

Organize, Synthesize, and Transform an Argument	
Overview	Instructional Guidance
<ul style="list-style-type: none">Students will evaluate a variety of texts in order to take a stance and create a well-supported argument. Students will experience the steps of argument development and reflect on their learning. Learning to use inquiry to find authentic sources which will be synthesized into an argument leads students to evaluating primary and secondary resources in order to develop an argument.	<ul style="list-style-type: none">As you work through the lesson sequence, you will notice places to stop for your students and you to formatively assess understandings for specific skills within the lesson. A learning progression for the specific skill is provided for you and the student at these stopping points in the instructional guidance column. Based on the performance students are working through as explained in the lesson sequence, you and your student will determine where they are within the progression in order to continue growing in that specific skill. These moments could include conferences and reflections with students. At any point during these formative assessment opportunities, students may need an additional mini lesson focused on the Fundamental Reading and Writing Standards. Teachers should continue to address earlier standards and indicators as they apply to more complex skills. Students are expected to build upon and continue applying concepts learned previously.

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Skill Emphasis at a Glance	Instructional Guidance
<ul style="list-style-type: none"> ● Analyzing – methodically breaking down into parts (i.e. key details or patterns, etc.) to grasp the essence of the whole (draw conclusions or infer meaning) ● Synthesizing – combining different parts into something new; join or make something part of a larger new unit; blend many dissimilar parts into one new form ● Questioning – developing ideas to consider investigating further while reading a text or at the conclusion of reading a text 	<ul style="list-style-type: none"> ●
Standards at a Glance	Instructional Guidance
<ul style="list-style-type: none"> ● Reading Literary Text <ul style="list-style-type: none"> ○ Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. ○ Standard 6: Summarize key details and ideas to support analysis of thematic development. ○ Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. ● Reading Informational Text <ul style="list-style-type: none"> ○ Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. ○ Standard 6: Summarize key details and ideas to support analysis of thematic development. ○ Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and 	<ul style="list-style-type: none"> ● There are additional standards and indicators that are embedded throughout the lesson sequence. The embedded standards and indicators are in Appendix A. ● How will you formatively assess students for understanding of standards and indicators throughout the lesson sequence to inform your instructional steps?

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structures, and how their relationships shape meaning and tone in print and multimedia texts.

- **Writing**

- Standard 1: Write arguments to support claims with clear reasons and relevant evidence.
- Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
- Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frame.

- **Inquiry**

- Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.
- Standard 4: Synthesize information to share learning and/or take action.
- Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.

- **Communication**

- Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.
- Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.
- Standard 3: Communicate information through strategic use of multiple modalities and multimedia to

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<p>enrich understanding when presenting ideas and information.</p> <ul style="list-style-type: none"> ○ Standard 4: Critique how a speaker addresses and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages. ○ Standard 5: Incorporate craft techniques to engage and impact audience and convey messages. 	
Text/Writing Sets and Resources	Instructional Guidance
<p><u>FULCRUM</u></p> <ul style="list-style-type: none"> ● Reading: <i>The Great Gatsby</i> by F. Scott Fitzgerald A pdf of the text is available here: https://www.planetebook.com/free-ebooks/the-great-gatsby.pdf or through the Greenville County Library: https://greenvillesc.overdrive.com/media/654389 ● Writing: Argumentative Writing (Opinion Piece); one writing piece selected to create a multimedia presentation <p><u>TEXTURE</u></p> <ul style="list-style-type: none"> ● Reading: <i>A Raisin in the Sun 2008</i> (movie link: https://www.amazon.com/Raisin-Sun-Kenny-Leon/dp/B01MR0WQX5); excerpts from <i>A Raisin in the Sun</i> by Lorraine Hansberry (play link: https://greenvillesc.overdrive.com/media/654389); suggested texture text--excerpts from <i>Between the World and Me</i> by Ta-Nehisi Coates (nonfiction – available as an audiobook or paperback through www.amazon.com) ● Writing: Two-voiced poem with 1 character from <i>A Raisin in the Sun</i> & 1 character from <i>The Great Gatsby</i> <p><u>CONTEXT</u></p>	<ul style="list-style-type: none"> ● It is important to view reading and writing components in unison as literacy involves both the act of reading and writing concurrently. Avoid separating one task from the other. Students should write about their reading and read about their writing. ● Any film version of <i>Raisin in the Sun</i> will be acceptable to use.

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<ul style="list-style-type: none"> ● Reading: Treasure Hunt of historical context of <i>The Great Gatsby</i>; “The American Dream is Alive and Well” by Samuel Abrams (opinion piece); “Ta-Nehisi Coates is right: The American Dream is a Lie” by Ryan Cooper (opinion piece); “Black Poverty is Rooted in Real-Estate Exploitation” by Mark Whitehouse (opinion piece); “Harlem” by Langston Hughes (poem); “Juicy” by Notorious B.I.G. (song lyrics) ● Writing: Journaling; annotating articles; discussion boards via Padlet, Canvas, Google Classroom, or some other virtual “discussion”; shorter opinion piece mirrored after two opinion pieces in listed in the text set <p>Other Classroom Resources</p> <ul style="list-style-type: none"> ● Electronic and/or paper copies of chosen texts. ● Writer’s notebooks/personal journals ● Writing utensils <p>Organizers, Tools, and Digital Resources</p> <ul style="list-style-type: none"> ● Graphic organizers or note-taking guides ● Film version of <i>Raisin in the Sun</i> ● projector and access to clean version of Notorious B.I.G.’s music video “Juicy” ● Multimedia creation access must be available based on student presentation choices. ● Teachers may wish to learn more about Google tools at this link: https://www.freetech4teachers.com/p/google-tools-tutorials.html 	
I Can Statements	Instructional Guidance
<ul style="list-style-type: none"> ● I can develop a logical idea that is supported by reasonable facts and evidence. ● I can use multiple pieces of text to make connections and draw conclusions that will become supported in an argument. 	

