PERFORMANCE ASSESSMENT

- Close Reading of Complex Texts
- Writing from Sources:
  Argument, Literary Analysis, Research Simulation
- Performance Assessment Practice
In order to get good at anything, you need to practice. Whether the goal is to improve your jump shot, level up in a video game, or make the cut in band tryouts, success requires repeated practice on the court, computer, and field. The same is true of reading and writing. The only way to get good at them is by reading and writing.

Malcolm Gladwell estimates in his book *Outliers* that mastering a skill requires about 10,000 hours of dedicated practice. He argues that individuals who are outstanding in their field have one thing in common—many, many hours of working at it. Gladwell claims that success is less dependent on innate talent than it is on practice. Now I’m pretty sure that I could put in 10,000 hours at a ballet studio and still be a terrible dancer, but I agree with Gladwell that, “Practice isn’t the thing you do once you’re good. It’s the thing you do that makes you good.”

Not just any kind of practice will help you master a skill, though. Effective practice needs to focus on improvement. That is why this series of reading and writing tasks begins with a model of the kind of reading and writing you are working towards, then takes you through practice exercises, and finally invites you to perform the skills you have practiced.

Once through the cycle is only the beginning. You will want to repeat the process many times over until close reading, supporting claims with evidence, and crafting a compelling essay is something you approach with confidence. Notice that I didn’t say “with ease.” I wish it were otherwise, but in my experience as a teacher and as an author, writing well is never easy.

The work is worth the effort. Like a star walking out on the stage, you put your trust in the hours you’ve invested in practice to result in thundering applause. To our work together!
STEP 1 ANALYZE THE MODEL
Should high school start an hour later?

Read Source Materials

INFORMATIONAL ARTICLE
from Sleep Deprivation in Teenagers
Medical Journal Today 4

INFORMATIONAL ARTICLE
from School Start Time and Sleep
National Sleep Foundation 5

STUDENT MODEL
We Need Our Sleep!
Jon Attridge 6

STEP 2 PRACTICE THE TASK
Should a business have the right to ban teenagers?

Read Source Materials

NEWSPAPER AD
Munchy’s Promise 10

BUSINESS ANALYSIS
Munchy’s Patrons, July and October
Munchy’s Monthly Sales, July–October
Hector Ramirez 11

STUDENT BLOG
Munchy’s Bans Students!
Sylvia Donnelly 12

NEWSPAPER EDITORIAL
A Smart Idea Can Save a Business
Francine Lipsky 13

Write an Argumentative Essay
Should a business have the right to ban teenagers? 16
STEP 3 PERFORM THE TASK

Should the minimum driving age be raised?

Read Source Materials

INFORMATIONAL ARTICLE
Traffic Safety Facts  
National Highway Traffic Safety Administration  22

INFORMATIONAL ARTICLE
Teenage Driving Laws May Just Delay Deadly Crashes  
Anahad O’Connor  26

Write an Argumentative Essay

Should the minimum driving age be raised?  31

Unit 2 Informative Essay

Great Adaptations

STEP 1 ANALYZE THE MODEL

How have birds and lizards adapted to their environments?

Read Source Materials

INFORMATIONAL ARTICLE
Don’t Start Without a Plan  36

STUDENT MODEL
Two Water Birds: The Albatross and the Cormorant  
Luis Medina  38

STUDENT MODEL
Winged Lizards  
Jenna O’Leary  40
STEP 2 PRACTICE THE TASK

What adaptations allow deep-sea creatures to survive in extreme environments? Why do they need these adaptations?

Read Source Materials

DATABASE
Giant Squid (*Architeuthis dux*)

SCIENCE ARTICLE
Zombie Worms Drill Whale Bones with Acid

FIELD NOTES
Trip into Blackness

INFORMATIVE TEXT
Deep-Sea Vents

Write an Informative Essay

What adaptations allow deep-sea creatures to survive in extreme environments? Why do they need these adaptations?

STEP 3 PERFORM THE TASK

How have Australian animals adapted to their environment?

Read Source Materials

INFORMATIVE ESSAY
Australian Fauna

INFORMATIVE ESSAY
New to Australia

Write an Informative Essay

How have Australian animals adapted to their environment?
Unit 3 Literary Analysis

Inspirations

STEP 1 ANALYZE THE MODEL

What inspires us to grow and change?

Read Source Materials

**BIOGRAPHY**
William Stafford: The Poet and His Craft  
Andy Cabrera 68

**POEM**
Fifteen  
William Stafford 69

**STUDENT MODEL**
Growing Up: Theme and Style in Stafford’s “Fifteen”  
Jennifer Ricardo 70

STEP 2 PRACTICE THE TASK

How can real events inspire poetry?

Read Source Materials

**BIOGRAPHY**
Walt Whitman  
Mark Botha 74

**POEM**
The Artilleryman’s Vision  
Walt Whitman 76

**LETTER**
Letter to His Mother  
Walt Whitman 78

Write a Literary Analysis

Compare and contrast Whitman’s depictions of Civil War experiences in “The Artilleryman’s Vision” and in a letter to his mother. 82

STEP 3 PERFORM THE TASK

How can inspiration sustain us in difficult times?

