a diet with meat.~~ **Domestically**, about 3% of young people ages 8-18 are vegetarian.

If two young Americans ages 8-18 are selected at random, what are the chances that ~~both of them are~~

Step 1: Context

Volunteer learners read the Option 1 paragraphs and statistics aloud as the whole class follows along. Check for comprehension by asking individual learners to re-explain, or rephrase, to the class. The main question for learners to answer is “How much more meat per year did the average American eat in 2005 than in 1985?” however, you may ask additional questions such as, “Is meat consumption in the U.S. slowing down or is the rate increasing steadily?”

### Step 2: Think-Pair-Share

Learners think about their responses, then pair up and share their ideas. Teacher should circulate to address questions as necessary. Inform learners that they will not be doing Option 2 in class, but may try it as homework if they are familiar with percentages and probability.

### Step 3: Whole Class Discussion

A volunteer reads the Discussion Question aloud. Hold a class discussion to address, “What will happen if more Americans become vegetarian?” and “Which people might lose money and which people might earn more money?” And, finally, “In order to feed people **efficiently**, how should the food industry change if meat loses its **symbolic** appeal?” Be sure learners understand the final question before asking them to address it.

**Teacher Directions: Activity 3: Grammar, Literacy & Listening/speaking –**  
**Materials: Handout: Vegetarianism Sentence Dictation**

#### Vegetarianism Sentence Dictation

INSTRUCTIONS: Volunteer to stand in front of the class and read a sentence so those listening can write it down in their notebooks. When you dictate a sentence to the class, leave a space in your notebook, numbering it so as not to lose track of which sentence is next. Use a teacher voice! Repeat twice, so the sentence is read a total of three times.

1. There are many health benefits from adopting a vegetarian diet.
2. A vegetarian diet is not a very efficient way to get sufficient protein, iron, or vitamin B12.
3. Exports are increasing as more countries integrate meat into their daily diets.
4. A huge roasted turkey is symbolic of the first American Thanksgiving.
5. Reducing meat consumption could damage an important domestic industry.
6. Feeding cattle and transporting meat creates almost one-fifth of the earth's greenhouse gases.

### Step 1: Dictate to Class

Individual students volunteer to stand in front of the class and read sentences so those listening can write them down in their notebooks. If a learner dictates a sentence to the class, remind him/her to leave a space in his/her notebook, numbering it so as not to lose track of which sentence is next. (In other words, when students dictate, they are not responsible for writing down the sentences that they read. Tell them they will get their sentences during corrections.)

### Convey the following rules for dictation before beginning:

1. Listeners should **not interrupt** mid-sentence. This is discouraging to the reader and rude to fellow classmates as well.
2. Listeners should **not have side conversations**.
3. Readers need to **read with teacher voices**. Every person in the room should be able to hear them.
4. Readers should **read slowly, but naturally**, not stopping after each word and not reading punctuation signs.
5. Readers should repeat each sentence for **a total of three readings**.

### Step 2: Focus Word Practice

Learners underline the Focus Words in each dictated sentence in their notebooks. Label the part of speech (e.g. verb, noun, adjective, etc.) above each.

## Teacher Directions: Activity 4: Grammar/Checking for Understanding

Vegetarianism Sentence Dictation—

Parts of Speech Corrections

1. There are many health benefits from adopting a **vegetarian (adj.)** diet.
2. A vegetarian diet is not a very **efficient (adj.)** way to get sufficient protein, iron, or vitamin B12.
3. **Exports (n.)** are increasing as more countries integrate meat into their daily diets.
4. A huge roasted turkey is **symbolic (adj.)** of the first American Thanksgiving.
5. Reducing meat consumption could damage an important **domestic (adj.)** industry.
6. Feeding cattle and transporting meat **creates (v.)** almost one-fifth of the earth's greenhouse gases.
7. Hamburgers and hot dogs are **symbols (n.)** of a traditional American

Correct sentence dictation at the board with learner volunteers completing sentences that were dictated to them. Underline and label parts of speech of Focus Words. Teacher should serve as facilitator of discussion of what was done well and what could be changed or added to improve each sentence at the board (i.e. spelling, word order, punctuation, etc.). Correct parts of speech of Focus Words are provided for teacher reference.

|                 |   |
|-----------------|---|
| export (n)      | To carry or send for sale<br>in another country |
| symbolic (adj)  | Standing for something<br>else                  |
| domestic (adj)  | Made in or done in one's<br>own country         |
| integrate (v)   | To form or unite into a<br>whole                |
| efficient (adj) | Able to do well                                 |



## Considering the possible benefits and risks, is becoming a vegetarian a smart decision?

### PROBLEM OF THE WEEK

**Option 1:** Many Americans believe that a healthy diet **integrates** meat. After all, meat is an **efficient** way to get calories and protein. Meat can also be a powerful **symbol**. For many Americans, a thick steak represents success, and hot dogs represent summertime baseball.