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author craft/structure, point-of-view/perspective, and author's purpose; the teacher should provide these as focused questions. On days when students read in small groups, with partners, or as individuals, students will also be asked to read and be prepared to respond with a distinct purpose. Teacher will allow students to respond aloud through Socratic Seminars around specific topics, through assigned group/partner text-focus presentations, or through double entry journals where specific quotes/text portions have personally resonated, related, and connected with individual students as they read.

Virtual Option: teachers may set up small group or whole class discussions in Google Classroom through the [discussion option](#) as an assignment.

- While evaluating the concept of The American Dream, students will view the video and lyrics for the song “[Juicy](#)” or any other song selection that supports the theme of the American Dream. Students will read the song lyrics; teacher will provide a copy of the [*clean version*](#) (with appropriate editing as needed) of the song lyrics. Students will view the song’s [music video](#) [*clean version*](#). The teacher will facilitate a class discussion on the changes in the artist’s life before and after fame. Students may need to have a graphic organizer to assist with this thinking. A simple t-chart would work. This conversation may begin whole class and shift to group discussions. Students may document group conversations on chart paper that will be shared whole-class through a gallery walk, etc. It is important to guide students to write about their thinking and conversations.

Virtual Option: Students can collect notes electronically on a Google Doc or any free note catcher such as [OneNote](#). Digital conversations are available in both tools.

- Students will respond to specific discussion questions following each day’s lesson; teachers will determine daily lesson focus for students to apply their understanding,

also show students how to constructively critique without being offensive. This will necessitate community building from the beginning of the year because students must trust that they can share their thoughts with all others in the classroom without fear of ridicule or shame.

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connect prior knowledge, explain personal relativity, and pose new questions for clarity within their personal journals. An overarching question to explore could be “*Is the American Dream an illusion or reality?*” Allowing students to consider this question when experiencing the texts through inquiry and writing. At this point, writing tasks should be short but focused on purpose and/or audience. Journal writing is an ideal mode for such writing. Teachers should ensure students have an opportunity to share their journal responses on discussion boards or on [Padlet](#) to lead to and build upon further conversations with one another to grow their understanding and apply prior knowledge. Students will write a personal response for connections with the text or thoughts concerning the information presented. Often journal entries are a helpful to establish the lesson focus when implemented at the start of each lesson. Designing a prompt, providing a visual, or sharing a song or podcast can become the focus of the journal entry.

Virtual Option: Students can create work electronically in Google Classroom, Docs, or Sheets or any free note catcher such as [OneNote](#). Digital conversations are available in both tools.

- While reading *The Great Gatsby*, teachers will present students with a proposed discussion question prior to the lesson’s reading passage and will ask students to formulate a personal written response in [Padlet](#) or another virtual format. Following writing, students will pair with a partner to discuss their responses and attempt to make further connections between text, self, and previous knowledge or learned information. Following individual writing, teachers will instruct students to pair with a partner and discuss one another’s responses, while attempting to make further connections between text, self, and previous knowledge or learned information. Student partnerships will further share the connections and/or responses made with the whole class or within a larger group setting. After partners have

- **OPPORTUNITY FOR FORMATIVE ASSESSMENT**
At the conclusion of this component, use progressions to know student understandings of the skill questioning. See [Appendix B](#)

- Writing 2.1
- Communication 1.4
- Teachers may choose to use the following discussion prompts or questions:
 - What kind of person is Nick Carraway and is he a reliable narrator?

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completed discussion, teachers will ask student partnerships to further expand and share the connections and/or responses they made with the whole class or within a larger group setting. It is important that teachers help students connect the [context reading](#) to the [fulcrum reading](#). Comparing information between the two texts helps students establish an understanding more clearly. A unique way to make these comparisons is by using a system of [sketchnoting](#). This combines words and images to help students retain information in multiple ways. Students may create sketches for their notes or have words and images included. They may opt to use shapes and arrows to organize their notes. Teachers should research the concept and introduce [sketchnoting](#) to students before entering into the requirement for comparing texts.

Virtual Option: teachers may set up small group or whole class discussions in Google Classroom through the [discussion option](#) as an assignment.

- The teacher will provide an electronic or paper copy of the poem "[Harlem](#)." Students will follow along as the teacher reads the poem "[Harlem](#)." Next, students will read the poem silently, or a student will read the poem out loud to the class; Students will participate in whole class discussion of the poem; Teacher will guide students through a whole-group poetry explication. Students will write a reflection in their journal at the conclusion of the discussion.