Read Source Materials

**POEM**
If—  
Rudyard Kipling 88

**MEMOIR**
Kipling and I  
Jesús Colón 90

Write a Literary Analysis

Write a literary analysis that examines the universal themes in Kipling’s poem “If—” and Colón’s memoir “Kipling and I.” 95
Unit 4 Mixed Practice
On Your Own

TASK 1 ARGUMENTATIVE ESSAY
RESEARCH SIMULATION
Read Source Materials
NEWS REPORT
Sugary Drinks over 16-Ounces Banned in New York City, Board of Health Votes  Ryan Jaslow 103
Anchor Text
COLUMN
Food Politics  Marion Nestle 105
NEWS REPORT
Should the Government Regulate What We Eat?  Bert Glass 108
Write an Argumentative Essay 111

TASK 2 INFORMATIVE ESSAY
RESEARCH SIMULATION
Read Source Materials
Anchor Text
BIOGRAPHY
Suleiman the Magnificent  Jane Simmons 117
NEWS PAPER ARTICLE
Nelson Mandela Inaugurated President of South Africa  Matt Darvill 120
SUMMARY
Accomplishments of Queen Elizabeth I  Amit Carter 122
Write an Informative Essay 124

TASK 3 LITERARY ANALYSIS
Read Source Materials
BIOGRAPHY
Edgar Allan Poe  Lynn Malle 129
POEM
The Raven  Edgar Allan Poe 131
ESSAY
Poe’s Process: Writing “The Raven”  Suzie LaGreca 135
Write a Literary Analysis 140
Big Issues
How do we relate to and interact with other people—friends, enemies, neighbors, strangers, and those with whom we disagree? And how does age affect the way that people act or react in difficult or controversial situations?

No doubt you have been involved in many arguments—squabbles with your friends, disagreements with siblings, and those times when you have tried to convince someone about something you want. This kind of informal, conversational give-and-take is different from a formal argument.

IN THIS UNIT, you will learn how to write an argumentative essay that is based on your close reading and analysis of several relevant sources. You will learn a step-by-step approach to stating a claim, and then organize your essay to support your claim in a clear and logical way.
Should high school start an hour later?

You will read:

▶ TWO INFORMATIONAL ARTICLES
  from *Sleep Deprivation in Teenagers*
  from *School Start Time and Sleep*

You will analyze:

▶ A STUDENT MODEL
  *We Need Our Sleep!*
For the past 30 years, Dr. Smith and his research team have studied sleep patterns in high school students. These studies of 14 to 18-year-olds have shown that when students learn something new and are then deprived of REM sleep, their test scores go down dramatically. This comes as no surprise to Dr. Smith, who knows that certain kinds of memory are sensitive to sleep loss. He theorizes that, if 14 to 18-year-olds are susceptible to such affects when prevented from getting enough sleep, younger children might be affected more severely. Students in grade school need between 9 and 10 hours of sleep for optimal learning.

Although it may vary from person to person, most teenagers need 9.5 hours of sleep. Unfortunately, extracurricular activities, after-school jobs, and homework may result in teenagers getting no more than 7.5 hours of sleep a night. If teens consistently do not get enough sleep, their moods can be affected. They will have difficulty performing and reacting as usual.
“Early to bed, early to rise makes a man healthy, wealthy and wise,” said Ben Franklin. But does this adage apply to teenagers? Research in the 1990s found that later sleep and wake patterns among adolescents are biologically determined; the natural tendency for teenagers is to stay up late at night and wake up later in the morning. This research indicates that school bells that ring as early as 7:00 a.m. in many parts of the country stand in stark contrast with adolescents’ sleep patterns and needs.

Evidence suggests that teenagers are indeed seriously sleep deprived. A recent poll conducted by the National Sleep Foundation found that 60% of children under the age of 18 complained of being tired during the day, according to their parents, and 15% said they fell asleep at school during the year.

On April 2, 1999, Rep. Zoe Lofgren (D-CA), introduced a congressional resolution to encourage schools and school districts to reconsider early morning start times to be more in sync with teens’ biological makeup. House Congressional Resolution 135 or the “ZZZ’s to A’s” Act would encourage individual schools and school districts all over the country to move school start times to no earlier than 8:30 a.m.

Discuss and Decide

You have read two sources about teenagers and sleep. Without going any farther, discuss the question: Should high school start an hour later each morning?
Analyze a Student Model for Step 1

Read Jon’s argumentative essay closely. The red side notes are the comments that his teacher, Mr. Louie, wrote.

Jon Attridge
Mr. Louie
English 10
October 28

We Need Our Sleep!

Beep! You shut off the alarm. It’s 6:00 A.M.—time to get ready for school, but you don’t have the energy. According to a recent study, 85% of teens in America aren’t getting the sleep they need. So you, like most of the teens in America, aren’t getting the sleep you need. Is this the morning you want to experience for the rest of your school career? No. School should start later.