For many farmers and ranchers, meat production is also a way to earn a living. The U.S. **exports** millions of pounds of meat a year. Many millions of pounds are eaten **domestically**, as well. The table shows the number of pounds of meat eaten by the average American during 5 different years.

| Year | Average Meat Consumption |
|------|--------------------------|
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How much more meat per year did the average American eat in 2005 than in 1985?

- A) .2 pounds
- B) 0.8 pounds
- C) 19.2 pounds
- D) 19.8 pounds

**Option 2:** For vegetarians, meat can be **symbolic** of cruelty to animals. While meat is an **efficient** way to take in calories, most people get enough calories anyway. A vegetarian diet that **integrates** beans, nuts, and vitamin supplements can be just as healthy as a diet with meat. **Domestically**, about 3% of young people ages 8-18 are vegetarian.

If two young Americans ages 8-18 are selected at random, what are the chances that *both of them* are vegetarian?

**Discussion Question:** The U.S. produces millions of pounds of meat each year: some for export, and some to be eaten **domestically**. Most Americans have a diet that **integrates** over half a pound of meat a day. What will happen if more Americans become vegetarian? Which people might lose money and which people might earn more money? In order to feed people **efficiently**, how should the food industry change if meat loses its **symbolic** appeal?

# Vegetarianism Sentence Dictation

INSTRUCTIONS: Volunteer to stand in front of the class and read a sentence so those listening can write it down in their notebooks. When you dictate a sentence to the class, leave a space in your notebook, numbering it so as not to lose track of which sentence is next. Use a teacher voice! Repeat twice, so the sentence is read a total of three times.

1. There are many health benefits from adopting a vegetarian diet.
2. A vegetarian diet is not a very efficient way to get sufficient protein, iron, or vitamin B12.
3. Exports are increasing as more countries integrate meat into their daily diets.
4. A huge roasted turkey is symbolic of the first American Thanksgiving.
5. Reducing meat consumption could damage an important domestic industry.
6. Feeding cattle and transporting meat creates almost one-fifth of the earth's greenhouse gases.
7. Hamburgers and hot dogs are symbols of a traditional American cookout.
8. Because of the increase in meat exports, the beef and cattle industry is thriving.

# Vegetarianism Sentence Dictation—

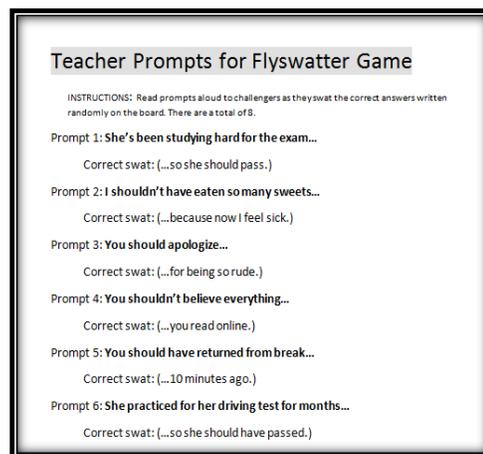
## Parts of Speech Corrections

1. There are many health benefits from adopting a vegetarian (adj.) diet.
2. A vegetarian diet is not a very efficient (adj.) way to get sufficient protein, iron, or vitamin B12.
3. Exports (n.) are increasing as more countries integrate meat into their daily diets.
4. A huge roasted turkey is symbolic (adj.) of the first American Thanksgiving.
5. Reducing meat consumption could damage an important domestic (adj.) industry.
6. Feeding cattle and transporting meat creates (v.) almost one-fifth of the earth's greenhouse gases.
7. Hamburgers and hot dogs are symbols (n.) of a traditional American cookout.
8. Because of the increase in meat exports, the beef and cattle industry is thriving (v.).