Virtual Option: Students can collect notes electronically on a Google Doc or any free note catcher such as [OneNote](#). Digital conversations are available in both tools.

- Students will view the [film *A Raisin in the Sun*](#) to evaluate whether The American Dream is an illusion or a reality. Teacher will show the film and provide a method of evaluating the theme with consideration to the question concerning the "American Dream." Teacher should devise a method of discussion about student reactions to the film,

- Compare and contrast Myrtle's life, including setting, against Daisy's life.
- Pick a character and write about an internal or external conflict the character has.
- What part of the plot did you find the most suspenseful? Describe the moment and why you found it suspenseful.
- Which character did you most personally relate to and why?

- Communication 1.4
- Reading Literary Text 6.1

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connecting it to the poem "[Harlem](#)" and their answers about the illusion or reality of The American Dream. Students will also write a reflection in their journal at the conclusion of the discussion. If the class is one that is quiet during discussions, consider having them write the journal first to develop their thoughts to discuss afterward.

- Students will read and analyze an excerpt from [A Raisin in the Sun](#) (specifically the final act of the play). Students will read the last act of [A Raisin in the Sun](#) aloud with some students assuming the roles of characters in that act; teacher will provide an electronic or paper copy of the final act of the play. Teacher will assign or ask for student volunteers to read character roles aloud. Teacher will instruct students to write a paragraph responding to the question "*Is the American Dream an illusion or reality?*" based on the reading of the final act of the play. Students will provide textual evidence from the reading to support their answer using MLA format. Teacher will facilitate with citations as needed throughout student writing. Teacher will perform a mini-lesson or review of MLA citation, documentation, and format. At the conclusion of this task, allow students time to return to their journals to refine their thoughts about The American Dream. It is important to help students synthesize the different experiences to support their position that will later evolve into an argument.
- Students will develop direct and indirect characterization of characters through small group character mapping. In small groups, teacher will assign each student a character from [The Great Gatsby](#) and/or [A Raisin in the Sun](#). Students will synthesize their journaling notes to help them create the character map; teacher will give them the instructions handout for the character map. Students will re-visit the text and cite textual evidence from the text for their direct and indirect characterizations of their choice of characters; teacher will model for students how to synthesize their journaling notes to help them create the character map.

- Writing 2.1
- Reading Literary Text 6.1
- Communication 1.4

- Reading Literary Texts 5.1, 7.1, 7.2
- Reader's Theatre is an option for the whole or small group reading.

- **OPPORTUNITY FOR FORMATIVE ASSESSMENT**
At the conclusion of this component, use progressions to know student understandings of the skill analyzing. See [Appendix D](#)

- Reading Literary Text 5.1, 8.1
- Writing 1.1
- Communication 2.3, 3.2

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Teacher will show students a sample of how to do the character map from a different text. On a poster chart, students will draw an outline of the character's body, making sure they include head, dialogue bubble above the head, chest/heart, hands, shoulders, feet/legs and two areas for the bottom of the map. Students will provide textual evidence from the text of what the character thinks (head), including any thoughts that occur due to a change. Students will provide textual evidence from the text of what the character says (dialogue bubble). This should be something that helps the student understand something about that character. Students will provide textual evidence of what the character feels (chest/heart), including any changes the character experienced in the novel/play. Students will provide textual evidence from the text of what the character does (hands); students should only include examples of how the character interacts with the world and others. Students will provide textual evidence from the text of what the character carries (shoulders); this includes any burdens or conflicts the character endures. Students will provide textual evidence from the text of where the character goes (feet/legs). Students should be selective and choose places that are important to the development of the character or places that show the character's growth. At the bottom of the Map 1: Students will summarize the character as a whole in 3-5 sentences. At the bottom of the Map 2: Student will write a 2-3 sentence description of how the character changed (or didn't) through the story. Students will color and decorate the character map. Students will present their completed character map to the class; teacher will allow students to present their character map to the rest of the class. Teacher will support students by circulating the room, providing clarification, and answering questions.

Virtual Option: Students may use a template to create their map. [Body Map outlines](#) are helpful.

- **OPPORTUNITY FOR FORMATIVE ASSESSMENT**
At the conclusion of this component, use progressions to know student understandings of the skill synthesizing. See [Appendix C](#)

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- After reading both [The Great Gatsby](#) and the excerpt from [A Raisin in the Sun](#), students will collaborate with a partner to write a two-voiced poem for a performance. As partners, students will choose one character from [The Great Gatsby](#) and one character from [A Raisin in the Sun](#) for their two-voiced poem. Teachers will present the parameters for the creation of a two-voiced poem by providing examples and modeling how to identify necessary text structures to create a successful two-voiced poems. Students will discuss what they want to include in their dialogue poem about each character; teachers will facilitate pairing of students and work as a guide as they make writing/performance decisions. Students will write a poem using the characters they discussed; teachers will provide a rubric and/or checklist for poem requirements and will allow students to discuss what they want to include in their dialogue poem about each character. Students will write lines of the poem that will be the same for each character, and they will write lines that are unique to that one character; teachers will provide opportunities for student writing with guided assistance during poem writing. Students will use figurative language at least twice in the poem; teachers will guide and facilitate as needed with individual pairs, individual students, or student groups through workshops in the classroom. Students will workshop to write lines of the poem that will be the same for each character, and they will write lines that are unique to that one character. Students will make decisions about line breaks and how the poem looks visually; teachers will reinforce student knowledge of figurative language during read alouds and discussions with the fulcrum and texture texts. Teachers should also provide mini lessons in figurative language if students experience complications during the writing process. This will be necessary as students must use figurative language at least twice in the poem. Teachers will provide mini lessons for students concerning rhythm and text features regarding line breaks and spacing for both rhythmic and visual appeal. Students should write a reflection in their journal noting the new thinking about the