Getting up too early has serious consequences. Studies from the American Psychological Association show that the frontal lobe (the section of the brain in charge of learning ability and memory) is still developing in many adolescents. Disturbing REM (rapid eye movement) sleep can slow the development of this vital portion of the brain. This can result in much lower test scores. Our principal said, “Students in first period classes tend to score lower on standardized math tests than their peers who take the same classes later in the day.” We should be as concerned about disturbing students’ natural sleep patterns as we are about skipping school.
Moreover, Trent University studies on sleep deprivation have shown that grades aren’t the only thing that might improve. An additional hour of sleep can positively affect a student’s mood and attitude. My grandfather says that when he was in school, students went to school later and were better rested. With students’ moods boosted, teachers and students would get along in stress-free situations.

Some may argue that teenagers should simply adapt—go to bed earlier or otherwise adjust to the reality of an early school day. I refer them to research done in the 1990s, which found that later sleep and wake patterns in adolescents are biologically determined. Experts talked, and California Representative Zoe Lofgren listened. She introduced House Congressional Resolution 135, the “ZZZ’s to A’s Act,” to encourage schools to start no earlier than 8:30 A.M.

Now imagine that morning again. It’s 7:00 A.M. You say to yourself, “Wow, I feel great, and I’ve got plenty of time to get ready.” Just one hour can make a huge difference in your mood and your day.
Terminology of Argumentative Texts

Read each term and explanation. Then look back at Jon Attridge’s argumentative essay and find an example to complete the chart.

<table>
<thead>
<tr>
<th>Term</th>
<th>Explanation</th>
<th>Example from Jon’s Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>audience</td>
<td>The audience for your argument is a group of people that you want to convince. As you develop your argument, consider your audience’s knowledge level and concerns.</td>
<td></td>
</tr>
<tr>
<td>purpose</td>
<td>The purpose for writing an argument is to sway the audience. Your purpose should be clear, whether it is to persuade your audience to agree with your claim, or to motivate your audience to take some action.</td>
<td></td>
</tr>
<tr>
<td>precise claim</td>
<td>A precise claim confidently states your viewpoint. Remember that you must be able to find reasons and evidence to support your claim, and that you must distinguish your claim from opposing claims.</td>
<td></td>
</tr>
<tr>
<td>reason</td>
<td>A reason is a statement that supports your claim. (You should have more than one reason.) Note that you will need to supply evidence for each reason you state.</td>
<td></td>
</tr>
<tr>
<td>opposing claim</td>
<td>An opposing claim, or counterclaim, shares the point of view of people who do not agree with your claim. Opposing claims must be fairly presented with evidence.</td>
<td></td>
</tr>
</tbody>
</table>
Should a business have the right to ban teenagers?

You will read:
- A NEWSPAPER AD
  Munchy’s Promise
- A BUSINESS ANALYSIS
  Munchy’s Patrons, July and October
  Munchy’s Monthly Sales, July–October
- A STUDENT BLOG
  Munchy’s Bans Students!
- A NEWSPAPER EDITORIAL
  A Smart Idea Can Save a Business

You will write:
- AN ARGUMENTATIVE ESSAY
  Should a business have the right to ban teenagers?
Source Materials for Step 2

AS YOU READ  Analyze the ad, business analysis, blog, and editorial. Think about the information, including the data contained in the sources. Annotate the sources with notes that help you decide where you stand on the issue: Should a business have the right to ban teenagers?

Source 1: Newspaper Ad

Munchy’s Promise

Aren’t you tired of eating lunch surrounded by noisy high school students? Aren’t you fed up with endless cellphone conversations, loud music, messy tables? Aren’t you infuriated seeing teenage students taking over every restaurant downtown?

We promise that you’ll have the quiet lunch you deserve, because MUNCHY’s has the solution!

No music!
No cellphones!
**NO STUDENTS!**

Mr. Joe “Munchy” Jones and his team will make sure you get the midday break that YOU deserve!

**Munchy’s**
321 Main Street
555-5252

Use this coupon for a 10% discount on your next “quiet lunch.”

**COME TO A “QUIET LUNCH” AT MUNCHY’S!**

From noon to 3 pm, Monday through Friday, we will be a teen-free zone!

Close Read

1. What assumptions is Mr. Jones making about teenagers?

2. What assumptions is he making about adults?
Discuss and Decide

1. Explain the data shown in the pie charts.
2. What is the implication of the data shown in the bar graph?
3. Explain the relationship between the two forms of data.
November 15

**Munchy’s Bans Students!**

In today’s newspaper, the old-fashioned lunch spot known as Munchy’s, popular among students of this institution, announced its new “quiet lunch”—without students!

The restaurant took out a full-page ad in the newspaper to advertise its new rule banning students from noon to 3 p.m. The ad claimed that high school students are noisy, play loud music, and are on their cellphones all the time.