## Food in the US Unit: Week 1, Wednesday

| Objectives <i>Learners will be able to...</i>   | Materials   |
|---|---|
| <p><b>Literacy:</b> read a stance on vegetarianism and write 2-3 pieces of evidence in support of that stance.</p> <p><b>Literacy:</b> read a hypothesis and scientific experiment.</p> <p><b>Listening/speaking:</b> orally share a stance drawn and the evidence determined to support the stance with the entire class.</p> <p><b>Transitions &amp; Critical Thinking:</b> provide evidence for a stance even if it is not of their personal opinion.</p> <p><b>Transitions &amp; Critical Thinking:</b> reflect on a scientific experiment, whether they would do the experiment in the same manner or not and why. Decide if the results support or disprove the hypothesis.</p> <p><b>Grammar:</b> use “should” and “should have” to make recommendations and reflections.</p>  | <p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>SERP: Word Generation, Unit 3.10, p. 58</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>SERP: “Debating the Issue,” Word Generation, p. 59</b></li> <li>• Handout: <b>Teacher Prompts for Flyswatter Game</b></li> <li>• Handout: <b>“Should/Should have” Prompt Slips</b> (cut out one slip per learner)</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• Two flyswatters</li> </ul> |
|   |   |
| <h3>Lesson Plan</h3>  |   |
| <p><b>Warm up for today’s Lesson (Review of grammar)</b><br/> <u>Description:</u> Flyswatter Game to review “Should/Should have”<br/> <u>Materials/Prep:</u> Teacher prompts for flyswatter game; two flyswatters</p> <p><b>Activity 1: Literacy, Listening/speaking &amp; Critical Thinking</b><br/> <u>Description:</u> “Debating the Issue”<br/> <u>Materials/Prep:</u> Handout: <b>SERP: Word Generation, Unit 3.10, p. 59</b></p> <p><b>Activity 2: Literacy, Listening/speaking &amp; Critical Thinking</b><br/> <u>Description:</u> Thinking Scientifically: The experiment was already completed by others; learners answer questions to draw on the conclusion.<br/> <u>Materials/Prep:</u> Handout: <b>SERP: Word Generation, Unit 3.10, p. 58</b></p> <p><b>Activity 3: Grammar &amp; Checking for Understanding (Exit Tickets)</b><br/> <u>Description:</u> Draw slips of paper that begin with clauses or phrases that show no suggestion or reflection and complete them with logical suggestions/reflections before leaving class.<br/> <u>Materials/Prep:</u> Handout: <b>“Should/Should have” Prompt Slips</b></p> |   |

## Teacher Directions: Warm up: Should/Should of Flyswatter Game-Materials: Handout: Teacher prompts for flyswatter game and 2 flyswatters



### Set up:

Write each “correct swat” for the flyswatter game randomly around the classroom board, but within student reach. If learners with disabilities, such as those who use wheelchairs or other mobility supports play the game, lower all correct responses for accessibility. Make sure there is plenty of space between each “correct swat,” so it isn’t too crowded and it is obvious which response they are swatting. If board space is too limited, consider using a large open wall space. If this is your only option, you will need to write the correct swat responses on sheets of paper and tape them up.

### How to play:

Divide the class into two teams and assign one learner from each team to hold a flyswatter. Inform the teams that they must speak only in English during game time. If they choose to shout out the location of the correct response, the other team’s player may also hear and get to it first, so it is probably best to remain quiet or develop a secret strategy for advising one another. Read a prompt aloud and ask the flyswatter holders to swat the correct answer. Afterwards, the two players go to the back of their team lines and two new players from each team come forward as the teacher reads a new prompt.

### How to score:

Whoever swats the correct answer first and leaves the flyswatter on the answer gets a point for his/her team. If a learner removes the flyswatter from the correct answer and the learner from the other team swats it, the team with the flyswatter on the correct answer gets the point, not simply the team that touched it first. If both teams swat the correct answer at nearly the same time, the team with the flyswatter on the bottom gets the point. (In other words, the team that swats first, but with certainty, gets the point.)

*Note: After reading four prompts, it may be necessary to repeat a couple in order to keep players on their toes. Otherwise, the last two opponents will predict which answers are left to swat. Make sure everyone is actively listening and thinking critically!*



## Step 4: Report Out

One person from each group stands and reports out its stance and evidence.