- Reading Literary Text 5.1
- Communication 1.2
- Writing 3.1

- OPPORTUNITY FOR FORMATIVE ASSESSMENT
At the conclusion of this component, use progressions to know student understandings of the skill analyzing. See [Appendix D](#)

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question of The American Dream. They should note any questions that have risen during their readings so far.

Virtual Option: Students may wish to use [Zoom](#) to discuss, create, and perform their Two Voice Poem.

- While planning and practicing the two-voice poem performance, students will workshop with others in the class to make communication and performance choices. Students will view video clips of spoken word/slam poets and make annotations about delivery method and stage presence; teachers must make choices for poems to show students based on knowledge of student interests and talents. This will be differentiated based on the differences among varying classes. Teachers must also provide a means for students to see and hear these poetic performances. Students will discuss what they noticed about the performances; teacher must instruct students in evaluating poetry and guide student discussions about the performances until students become comfortable with vocalizing their thoughts and analysis without the guidance of the teacher or without conversational “constructs.” Teacher will model poetry performances and give students opportunities for practicing poetic performances. Teachers will provide various times for practice while preparing for final performances. The modeled poetry evaluations done through read and talk alouds will teach students to implement strategies from the clips into their performance with a focus on volume/articulation, dramatic expression, and posture and eye contact. Students will implement strategies from the clips into their performance with a focus on volume/articulation, dramatic expression, and posture and eye contact. Students will perform poem with one other partner for workshop purposes. Students will give feedback on observed performance starting with strengths of the performance and will then give constructive criticism on volume/articulation, dramatic expression, and posture and eye contact.

- Writing 3.1
- Communication 1.6, 4.3

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Virtual Option: Teachers may assign students to groups in Google Classroom and upload videos of choice to the specific groups. Students can interact within their group as well.

- While reading the informational texts “[The American Dream is Alive and Well](#),” “[Ta-Nehisi Coates is Right: The American Dream is a Lie](#),” and “[Black Poverty is Rooted in Real-Estate Exploitation](#),” students will take notes using a teacher-selected note-taking method and use a reflection method to deepen understanding in notes upon the completion of each text. Students will evaluate sources to understand how to frame and support an argument using a handout such as [CRAPP](#) while reading one given informational text. Teacher will set a purpose for the note-taking by explaining to students that this will be practice for when they conduct research for their argumentative research essay/project. Teacher will model for students how to use the focused note-taking method and provide students with a handout for use with the specific informational text from the reading text set. Teacher will then give students a note-taking guide for students to use such as the [Cornell Note-taking Method](#) while reading another of the given informational text pieces for practice in identifying key elements and ideas, annotating key details, and summarizing overall text information. Teacher will instruct students that this note-taking will be helpful for when they start the research process. Students should enter the text using text annotation where they have a conversation with the author by recording questions for the author in the margin. Teacher should model annotation emphasizing the purpose is to record their thoughts explaining why they marked the text, etc.

Virtual Option: Teachers can use platforms like [Google Classroom](#) or [Zoom](#) to conduct whole class discussions. Students may use [Nimbus Screenshot](#) to annotate their text. It is an extension in Chrome. There is also a [Nimbus Screenshot Chrome app](#) for Chromebook users.

- Note taking guide can include Cornell Note-Taking Method.
- Reading Informational Text 6.1, 10.1, 11.1
- OPPORTUNITY FOR FORMATIVE ASSESSMENT
At the conclusion of this component, use progressions to know student understandings of the skill questioning. See [Appendix B](#)

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The [following video](#) demonstrates how to use Nimbus Screenshot to create annotated screen capture images.

- Students will take a position on the initial focus question and will engage in the writing process to pre-write, revise, edit, and publish an argumentative essay. Students will determine the stance they would like to take concerning the question *Is the American Dream an illusion or reality?* after reading all texts related. Students will generate questions they would like to answer through research to prove their argument. Students will engage in research to find reliable, unbiased sources that will support their argument as well as counterclaims that they can refute in their response. Teachers will teach the structure of argumentative writing noting important components, such as, taking a stance, evidential support, text analysis, and addressing a counter-argument. Teachers will assist students with paraphrasing, quoting, and documenting as they write first drafts. Following information acquisition, students will create a skeleton outline of their essay to determine chronology and logical sequencing. Teachers will teach the writing process as one that is recursive and constantly evolving. It is important for students to revise their writing multiple times. One way to help this process is to pair students with a classmate and have them participate in reading aloud their partner’s paper. As a student reads his or her partner’s essay aloud, the student writer follows along reading silently. Anytime the reader stumbles in the reading, the writer will place a mark at that point on his or her essay copy. Explain to students that the stumble indicates a possible flaw in the flow of the writing or unclear meaning. Students should also note anything they hear that is confusing, etc., so they can return to that point in the essay to revise the text. Partners should discuss any portions of their essays that are unclear or need further development. Teachers should model for students the process of revising for greater clarity, coherence, and logic. This may be an opportunity to share a grammar mini lessons as well. Students will conference with teacher to make final