Obviously, this piece of advertising was crafted to attract business people, who are allegedly quieter and need a more relaxing environment. Newsflash! Business people are ALWAYS on their cellphones, having loud conversations themselves!!! The last time I was at Munchy’s, ALL the noise came from loud, annoying business people who were either on their cells or arguing with each other. It all comes down to who spends more money . . . and there are not many options around town other than Munchy’s: a couple of unhealthy fast-food places, and our school cafeteria.

Discrimination on the basis of age is an outrage and a violation of our civil rights! Let’s get together in front of Munchy’s next Wednesday and pass out leaflets to inform the public about this unfair regulation. Bring your signs and your loud voices!

Please feel free to leave your comments below with suggestions of what else we can do about this.

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**Close Read**

Does the lunch hour ban on teens guarantee a “quiet lunch”? Cite evidence in the blog text to support your answer.
A Smart Idea Can Save a Business

November 17

In these days of economic uncertainty, the last thing business owners want to do is drive customers away. We are witnessing the hardships that many local stores and restaurants are facing in our city, fighting to at least break even and stay open. In order to reinvigorate the economy, the Mayor herself has pointed out the relationship between a thriving business district and property values. This issue affects us all. The Mayor’s office is trying to attract more people downtown by investing in making the streets more beautiful, converting areas to pedestrian-only zones, and giving business owners some tax breaks if they help promote the city’s tourist attractions.

But most of the time, municipal help is not enough, and rather than hang a “going out of business” sign on their front door, some business owners try to take the bull by the horns and make their own rules in order to improve their revenue.

This week, we applaud the marketing strategy of Joseph Jones, who took out a full-page ad announcing a policy change at Munchy’s, his popular eatery. After identifying a decrease in profits during the school months, Mr. Jones realized that many of his faithful, adult, wealthier, customers—mostly business people from the offices that surround his restaurant downtown—were staying away from Munchy’s due to the havoc high school students cause every day at lunchtime. In fact, teens are to a restaurant like weeds are to a garden. Therefore, he proclaimed the hours between noon and 3 p.m. “quiet lunch” time, during which students will be banned from the premises. This regulation will encourage business people—who spend more money on their lunches and need a peaceful break from their busy days—back into the restaurant.

We wish Mr. Jones and the team at Munchy’s the best of luck, and we congratulate them once more for their creative idea!

Discuss and Decide

1. What smart idea does the editorial applaud?
2. What reasons are given to endorse Mr. Jones’ new policy?
Evaluate the sources. Is the evidence from one source more credible than the evidence from another source? When you evaluate the credibility of a source, examine the expertise of the author and/or the organization responsible for the information. Record your reasons in the chart.

<table>
<thead>
<tr>
<th>Source</th>
<th>Credible?</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper Ad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Munchy’s Promise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Analysis</td>
<td></td>
<td></td>
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<tr>
<td>Student Blog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Munchy’s Bans Students!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newspaper Editorial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Smart Idea Can Save a Business</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prose Constructed-Response If you were supportive of “Munchy” Jones’ position, which sources would you use to defend your opinion? Explain your rationale, citing evidence from the sources.

Prose Constructed-Response Examine the data in the Business Analysis. Explain to what extent the blog and the newspaper editorial could rely on or use these data.
Types of Evidence

Every reason you offer to support the central claim of your argument must be upheld by evidence. It is useful to think ahead about evidence when you are preparing to write an argument. If the evidence to support your claim is limited or unconvincing, you will need to revise your claim. The evidence you provide must be relevant, or related to your claim. It must also be sufficient. Sufficient evidence is both clear and varied.

Use this chart to help you vary the types of evidence you provide to support your reasons.

<table>
<thead>
<tr>
<th>Types of Evidence</th>
<th>What Does It Look Like?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anecdotes</strong>: personal examples or</td>
<td>Blog “The last time I was at Munchy’s, ALL the noise came</td>
</tr>
<tr>
<td>stories that illustrate a point</td>
<td>from loud, annoying business people who were either on</td>
</tr>
<tr>
<td></td>
<td>their cells or arguing with each other.”</td>
</tr>
<tr>
<td><strong>Commonly accepted beliefs</strong>: ideas</td>
<td>Newspaper Ad “...noisy high school students.”</td>
</tr>
<tr>
<td>that most people share</td>
<td></td>
</tr>
<tr>
<td><strong>Examples</strong>: specific instances or</td>
<td>Blog “...there are not many options around town other than</td>
</tr>
<tr>
<td>illustrations of a general idea</td>
<td>Munchy’s: a couple of unhealthy fast-food places...”</td>
</tr>
<tr>
<td><strong>Expert opinion</strong>: statement made by</td>
<td>Editorial ...The Mayor herself has pointed out the</td>
</tr>
<tr>
<td>an authority on the subject</td>
<td>relationship between a thriving business and property</td>
</tr>
<tr>
<td></td>
<td>values. ...</td>
</tr>
<tr>
<td><strong>Facts</strong>: statements that can be</td>
<td>Business Analysis Adults spent $30,000 at Munchy’s in July.</td>
</tr>
<tr>
<td>proven true, such as statistics or</td>
<td></td>
</tr>
<tr>
<td>other numerical information</td>
<td></td>
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</tbody>
</table>
Assignment

Write an argumentative essay to answer the question:
Should a business have the right to ban teenagers?