As a class, discuss:

- Which team had the strongest evidence?
- Did your personal opinion change in any way, or if you didn't have one, do you now?
- Do you have a new appreciation or any empathy for another view on vegetarianism?

## Teacher Directions: Activity 2: Literacy, Listening/speaking & Critical Thinking – Materials: Handout: SERP: *Word Generation, Unit 3.10, p. 58* “Thinking Scientifically”

Unit 3.10  
**Considering the possible benefits and risks,  
is becoming a vegetarian a smart decision?**



THINKING SCIENTIFICALLY

Sasha, a student in Ms. Kahn's class, is vegetarian. "I can **integrate** all the nutrients I need into my diet without eating meat," she says. "so why should any animals be harmed?"

Jamal is not vegetarian, but has decided to eat less meat. Jamal claims, "Raising livestock for food is not an **efficient** use of our resources. Over 50% of the corn and soybeans grown in the world are fed to animals instead of hungry people! The United States does not just **export** products to other countries, we export our ideas too. We should set a good example by trying to eat less meat."

Anthony disagrees with the other students. "The way we eat is a **symbol** of being American!" he says. "Eating meat has always been an important tradition in this country."

Sasha says, "I don't think that's right. I heard that Americans used to eat much less meat than they do today."

Is Sasha correct? Has the amount of meat eaten **domestically** increased over time?

→ Anthony found this topic very interesting and decided to investigate this question.

Question:  
Has the amount of meat that each person in the United States eats gone up over time?

Hypothesis:  
The amount of meat eaten per person in the United States has stayed about the same from 1950 to 2000.

Procedure:

1. From the data, find the total number of animals used for food in the United States in 1950, 1960, 1970, 1980, 1990, and 2000.
2. Find the total population of the United States for each year listed.
3. For each year listed, calculate the amount of meat eaten per person.

Here are the data that Anthony found:

| Year | Total Number of Animals Used for Food in One Year in the U.S. | Total United States Population | Number of Animals Used for Food in One Year, Per Person |
|------|---|--------------------------------|---|
| 1950 | 21 billion  | 151 million                    | about 189   |
| 1960 | 28 billion  | 179 million                    |   |
| 1970 | 38 billion  | 203 million                    |   |

### Step 1: Context

Explain to the class that the next activity deals with scientific inquiry; however, the experiment has already been completed by others, because it required a long period of time. The class will be reading the background for the experiment, the scientific question, the hypothesis made, and the results. Then the class will be discussing what conclusions they can make from the results. Scientific inquiries are important, because without the results of inquiries, we wouldn't be able to make reliable conclusions to support ourselves when we debate!

### Step 2: Read Together

Learner volunteers read aloud the background, the scientific question, and the hypothesis. Check for understanding before moving on to Step 3. Do learners understand the purpose of the experiment? Do learners understand the difference between a scientific question and a hypothesis (prediction of outcomes)?

### Step 3: Pair Discussions

Complete the three conclusion questions in pairs. When answering questions 1 & 2, learners should include further information to explain their yes/no responses. For question 3, “2010 is not listed. What would you predict the data to be?” learners need to use the trend and logic to make a prediction. They do not need to make research.

### Step 4: Report Out

Volunteers share their responses to the conclusion questions with the whole class. Allow for some Q/A.

## **Teacher Directions: Activity 3: Grammar & Checking for Understanding–Materials: Handout: Should/Should have Prompt Slips**

**Should/Should have Writing Prompt Slips**

INSTRUCTIONS: Cut out a slip per learner. Ask learners to complete their slips before leaving class today. If a learner has incorrectly completed the sentence, help guide him/her to use an appropriate phrase or clause to finish writing the sentence. There are multiple possibilities, not just one correct answer, but only certain forms/structures can be used.

I was tired today. I should have...

You're not getting enough Vitamin B12. You should...

He's eating too much greasy meat. He should...

She failed her test yesterday. She should have...

We like gardening. In the spring, we should...

I'm not getting enough iron in my diet. I should...

They got lost on their way to the school. They should have...

The meat industry produces a lot of greenhouse gases. It should...

I was tired today. I should have...

You're not getting enough Vitamin B12. You should...

He's eating too much greasy meat. He should...

Give each learner a slip of paper cut from the handout “Should/Should have Prompt Slips” and ask that learners complete the prompts with logical complete sentences before leaving class today. These are their “exit tickets.”