- This skill (taking a position) and research skills (next) will need to happen simultaneously
- Writing 1.1, 5.1-5.5,
- Communication 2.1-2.3

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revisions/edits prior to creating final draft argumentative essays. Teachers will allow time to conduct conferences with students independently to make final revisions/edits prior to creating final draft argumentative essays in order to address any individual grammar misconceptions or misunderstandings or content strengthening opportunities.

Virtual Option: Students can exchange essays with classmates through Google Classroom or emailing.

- While developing argumentative essays on the focus question, students will research and locate credible sources to incorporate as support within their texts. Students will determine a position/employ a stance within an argument following teacher's presentation of essential questions and characteristics of argumentative writing through a piece of text-supported, argumentative essay. Students will take a stance on whether or not they believe the American Dream is real or an illusion. Students will develop questions they would like answered through their research. Teachers will guide students as they work to develop research questions they would like to answer. Students will research sources through [DISCUS](#) exploration, internet search, academic journal briefings, and/or magazine/newspaper articles or summaries to locate support for their chosen positions. Teachers will guide students independently or in small groups as they work. As needed, teachers will provide lessons in source citations, paraphrasing, and quoting information. Emphasizing source bias and reliability as well as plagiarism and avoidance thereof is important. Students will read and analyze found sources to evaluate perspective, validity, and bias. Teachers will assist students when needed as they are reading and analyzing. Students will determine passages to paraphrase, summarize, and/or quote in order to support their stances for an argumentative essay. Students will use a system of citation to appropriately give source credit and avoid plagiarism. Teachers will continue to guide students as they cite sources and will refer back to the mini

- Inquiry Based Literacy 1.1, 2.1, 3.2, 3.3, 3.4, 4.1, 4.2
- Reading Informational Texts 6.1
- Writing 1.1, 5.1-5.5,
- Communication 2.1-2.3
- **OPPORTUNITY FOR FORMATIVE ASSESSMENT**
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lessons on source citation and plagiarism as students provide source credit and avoid plagiarism through parenthetical citations and Works Cited documentation. It is important that teacher models every step in this process and then implementing gradual release learning to help students retain the learning.

Virtual Option: Teachers can comment on student writing through Google Classroom or Google Docs. Another quick option is to leave verbal comments. voice comments to Google Documents. [Kaizena](#) is a good tool for giving audio feedback to students. [Kaizena](#) must be authorized to have access your Google Account. With the authorization step completed you can open any document, highlight a selection of text, and record your comments for students to listen to. [This video](#) provides a good example of the process.

- After students have produced, workshopped, and published each of the three major writing pieces, students will select the writing they would like to develop into a larger multimedia presentation; teachers will provide students with text features that define each of the three major genres of writing and will work with students as they select the writing they would like to develop into a larger multimedia presentation. Students will brainstorm the best ways FOR THEM to present their writing in a new way for a broader audience. These could include (but is not limited to) one of the following: a dance, drama, or musical performance; a Prezi or PowerPoint; a debate (two opposing argumentative essays present a mock debate); a Flipgrid video response; a blog with pictures and captions; or a podcast with script, recording, and publication; or a related arts media or performance. Teachers will need to guide students (or student groups) as they investigate the aspects necessary to successfully produce their writing in another format (i.e. determine the project's limitations/parameters) and help students develop a fair rubric by which to evaluate the final presentation. Teachers will set aside time for workshopping
- Teachers should provide students with a plethora of options for their multimedia presentations. Teachers will also make allowances to listen to student voice in determining how they as individuals can

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and presentation development so that students can create and practice their presentation. Students (or student groups) will investigate the aspects necessary to successfully produce their writing in this format (i.e. determine the project's limitations/parameters). Teachers will provide a time of evaluation for an authentic audience that reaches beyond the classroom. A possible extension to this component would be to allow students to showcase their visual product to other classes, the school population, or the community. Many libraries and post-secondary schools welcome such displays. Showcasing their work for an authentic audience is an important skill for students. Teachers should discuss this possibility with students prior to beginning their projects.