Planning and Prewriting

Before you draft your essay, complete some important planning steps.

Claim → Reasons → Evidence

You may prefer to do your planning on a computer.

Make a Precise Claim

1. Do you agree or disagree with Munchy’s? That is, should a business have the right to ban teenagers? yes ☐ no ☐

2. Review the evidence on pages 10–13. Do the sources support your position? yes ☐ no ☐

3. If you answered no to Question 2, you can either change your position or do additional research to find supporting evidence.

4. State your claim. It should be precise. It should contain the issue and your position on the issue.

Issue: Should a business have the right to ban teenagers?

Your position on the issue: __________________________________________________________

Your precise claim: ________________________________________________________________

State Reasons

Next gather support for your claim. Identify several valid reasons that justify your position.

<table>
<thead>
<tr>
<th>Reason 1</th>
<th>Reason 2</th>
<th>Reason 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Find Evidence**

You have identified reasons that support your claim. Summarize your reasons in the chart below. Then complete the chart by identifying evidence that supports your reasons.

**Relevant Evidence:** The evidence you plan to use must be *relevant* to your argument. That is, it should directly and factually support your position.

**Sufficient Evidence:** Additionally, your evidence must be *sufficient* to make your case. That is, you need to supply enough evidence to convince others.

<table>
<thead>
<tr>
<th>Short Summary of Reasons</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason 1</td>
<td></td>
</tr>
<tr>
<td>Relevant?</td>
<td>________</td>
</tr>
<tr>
<td>Sufficient?</td>
<td>________</td>
</tr>
<tr>
<td>Reason 2</td>
<td></td>
</tr>
<tr>
<td>Relevant?</td>
<td>________</td>
</tr>
<tr>
<td>Sufficient?</td>
<td>________</td>
</tr>
<tr>
<td>Reason 3</td>
<td></td>
</tr>
<tr>
<td>Relevant?</td>
<td>________</td>
</tr>
<tr>
<td>Sufficient?</td>
<td>________</td>
</tr>
</tbody>
</table>
Finalize Your Plan

Whether you are writing your essay at home or working in a timed situation at school, it is important to have a plan. You will save time and create a more organized, logical essay by planning the structure before you start writing.

Use your responses on pages 16–17, as well as your close reading notes, to complete the graphic organizer.

- Think about how you will grab your reader’s attention with an interesting fact or anecdote.
- Identify the issue and your position.
- State your precise claim.
- List the likely opposing claim and how you will counter it.
- Restate your claim.
Draft Your Essay

As you write, think about:

▶ **Audience:** Your teacher
▶ **Purpose:** Demonstrate your understanding of the specific requirements of an argumentative essay.
▶ **Style:** Use a formal and objective tone that isn’t defensive.
▶ **Transitions:** Use words, such as furthermore or another reason to create cohesion, or flow.

Revise

Revision Checklist: Self Evaluation

Use the checklist below to analyze your writing.

▶ If you drafted your essay on the computer, you may wish to print it out so that you can more easily evaluate it.

<table>
<thead>
<tr>
<th>Ask Yourself</th>
<th>Tips</th>
<th>Revision Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the introduction grab the audience’s attention and include a precise claim?</td>
<td>Draw a wavy line under the attention-grabbing text. Bracket the claim.</td>
<td>Add an attention grabber. Add a claim or rework the existing one to make it more precise.</td>
</tr>
<tr>
<td>Do at least two valid reasons support the claim? Is each reason supported by relevant and sufficient evidence?</td>
<td>Underline each reason. Circle each piece of evidence, and draw an arrow to the reason it supports.</td>
<td>Add reasons or revise existing ones to make them more valid. Add relevant evidence to ensure that your support is sufficient.</td>
</tr>
<tr>
<td>Do transitions create cohesion and link related parts of the argument?</td>
<td>Put a star next to each transition.</td>
<td>Add words, phrases, or clauses to connect related ideas that lack transitions.</td>
</tr>
<tr>
<td>Are the reasons in the order that is most persuasive?</td>
<td>Number the reasons in the margin, ranking them by their strength and effectiveness.</td>
<td>Rearrange the reasons into a more logical order of importance.</td>
</tr>
<tr>
<td>Are opposing claims fairly acknowledged and refuted?</td>
<td>Put a plus sign by any sentence that addresses an opposing claim.</td>
<td>Add sentences that identify and address those opposing claims.</td>
</tr>
<tr>
<td>Does the concluding section restate the claim?</td>
<td>Put a box around the restatement of your claim.</td>
<td>Add a sentence that restates your claim.</td>
</tr>
</tbody>
</table>
Revision Checklist: Peer Review

Exchange your essay with a classmate, or read it aloud to your partner. As you read and comment on your classmate’s essay, focus on logic, organization, and evidence—not on whether you agree with the author’s claim. Help each other identify parts of the draft that need strengthening, reworking, or a new approach.