For example, if a learner gets the slip that reads, “I am so tired this morning. I should have...” he/she must finish the sentence with a past participle and reflection, such as “gone to bed earlier.”

If a learner gets the slip that reads, “I’m not getting enough iron in my diet. I should...” he/she must finish the sentence with a base verb and recommendation, such as “take an iron supplement.”

# Teacher Prompts for Flyswatter Game

INSTRUCTIONS: Read prompts aloud to challengers as they swat the correct answers written randomly on the board. There are a total of 8.

Prompt 1: **She's been studying hard for the exam...**

Correct swat: (...so she should pass.)

Prompt 2: **I shouldn't have eaten so many sweets...**

Correct swat: (...because now I feel sick.)

Prompt 3: **You should apologize...**

Correct swat: (...for being so rude.)

Prompt 4: **You shouldn't believe everything...**

Correct swat: (...you read online.)

Prompt 5: **You should have returned from break...**

Correct swat: (...10 minutes ago.)

Prompt 6: **She practiced for her driving test for months...**

Correct swat: (...so she should have passed.)

Prompt 7: **I should eat more fruit and vegetables...**

Correct swat: (...then I would have more energy.)

Prompt 8: **I should have gone to bed earlier...**

Correct swat: (...then I wouldn't be so sleepy.)

# Considering the possible benefits and risks, is becoming a vegetarian a smart decision?



## DEBATING THE ISSUE

### Get ready...

Pick one of these positions (or create your own).

**A** Everyone should be vegetarian because eliminating meat from our diets is better for the environment and better for people's health.

**B** No one should be a vegetarian because, without eating meat, it is difficult to get all of the necessary nutrients. In addition, meat is delicious, and eating it is symbolic of U.S. culture and traditions.

**C** People should have the freedom to choose to eat meat, but the meat industry must change. The meat industry must find a way to reduce their output of greenhouse gases.

**D** Whereas no one should regulate anyone else's diet, schools and doctors should encourage people to eat less meat. Eliminating meat consumption is healthy and good for the environment.

**E** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Get set...

Be ready to provide evidence to back up your position during your class discussion or debate. Jot down a few quick notes:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# GO!

Be a strong participant by using phrases like these.

*In my experience...*

*That's similar to what I think.*

*What makes you think that?*

*When I reread the text, it reminded me...*

## Considering the possible benefits and risks, is becoming a vegetarian a smart decision?



### THINKING SCIENTIFICALLY

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Jamal is not vegetarian, but has decided to eat less meat. Jamal claims, "Raising livestock for food is not an **efficient** use of our resources. Over 50% of the corn and soybeans grown in the world are fed to animals instead of hungry people! The United States does not just **export** products to other countries, we export our ideas too. We should set a good example by trying to eat less meat."

Anthony disagrees with the other students. "The way we eat is a **symbol** of being American!" he says. "Eating meat has always been an important tradition in this country."

Sasha says, "I don't think that's right. I heard that Americans used to eat much less meat than they do today."

Is Sasha correct? Has the amount of meat eaten **domestically** increased over time?

→ Anthony found this topic very interesting and decided to investigate this question.

**Question:**

Has the amount of meat that each person in the United States eats gone up over time?

**Hypothesis:**

The amount of meat eaten per person in the United States has stayed about the same from 1950 to 2000.

**Procedure:**

1. From the data, find the total number of animals used for food in the United States in 1950, 1960, 1970, 1980, 1990, and 2000.
2. Find the total population of the United States for each year listed.
3. For each year listed, calculate the amount of meat eaten per person.

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| 1960 | 28 billion  | 179 million                    |   |
| 1970 | 38 billion  | 203 million                    |   |
| 1980 | 43 billion  | 226 million                    |   |
| 1990 | 48 billion  | 248 million                    |   |
| 2000 | 59 billion  | 281 million                    |   |

Can you complete Anthony's table?

The year 2010 is not listed on the table. What would you predict the data to be? Do you have ideas about how you could find that data?

Do you notice a trend? If so, what is this trend?



# Should/Should have Writing Prompt Slips

INSTRUCTIONS: Cut out a slip per learner. Ask learners to complete their slips before leaving class today. If a learner has incorrectly completed the sentence, help guide him/her to use an appropriate phrase or clause to finish writing the sentence. There are multiple possibilities, not just one correct answer, but only certain forms/structures can be used.