Virtual Option: Students may want to create a video for their project. If so, [Headliner](#) is a video editor that would prove helpful. It is similar to [Adobe Spark](#) and [WeVideo](#). Other multimedia project ideas can be found at [this website](#). Needs for multimedia projects may include music. [KitSplit](#) offers a Free Music Archive with many different genres available. It does not request any registration.

use their strengths and talents to best present their developed writings. These could include (but are not limited to) one of the following: dance, drama, or musical performance; a Prezi or PowerPoint; a debate (two opposing argumentative essays present a mock debate); a Flipgrid video response; a blog with pictures and captions; or a podcast with script, recording, and publication

- Inquiry Based Literacy 4.3
- Communication 2.1, 3.2, 5.1, 5.2
- OPPORTUNITY FOR FORMATIVE ASSESSMENT
At the conclusion of this component, use progressions to know student understandings of the skill synthesizing. See [Appendix C](#)
- OPPORTUNITY FOR FORMATIVE ASSESSMENT
At the conclusion of this component, use progressions to know student understandings of the skill analyzing. See [Appendix D](#)

Reference Page

South Carolina Department of Education. (2015). South Carolina College- and Career- Ready Standards for English Language Arts. Retrieved from <https://ed.sc.gov/instruction/standards-learning/english-language-arts/standards/>

Appendix A

Standards

Targeted Standards

Inquiry Standards

- E3.I.1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.
 - E3.I.1.1 Use a recursive process to develop, refine, and evaluate questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.
- E3.I.2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.
 - E3.I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.
- E3.I.3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.
 - E3.I.3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.
 - E3.I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.
 - E3.I.3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; and identify implications for future inquiry.
- E3.I.4: Synthesize information to share learning and/or take action.
 - E3.I.4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.
 - E3.I.4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.
 - E3.I.4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.

Reading Literary Text Standards

- E3.RL.5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

- E3.RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations
- E3.RL.6: Summarize key details and ideas to support analysis of thematic development.
 - E3.RL.6.1 Analyze the development of related themes across multiple texts citing evidence to support analysis; provide an objective summary.
- E3.RL.9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.
 - E3.RL.9.1 Analyze and interpret the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful.

Reading Informational Text Standards

- E3.RI.5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.
 - E3.RI.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.
- E3.RI.6: Summarize key details and ideas to support analysis of central ideas.
 - E3.RI.6.1 Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.
- E3.RI.7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.
 - E3.RI.7.1 Analyze how the use of different mediums, modalities, or formats impacts the reader’s understanding of events, topics, concepts, and ideas in argument or informative texts.
- E3.RI.8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.
 - E3.RI.8.1 Determine the figurative, connotative, or technical meanings of words and phrases; analyze how an author uses and refines words and phrases over the course of a text.
 - E3.RI.8.2 Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.

Writing Standards

- E3.W.1: Write arguments to support claims with clear reasons and relevant evidence.
 - E3.W.1.1 Write arguments that:

- E3.W.1.1a. introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims;
 - E3.W.1.1b. use relevant information from multiple print and multimedia sources;
 - E3.W.1.1c. assess the credibility and accuracy of each source;
 - E3.W.1.1d. create an organizational structure that logically sequences claim(s), counterclaims, reasons, warrants, and evidence;
 - E3.W.1.1e. develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases;
 - E3.W.1.1f. use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims;
 - E3.W.1.1g. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline;
 - E3.W.1.1h. develop and strengthen writing as needed by planning, revising, editing, rewriting;
 - E3.W.1.1i. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;
 - E3.W.1.1j. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;
 - E3.W.1.1k. provide a concluding statement or section that follows from and supports the argument presented; and
 - E3.W.1.1l. include a call to action.
- Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
 - 3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:
 - a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;
 - b. engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters;
 - c. create a smooth progression of experiences or events;
 - d. use the narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters;

- e. use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome;
 - f. develop and strengthen writing as needed by planning, revising, editing, rewriting;
 - g. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and
 - h. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- E3.W.4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - E3.W.4.1 When writing:
 - E3.W.4.1a. use verb, noun, prepositional, and verbal phrases to communicate different meanings;
 - E3.W.4.1b. use independent, dependent, noun, relative, and adverbial phrases and clauses to convey shades of meaning and variety;
 - E3.W.4.1c. demonstrate command of grammar and usage rules;
 - E3.W.4.1d. apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; and
 - E3.W.4.1e. resolve issues of complex or contested usage, consulting references as needed.
 - E3.W.5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - E3.W.5.2 Use:
 - E3.W.5.2a. semicolon, colon, and comma conventions; and
 - E3.W.5.2b. hyphenation conventions
 - E3.W.6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
 - E3.W.6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences
 - E3.W.6.4 Demonstrate effective keyboarding skills.

Communication Standards

- E3.C.1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

- E3.C.1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.
- E3.C.1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.
- E3.C.1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives using facts and details.
- E3.C.2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.
 - E3.C.2.1 Present information and findings from multiple authoritative sources; assess the strengths and limitations of each source, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.
 - E3.C.2.2 Distinguish between credible and non-credible sources of information.
 - E3.C.2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- E3.C.3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.
 - E3.C.3.2 Construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.
- E3.C.4: Critique how a speaker addresses and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.
 - E3.C.4.3 Evaluate the effectiveness of the speaker’s use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.
- E3.C.5: Incorporate craft techniques to engage and impact audience and convey messages.
 - E3.C.5.1 Give extemporaneous and planned presentations that are engaging and well-crafted.
 - E3.C.5.2 Deliver messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and wellorganized facts and details

Embedded Standards

Reading Literary Text Standards

- E3.RL.7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.
 - E3.RL.7.1 Analyze the development of theme across diverse media, modality, and format.