<table>
<thead>
<tr>
<th>What To Look For</th>
<th>Notes for My Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the introduction grab the audience’s attention and include a precise claim?</td>
<td></td>
</tr>
<tr>
<td>2. Do at least two valid reasons support the claim? Is each reason supported by relevant and sufficient evidence?</td>
<td></td>
</tr>
<tr>
<td>3. Do transitions create cohesion and link related parts of the argument?</td>
<td></td>
</tr>
<tr>
<td>4. Are the reasons in the order that is most persuasive?</td>
<td></td>
</tr>
<tr>
<td>5. Are opposing claims fairly acknowledged and refuted?</td>
<td></td>
</tr>
<tr>
<td>6. Does the concluding section restate the claim?</td>
<td></td>
</tr>
</tbody>
</table>

Edit

Edit your essay to correct spelling, grammar, and punctuation errors.
Should the minimum driving age be raised?

You will read:

- TWO INFORMATIONAL ARTICLES
  - Traffic Safety Facts
  - Teenage Driving Laws May Just Delay Deadly Crashes

You will write:

- AN ARGUMENTATIVE ESSAY
  - Should the minimum driving age be raised?
There were 205.7 million licensed drivers in the United States in 2007 (2008 data not available). Young drivers, between 15 and 20 years old, accounted for 6.4 percent (13.2 million) of the total, a 4.8-percent increase from the 12.6 million young drivers in 1997. In 2008, 5,864 15- to 20-year-old drivers were involved in fatal crashes—a 27-percent decrease from the 7,987 involved in 1998. Driver fatalities for this age group decreased by 20 percent between 1998 and 2008. For young males, driver fatalities decreased by 19 percent, compared with a 24-percent decrease for young females (Table 1). Motor vehicle crashes are the leading cause of death for 15- to 20-year-olds (based on 2005 figures, which are the latest mortality data currently available from the National Center for Health Statistics). In 2008, 2,739 15- to 20-year-old drivers were killed and an additional 228,000 were injured in motor vehicle crashes.
Graph

Driver Fatalities and Drivers Involved in Fatal Crashes Among 15- to 20-Year Old Drivers, 1998–2008

Number of Drivers

Close Read

Is this a true statement? In 2002, more than half of fatal crashes among 15- to 20-year-olds killed someone other than the driver. Use the data in the graph and cite evidence in your response.
In 2008, 12 percent (5,864) of all drivers involved in fatal crashes (50,186) were young drivers age 15 to 20 years old, and 14 percent (1,429,000) of all drivers involved in police-reported crashes (10,081,000) were young drivers.

### Table 1

**Involvement of 15- to 20-Year Old Drivers in Fatal Crashes by Sex, 1998 and 2008**

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Age 15–20</td>
<td>Percentage of Total</td>
</tr>
<tr>
<td><strong>Drivers Involved in Fatal Crashes</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>56,604</td>
<td>7,987</td>
<td>14.1</td>
</tr>
<tr>
<td>Male</td>
<td>40,816</td>
<td>5,652</td>
<td>13.8</td>
</tr>
<tr>
<td>Female</td>
<td>15,089</td>
<td>2,335</td>
<td>15.5</td>
</tr>
<tr>
<td><strong>Driver Fatalities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24,743</td>
<td>3,431</td>
<td>13.9</td>
</tr>
<tr>
<td>Male</td>
<td>17,992</td>
<td>2,476</td>
<td>13.8</td>
</tr>
<tr>
<td>Female</td>
<td>6,750</td>
<td>955</td>
<td>14.1</td>
</tr>
</tbody>
</table>

*Note:* Total includes unknown sex.

In 2008, 12 percent (5,864) of all drivers involved in fatal crashes (50,186) were young drivers age 15 to 20 years old, and 14 percent (1,429,000) of all drivers involved in police-reported crashes (10,081,000) were young drivers.

### Close Read

What can you conclude about the behavior of male and female drivers? What other factors could explain the difference?
Table 2
Population and Drivers Involved in Fatal Crashes by Age Group, 2008