**I was tired today. I should have...**

**You're not getting enough Vitamin B12. You should...**

**He's eating too much greasy meat. He should...**

**She failed her test yesterday. She should have...**

**We like gardening. In the spring, we should...**

**I'm not getting enough iron in my diet. I should...**

**They got lost on their way to the school. They should have...**

**The meat industry produces a lot of greenhouse gases. It should...**

**I was tired today. I should have...**

**You're not getting enough Vitamin B12. You should...**

**He's eating too much greasy meat. He should...**

**She failed her test yesterday. She should have...**

**We like gardening. In the spring, we should...**

**I'm not getting enough iron in my diet. I should...**

**They got lost on their way to the school. They should have...**

**The meat industry produces a lot of greenhouse gases. It should...**

## Food in the US Unit: Week 1, Thursday

| <b>Objectives</b> <i>Learners will be able to...</i>   | <b>Materials</b>   |
|--|--|
| <p><b>Literacy:</b> write Focus Words in appropriate sentences</p> <p><b>Literacy:</b> write an essay on the topic of vegetarianism using evidence and Focus Words.</p> <p><b>Listening/speaking:</b> listen and take notes on criteria for exemplary writing. Ask clarification questions as they arise.</p> <p><b>Transitions &amp; Critical Thinking:</b> consider counterarguments as they write their essays while incorporating Focus Words and “should” to make recommendations.</p> <p><b>Grammar:</b> use “should,” “should have,” or the subjunctive to retell or reflect on a suggestion or .</p> | <p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>SERP: Word Generation, Unit 3.10, p. 60</b></li> <li>• Handout: <b>Focus Words Practice</b></li> <li>• <u>Textbook</u>: <b>Grammar in Use Intermediate, pp. 64-65</b></li> <li>• Handout: <b>Suggestions for Exemplary Criteria Improvements (can be copied back of SERP, p. 60)</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• Computers with word processing (optional)</li> </ul> |

### Lesson Plan

#### Warm up for today’s Lesson (Review of vocabulary)

Description: Use Focus Words in correct sentences

Materials/Prep: Handout: **Focus Words Practice**

#### Activity 1: Grammar & Critical Thinking

Description: Learn and practice using the subjunctive for retelling or reflecting on a suggestion or demand.

Materials/Prep: Textbook: **Grammar in Use Intermediate, pp. 64-65**

#### Activity 2: Listening/speaking & Critical Thinking

Description: Discuss criteria for exemplary writing.

Materials/Prep: Handout: **Suggestions for Exemplary Criteria Improvements**

#### Activity 3: Literacy

Description: Write an essay on vegetarianism following criteria for exemplary writing.

Materials/Prep: Handout: **SERP: Word Generation, p. 60**

#### Activity 4: Checking for Understanding

Materials/Prep: none

## Teacher Directions: Warm up: Focus Word Practice-Materials: Handout: Focus Words Practice

### Focus Words Practice

INSTRUCTIONS: Choose the best Focus Word listed below to complete each sentence. Be sure to use the correct form of the word. Words may be used more than once.

|                 |                  |
|-----------------|------------------|
| <u>export</u>   | <u>integrate</u> |
| <u>symbolic</u> | <u>efficient</u> |
| <u>domestic</u> |                  |

1. Americans \_\_\_\_\_ a lot of beef to other countries.
2. Mascots \_\_\_\_\_ organizations, especially sports teams, in the United States.
3. Do the pharmacists at the 24-hour pharmacy work \_\_\_\_\_?
4. How do you feel about \_\_\_\_\_ the arts and sciences for a more well-rounded education?
5. You don't need to be more than two hours early for \_\_\_\_\_ flights.
6. The turkey almost became a national \_\_\_\_\_.

Demonstrate the first response for the whole class at a projector, so all learners understand that they must use the appropriate form of one of the Focus Words in order to complete the exercise.

Correct together as a class by having volunteers come up to the projector and fill in the correct answers.