- E3.RL.7.2 Analyze how literary texts and related media allude to themes and archetypes from historical and cultural traditions.
- E3.RL.8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.
 - E3.RL.8.1 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.
- E3.RL. Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.
 - E3.RL.13.1 Engage in whole and small group reading with purpose and understanding.
 - E3.RL.13.2 Read independently for sustained periods of time to build stamina.
 - E3.RL.13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.

Reading Informational Text Standards

- E3.RI.10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.
 - E3.RI.10.1 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
- E3.RI.11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.
 - E3.RI.11.1 Evaluate the effectiveness of the author’s use of text features and structures to support a claim.
 - E3.RI.11.2 Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing.

Writing Standards

- E3.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
 - E3.W.2.1 Write informative/explanatory texts that:
 - E3.W.2.1a. introduce a topic;
 - E3.W.2.1b. use relevant information from multiple print and multimedia sources
 - E3.W.2.1c. organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole;

- E3.W.2.1d. assess the credibility and accuracy of each source;
 - E3.W.2.1e. include formatting, graphics, and multimedia to aid as needed;
 - E3.W.2.1f. develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic;
 - E3.W.2.1g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;
 - E3.W.2.1h. develop and strengthen writing as needed by planning, revising, editing, rewriting;
 - E3.W.2.1i. use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;
 - E3.W.2.1j. use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic;
 - E3.W.2.1k. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and
 - E3.W.2.1l. provide a concluding statement or section that follows from and supports the information or explanation presented.
- E3.W.3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
 - E3.W.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:
 - E3.W.3.1a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;
 - E3.W.3.1b. engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters;
 - E3.W.3.1c. create a smooth progression of experiences or events;
 - E3.W.3.1d. use the narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters;
 - E3.W.3.1e. use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome;
 - E3.W.3.1f. develop and strengthen writing as needed by planning, revising, editing, rewriting;
 - E3.W.3.1g. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and

- E3.W.3.1h. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Appendix B


Literacy Learning Progressions

This purpose of this learning progression is to provide teachers and students the opportunity to formatively assess students’ understandings of specific skills. As teachers work through the lesson sequence, there are places within the Instructional Guidance column to stop for your students and you to formatively assess understandings for specific skills within the lesson. Based on students’ performances, teachers and students will determine where students are within the learning progressions in order to continue growing in that specific skill.

Learning progression for teacher use

Learning Target: Purposeful Writing: Informational

Key Concepts: Questioning



Approaching	Developing	Meeting	Exceeding
<ul style="list-style-type: none"> Develops detailed and complex questions to explore the chosen topic. Generates additional questions as information is gathered. 	<ul style="list-style-type: none"> Develops detailed and complex questions to explore the chosen topic. Generates additional related questions as information is gathered. 	<ul style="list-style-type: none"> Develops detailed and complex, and nuanced questions to explore the chosen topic. Generates additional related questions as information is gathered, drawing on various sources. 	<ul style="list-style-type: none"> Develops detailed, complex, and nuanced questions to explore the chosen topic. Generates thought-provoking questions as information is gathered, drawing on various sources that allow for multiple avenues of exploration.

Learning progression for student use

Learning Target: Purposeful Writing: Informational

Key Concept: Questioning

Directions: Read each description in the columns of the table below. Decide which column best describes your current skills and place your name above that column. Words in bold italics indicate changes. There is no “right” or “wrong” answer. This information will help your teacher know how to help you advance your skills.

<p>I understand how to</p> <ul style="list-style-type: none"> • write detailed questions that are not easily answered with a simple response. • consult more than one resource to write and answer the questions. 	<p>I understand how to</p> <ul style="list-style-type: none"> • write detailed questions that are not easily answered with a simple response. • consult more than one resource to write and answer the questions. • <i>organize my questions into groups based on things they have in common.</i> 	<p>I understand how to</p> <ul style="list-style-type: none"> • write questions that have <i>many possible viewpoints</i> that are not easily answered with a simple response. • consult more than one resource to write and answer the questions. • organize my questions into connected groups • <i>use many different resources to help me create these questions.</i> 	<p>I understand how to</p> <ul style="list-style-type: none"> • write questions that have many possible viewpoints that are not easily answered with a simple response. • consult more than one resource to write and answer the questions. • organize my questions into connected groups • use many different resources to help me create these questions. • <i>use these questions to think of new questions.</i> • <i>use multiple resources to help me create additional questions that may lead me to new research.</i>
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Appendix C

Literacy Learning Progressions

This purpose of this learning progression is to provide teachers and students the opportunity to formatively assess students’ understandings of specific skills. As teachers work through the lesson sequence, there are places within the Instructional Guidance column to stop for your students and you to formatively assess understandings for specific skills within the lesson. Based on students’ performances, teachers and students will determine where students are within the learning progressions in order to continue growing in that specific skill.