<table>
<thead>
<tr>
<th>Age Group (Years)</th>
<th>15–20</th>
<th>21–24</th>
<th>25–34</th>
<th>35–44</th>
<th>45–54</th>
<th>55–64</th>
<th>65–69</th>
<th>70+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population (Percent)</td>
<td>8.5</td>
<td>5.5</td>
<td>13.5</td>
<td>14.0</td>
<td>14.6</td>
<td>11.1</td>
<td>3.7</td>
<td>9.1</td>
</tr>
<tr>
<td>Drivers Involved in Fatal Crashes (Percent)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>–Single-Vehicle</td>
<td>14.0</td>
<td>13.1</td>
<td>20.9</td>
<td>16.9</td>
<td>15.5</td>
<td>10.3</td>
<td>2.8</td>
<td>6.2</td>
</tr>
<tr>
<td>–Multi-Vehicle</td>
<td>10.4</td>
<td>9.2</td>
<td>19.0</td>
<td>18.3</td>
<td>17.8</td>
<td>12.4</td>
<td>3.5</td>
<td>9.3</td>
</tr>
<tr>
<td>–All Fatal Crashes</td>
<td>11.9</td>
<td>10.8</td>
<td>19.8</td>
<td>17.8</td>
<td>16.8</td>
<td>11.5</td>
<td>3.2</td>
<td>8.1</td>
</tr>
</tbody>
</table>

Among 15- to 20-year-old drivers involved in fatal crashes in 2008, 30 percent (291) of those who did not have valid operator's licenses at the time of the crash also had previous license suspensions or revocations (Table 3).

Table 3
Young Drivers Involved in Fatal Crashes by Previous Driving Record and License Compliance, 2008

<table>
<thead>
<tr>
<th>Driving Record</th>
<th>License Compliance</th>
<th>Total (5,864)*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Valid (4,882)</td>
<td>Invalid (970)</td>
</tr>
<tr>
<td>Previous Recorded Crashes</td>
<td>748</td>
<td>15.5</td>
</tr>
<tr>
<td>Previous Recorded Suspensions and Revocations</td>
<td>433</td>
<td>9.0</td>
</tr>
<tr>
<td>Previous DWI Convictions</td>
<td>63</td>
<td>1.3</td>
</tr>
<tr>
<td>Previous Speeding Convictions</td>
<td>1,017</td>
<td>21.1</td>
</tr>
<tr>
<td>Previous Other Harmful or Moving Convictions</td>
<td>877</td>
<td>18.2</td>
</tr>
</tbody>
</table>

* Includes 72 drivers with unknown license status. Note: Excluding all drivers with unknown previous records.

Close Read
Cite evidence from the text and graphics to support this statement: Driver fatalities for 15- to 20-year-olds decreased 20% between 1998 and 2008.
A nationwide study shows that tougher licensing laws for teenage drivers have reduced deadly accidents among 16-year-olds, but with an unintended consequence: increasing the fatal crash rate among 18-year-olds.

Over the last two decades, many states have put in place strict teenage driving laws, with graduated driver’s license programs that require young drivers to meet certain restrictions before they obtain a full license. While the rules vary by state, they generally set a minimum age for earning a driver’s permit or license and require a set number of supervised hours behind the wheel, and some prohibit driving with fellow teenagers, ban night driving or require at least six months of instruction before a driver’s test. Over all, the tougher laws—which most states began adopting in the mid-1990s—have been credited with a 30 percent drop in highway fatalities among teenagers.

But “most of the prior studies on graduated driver licensing have only looked at 16-year-olds,” said Scott Masten, a researcher with California’s Department of Motor Vehicles and the lead author of the current study. “When you do that you go, ‘Wow, these programs are saving lives,’” he said.
To get a broader perspective, Dr. Masten and his colleagues looked at data on fatal crashes involving 16- to 19-year-olds that occurred over a 21-year period, beginning in 1986. “When you look at the bigger picture across 18- and 19-year-olds, it looks like we’re offsetting those saved crashes,” he said. “In fact, 75 percent of the fatal crashes we thought we were saving actually just occurred two years later. It’s shocking.”

The study, published Wednesday in The Journal of the American Medical Association, found that since the first graduated driver programs were instituted, there have been 1,348 fewer deadly crashes involving 16-year-old drivers. But at the same time, there have been 1,086 more fatal crashes that involved 18-year-olds. The net difference is still an improvement, Dr. Masten said, but not quite the effect that many had assumed.

“The bottom line is there is still a net overall savings from introducing all these programs,” he said. “So we are saving teen drivers over all, but it’s not nearly what we thought it would be.”

Dr. Masten strongly suspects that the reason for the increase in deadly crashes among 18-year-olds is that many teenagers, rather than deal with the extra restrictions for 16- and 17-year-olds, are simply waiting to get a license until they turn 18, and skipping the restrictions altogether. As a result, a greater proportion of inexperienced drivers hit the road at 18. He pointed out that when California instituted its tougher driving laws for teenagers, the proportion of 16- and 17-year-olds getting licenses to drive dropped while the numbers at 18 and 19 did not.

But the authors also suggested another hypothesis: that teenagers going through graduated driver license programs are not getting as much practical driving experience when they have “co-drivers.” In other words, while having adult supervision in the car reduces risk, it also protects teenage drivers so much that they miss out on learning experiences that can be gleaned only by driving alone, like knowing what it means to be fully responsible for a vehicle and knowing how to “self-regulate.”