## Teacher Directions: Activity 1: Grammar & Critical Thinking-Materials: Textbook: Grammar in Use Intermediate, pp. 64-65

### Step 1: Context

Today, learners become more familiar with the subjunctive, because it is a more common, indirect, and formal way to retell or reflect on a recommendation. The subjunctive is used in reported speech when explaining a suggestion or command instead of using direct speech or quotes. Example A of the text on p. 64 provides an excellent example:

- Lisa said to Mary, “Why don’t you buy some new clothes?”
- Lisa suggested (that) Mary buy some new clothes.  
[“Suggested” is the main verb; “buy” is the base verb used in the complement noun clause serving as the object.]

Learners volunteer to read examples aloud from Sections A & B, p. 64. Do **not** cover Section C.

## Step 2: Pair Work

As pairs collaborate to complete **Exercises 32.1 & 32.2, p. 65**, the teacher should circulate the room and ask questions or give hints when learners appear to be off track in the ordering of sentences. For example, ask questions like, “What should the subject of this ‘that’ clause be?” or, “What do you think is missing here?” But, DON’T simply point out, “This is wrong. It should be this.”

## Step 3: Class Corrections

Correct together with pairs volunteering answers. Discuss as a whole class.

## **Teacher Directions: Activity 2: Listening/Speaking & Critical Thinking-Materials: Handout: Suggestions for Exemplary Writing Criteria Improvements**

### Suggestions for Exemplary Writing Criteria

INSTRUCTIONS: Read aloud. Check off each criterion you meet after you write to know your level of essay development. The criteria do not include sentence-level considerations, such as grammar and punctuation. This does not mean that grammar and mechanics are not important. They are still highly considered when grading essays.

**Good Start**

- Stated position
- Included one Focus Word

**Pretty Good**

- Stated position clearly
- Included 1-2 supportive arguments
- Included 2 Focus Words

**Exemplary**

- Stated position clearly
- Included 3 supportive arguments
- Refuted a likely counterargument
- Included 3-5 Focus Words

### Step 1: Context

Explain to learners what a rubric is and how it is used to grade objectively. The GED, college entrance, and licensure writing tests usually use some form of rubric. The Word Generation curriculum uses a very interesting writing rubric and the suggestions made can help learners as they prepare for the GED, college entrance, or those tricky open-ended job application questions. Unfortunately, there is some overlap between the number of Focus Words required and the number of supportive arguments (examples, etc.) Therefore, a more straightforward rubric has been provided here with the handout **Suggestions for Exemplary Writing Criteria**.

## Step 2: Read and Discuss

Learner volunteers read each grading criteria aloud. Discuss as a whole class.



**Teacher Directions: Activity 4: Checking for Understanding-Materials: Handout:**

2-3 learners may share their paragraphs/essays aloud with the class.

Ask some listeners to report back to the whole class using the subjunctive.

For example,

“Juan suggests that we eat less meat because it’s better for our health,” or, “Fadumo recommends that people continue eating meat, but only cook local meats.”

Teacher should write down the subjunctive reports on the board, so all learners can benefit from the review and take notes if they choose.

# Focus Words Practice

INSTRUCTIONS: Choose the best Focus Word listed below to complete each sentence. Be sure to use the correct form of the word. Words may be used more than once.

export

integrate

symbolic

efficient

domestic

1. Americans \_\_\_\_\_ a lot of beef to other countries.
2. Mascots \_\_\_\_\_ organizations, especially sports teams, in the United States.
3. Do the pharmacists at the 24-hour pharmacy work \_\_\_\_\_?
4. How do you feel about \_\_\_\_\_ the arts and sciences for a more well-rounded education?
5. You don't need to be more than two hours early for \_\_\_\_\_ flights.
6. The turkey almost became a national \_\_\_\_\_ of the United States, but instead the bald eagle was chosen.
7. What are the most common \_\_\_\_\_ from East Africa?
8. Metro Transit is very \_\_\_\_\_ for me, because I can get to most places I need easily and quickly.



# Suggestions for Exemplary Writing Criteria

INSTRUCTIONS: Read aloud. Check off each criterion you meet after you write to know your level of essay development. The criteria do not include sentence-level considerations, such as grammar and punctuation. This does not mean that grammar and mechanics are not important. They are still highly considered when grading essays.

## **Good Start**

- Stated position
- Included one Focus Word

## **Pretty Good**

- Stated position clearly
- Included 1-2 supportive arguments
- Included 2 Focus Words

## **Exemplary**

- Stated position clearly
- Included 3 supportive arguments
- Refuted a likely counterargument
- Included 3-5 Focus Words