Learning progression for teacher use

Learning Target: Thinking Beyond the Text

Key Concepts: Synthesizing

Advance the Skill			
Emerging	Developing	Meeting	Exceeding
<ul style="list-style-type: none"> • Draw inferences from two or more sources likely to provide relevant information. • Organize ideas to make connections between the texts to find the strongest evidence. • Synthesize the information across two or more texts to engage in inquiry. 	<ul style="list-style-type: none"> • Draw inferences from multiple sources, cite strong and thorough textual evidence to support analysis of what the text says, explicitly as well as implicitly, using inferences drawn from the text; identify multiple supported interpretations. • Organize ideas to make connections between the texts to find the strongest evidence. • Synthesize information across multiple texts to engage in inquiry and authentic problem solving. 	<ul style="list-style-type: none"> • Draw inferences from multiple sources; cite strong and thorough textual evidence to support analysis. • Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry. • Synthesize information across multiple texts to engage in inquiry, authentic problem solving, and original interpretations of the text. 	<ul style="list-style-type: none"> • Draw inferences from multiple texts that strongly support analysis and make predictions throughout the reading process. • Organize complex ideas to make connections and distinctions. Build a deeper understanding that relates the current topic broader themes, larger ideas or diverse perspectives. • Synthesize information across texts to engage in inquiry, authentic problem solving, original interpretations of the text.

Learning progression for student use

Learning Target: Thinking Beyond the Text

Key Concepts: Synthesizing

Directions: Read each description in the columns of the table below. Decide which column best describes your current skills and place your name above that column. Words in bold italics indicate changes. There is no “right” or “wrong” answer. This information will help your teacher know how to help you advance your skills.

<ul style="list-style-type: none"> • I can connect information to things I already know to understand what is important in a text. • I can find ways to connect the same ideas in different texts and use the best information overall to help me explore a topic. 	<ul style="list-style-type: none"> • I can connect information to things I already know to understand what is important in a text and to break apart the text to find the possible different meanings. • I can find ways to connect the same ideas in different texts and use the best information overall to help me solve a problem. 	<ul style="list-style-type: none"> • I can connect information to things I already know to understand what is important in a text and to break apart the text to find the possible different meanings. • I can organize the most important idea from the combined texts to think deeply so I can consider new ideas to research. • I can find ways to connect the same ideas in different texts and use the best information overall to help me solve a problem in a way that is unique to me. 	<ul style="list-style-type: none"> • I can connect information to things I already know to understand what is important in a text and to break apart the text to find the possible different meanings. • I can organize the most important idea from the combined texts to think deeply so I can consider new ideas from others’ point of view to research. • I can find ways to connect the same ideas in different texts and use the best information overall to help me solve a problem or understand the text in a way that is unique to me.
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Appendix D

Literacy Learning Progressions

This purpose of this learning progression is to provide teachers and students the opportunity to formatively assess students’ understandings of specific skills. As teachers work through the lesson sequence, there are places within the Instructional Guidance column to stop for your students and you to formatively assess understandings for specific skills within the lesson. Based on students’ performances, teachers and students will determine where students are within the learning progressions in order to continue growing in that specific skill.

Learning progressions for teacher use

Learning Target: Thinking Within Text

Key Concepts: Supporting analysis with appropriate textual evidence

Advance the Skill			
Emerging	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> • Cite multiple pieces of strong and thorough text evidence to support analysis of what the text says explicitly and implicitly. • Identify multiple supported interpretations. 	<ul style="list-style-type: none"> • Cite strong and thorough text evidence to support analysis of what the text says explicitly and implicitly. • Identify multiple supported interpretations, and determine which interpretation is best supported through the ranking of text evidence. • Determine the author’s main purpose based on the best supported interpretation. 	<ul style="list-style-type: none"> • Cite strong and thorough text evidence to support analysis of what the text says explicitly as well as implicitly. • Determine where the text leaves matters uncertain. • Investigate multiple supported academic interpretations. 	<ul style="list-style-type: none"> • Cite strong and thorough text evidence to support analysis of what the text says explicitly as well as implicitly. • Determine where the text leaves matters uncertain, and inquire whether or not the author purposely leaves matters uncertain. • Investigate what information was included and most strongly supported by text evidence, and what information may have been left out to accomplish the author’s purpose?

Learning progressions for student use

Learning Target: Thinking Within Text

Key Concepts: Supporting analysis with appropriate textual evidence

Directions: Read each description in the columns of the table below. Decide which column best describes your current skills and place your name above that column. Words in bold italics indicate changes. There is no “right” or “wrong” answer. This information will help your teacher know how to help you advance your skills.

<ul style="list-style-type: none"> • I can cite many pieces of text to prove my analysis of what the text means. • I can show other possible ideas the text could mean. 	<ul style="list-style-type: none"> • I can cite many pieces of text to prove my analysis of what the text means. • I can show other possible ideas the text could mean. • I can use the strongest evidence to prove which meaning is the most reasonable and the author’s goal for writing the text. 	<ul style="list-style-type: none"> • I can cite many pieces of text to prove my analysis of what the text means. • I can read between the lines to figure out what the text is not saying or where the text has unclear ideas. • I can research different explanations about the meaning of the text. 	<ul style="list-style-type: none"> • I can cite many pieces of text to prove my analysis of what the text means. • I can read between the lines to figure out what the text is not saying or where the text has unclear ideas. • I can research to discover why some ideas may seem unclear, and if that was or was not done on purpose.