Discuss and Decide

How have teenage driving laws changed? Cite textual evidence in your response.
“Even though we want you to learn by driving with your parents, it’s really different from the sorts of things you learn when you’re driving on your own,” Dr. Masten said. “The whole thing about learning to drive is you need to expose yourself to crash risk to get experience.”

In an editorial that accompanied the study, researchers with the Insurance Institute for Highway Safety, a nonprofit group financed by insurance companies, said the findings raised a “serious issue” that policy makers should take note of. They pointed out that one of the states with the toughest programs for teenage drivers is New Jersey, where all first-time drivers under 21 have to adhere to graduated driver restrictions.

“New Jersey’s approach has been associated with significant reductions in the crash rates for 17- and 18-year-olds and virtually eliminates crashes among 16-year-olds, without adversely affecting crash rates for 19-year-old drivers,” the authors wrote.

But in a twist, New Jersey’s tough laws may have just shifted the effect to 21-year-olds, similar to the way tough restrictions on 16- and 17-year-olds were followed by a spike in deadly crashes among 18-year-olds in other states, Dr. Masten said. In New Jersey, a study of deadly crashes did not look specifically at 21-year-olds; they were mixed into a larger group of 20- to 24-year-olds. But the research still found a 10 percent increase in deadly crashes in that group after New Jersey’s tougher graduated driver licensing program was instituted, suggesting that 18-, 19- and 20-year-olds may be waiting out the tough restrictions there as well.

Close Read

What general principle does New Jersey’s experience suggest about driving restrictions and age?

1. Analyze
2. Practice
3. Perform
Other researchers have also found that the reason the rate of crashes among teenagers is so high—they account for 10 times as many crashes as middle-aged drivers—is not that they are reckless, but that they make simple mistakes, like failing to scan the road, misjudging driving conditions and becoming distracted. Some of these problems can be addressed through what experts call narrative driving: having adult drivers point out to teenage passengers examples of unsafe driving and explain to them how they are dealing with distractions on the road.

Lack of sleep can also be a major factor in teenage crashes. A study in the Journal of Clinical Sleep Medicine this year found that teenagers who started school earlier in the morning had higher crash rates.

### Close Read

Provide evidence from the article that supports the position of allowing teenagers to drive at age 16. Then provide evidence that supports the position of *not* allowing teenagers to drive at 16.

<table>
<thead>
<tr>
<th>Pro</th>
<th>Con</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Allowing 16-Year-Olds to Drive</td>
<td>Against Allowing 16-Year-Olds to Drive</td>
</tr>
</tbody>
</table>
Respond to Questions on Step 3 Sources
These questions will help you think about the sources you’ve read. Use your notes and refer to the sources in order to answer the questions. Your answers to these questions will help you write your essay.

1. **Is the evidence from one source more credible than the evidence from another source?** When you evaluate the credibility of a source, examine the expertise of the author and/or the organization responsible for the information. Record your reasons.

<table>
<thead>
<tr>
<th>Source</th>
<th>Credible?</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informational Article</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traffic Safety Facts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informational Article</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teenage Driving Laws May Just Delay Deadly Crashes</td>
<td></td>
<td></td>
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</tbody>
</table>

2. **Prose Constructed-Response** What point about teen driving is raised in both the blog “Teenage Driving Laws May Just Delay Deadly Crashes” and the data from “Traffic Safety Facts”? Why is this point important to address when making an informed decision about teen driving? Support your answer with details and statistics.

3. **Prose Constructed-Response** Does the bar graph in “Traffic Safety Facts” support or contradict the information in the article “Teenage Driving Laws May Just Delay Deadly Crashes”? Use details from the article and the graph to support your answer.
Part 2: Write

**ASSIGNMENT**
You have read about traffic accidents caused by teens. Now write an argumentative essay answering the question: Should the minimum driving age be raised? Support your claim with details from what you have read.

**Plan**
Use the graphic organizer to help you outline the structure of your argumentative essay.

```
Introduction

Reason/Evidence

Reason/Evidence

Reason/Evidence

Opposing Claim

Concluding Section
```
Draft

Use your notes and completed graphic organizer to write a first draft of your argumentative essay.

Revise and Edit

Look back over your essay and compare it to the Evaluation Criteria. Revise your essay and edit it to correct spelling, grammar, and punctuation errors.

Evaluation Criteria

Your teacher will be looking for:

1. **Statement of purpose**
   - Is your claim specific?
   - Did you support it with valid reasons?
   - Did you anticipate and address opposing claims fairly?

2. **Organization**
   - Are the sections of your essay organized in a logical way?
   - Is there a smooth flow from beginning to end?
   - Is there a clear conclusion that supports the argument?
   - Did you stay on topic?

3. **Elaboration of evidence**
   - Is the evidence relative to the topic?
   - Is there enough evidence to be convincing?

4. **Language and Vocabulary**
   - Did you use a formal, noncombative tone?
   - Did you use vocabulary familiar to your audience?

5. **Conventions**
   - Did you follow the rules of grammar usage as well as punctuation, capitalization, and spelling?