

Synthesize Perspectives for Argument	
Overview	Instructional Guidance
<p>Students will read a variety of texts: argument, expository, and fiction through these literacy lessons. Students will engage in the art of argument writing as they synthesize information from multiple sources. A goal is for students to make discoveries from engaging with multiple texts and discussions in order to draw conclusions. There is not a right and wrong, but rather a logical response based on text. Students will move throughout the literacy experiences with the support of the teacher, in small groups, and independently. 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.</p> <p>The teacher has the flexibility to add mini lessons as appropriate for student understanding. These mini lessons should be based on both reading, writing, inquiry, and communication skills and standards.</p>	<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.
Skill Emphasis at a Glance	Instructional Guidance
<ul style="list-style-type: none"> Synthesize information from a variety of texts to consider different viewpoints, broaden understanding, and form an effective argument. 	

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Standards at a Glance	Instructional Guidance
<ul style="list-style-type: none"> • I. Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. • RI 11.2 Trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. • RI Standard 6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details. • W. Standard 1: Write arguments to support claims with clear reasons and relevant evidence. • 1.1 Write arguments that: <ul style="list-style-type: none"> ○ a. introduce a focused claim and organize reasons and evidence clearly; ○ b. use information from multiple print and multimedia sources; ○ c. support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text; ○ d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence; ○ e. develop and strengthen writing as needed by planning, revising, editing, rewriting; ○ f. paraphrase, quote, and summarize, avoiding plagiarism and providing basic ○ g. establish and maintain a formal style; and ○ h. provide a conclusion that follows from and supports the argument. 	<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 informatively assess students for understanding of standards and indicators throughout the lesson sequence to inform your instructional steps?

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<ul style="list-style-type: none"> • C. Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources. • 2.1 Gather information from print and multimedia sources to articulate claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details that support themes or central ideas to express perspectives clearly. • 2.2 Distinguish between credible and noncredible sources of information. • 2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. • 2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate. 	
Text/Writing Sets and Resources	Instructional Guidance
<p>Fulcrum</p> <ul style="list-style-type: none"> • Reading-Endangered Species retrieved from Discus <ul style="list-style-type: none"> ○ Species Extinction: Should You Care? retrieved from PBS Learning Media • Writing- Argument <p>Context</p> <ul style="list-style-type: none"> • Reading- “Who Gives a Hoot? Americans Debate Changing the Endangered Species Act.” <ul style="list-style-type: none"> ○ Where are they now? A law passed 40 years ago has helped save many animals from extinction ○ “The Endangered Species Act Is Still America's Most Radical Law” ○ check district-adopted textbooks and resources for other appropriate argumentative texts • Writing- Journal Responses <ul style="list-style-type: none"> ○ Do you believe it is necessary to protect animals with strict laws? • Do you believe the author of “Who Gives a Hoot?” presents a better pro argument or con argument? 	<ul style="list-style-type: none"> • Reading texts can be substituted for with other texts that communicate similar messages.

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<p>Texture</p> <ul style="list-style-type: none"> • Reading- "Should We Get Rid of the Penny?" <ul style="list-style-type: none"> ○ "Debate: Are Zoos Bad News?" • Humans are not Independent from the Rest of Nature" • "We Don't Need to Save Endangered Species" • "The Endangered Species Act" <p>• Writing- Letter to PETA</p> <p>Other Classroom Resources</p> <ul style="list-style-type: none"> • Images and quotes for Gallery Walk • SmartBoard, projector, or chart paper • highlighters • sticky notes • notebook for response journal • Dialectical Journal template • Pros/Cons graphic organizer • Gist template <p>Organizers, Tools, and Digital Resources</p> <ul style="list-style-type: none"> • Padlet • Socrative • Quizlet • Mentimeter • Pear Deck • Seesaw 	
I Can Statements	Instructional Guidance
<ul style="list-style-type: none"> • I can connect and combine information from multiple sources to write an argument that convinces my audience I am right. • I can organize information in a logical manner to produce an effective argument. 	<p>These I CAN statements are comprehensive for all lessons. Different I CAN statements may need to be written for daily lesson plans.</p>

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Lesson Sequence	Instructional Guidance
<ul style="list-style-type: none"> o Using a virtual platform (Google Classroom, Google Hangouts Meet, Zoom, Canvas, etc.): Teacher introduces the concept of argument by having students participate in several rounds of “Would you rather... or?” Students can hold up fingers during these, or they can post their side in a chat box. You can also choose to use Mentimeter. After participating in a couple rounds of “Would you rather?”, choose a topic for students to discuss. <ul style="list-style-type: none"> • Once students have chosen a side, each side will collaborate for a few minutes to generate a list of reasons they chose that side. If students are in partners or small groups, using phone calls, or applications like Facetime, Zoom or Google Classroom discussions. • Next, each group of students will decide what they believe are their three best reasons to share with the opposite side. • Before proceeding, the teacher will explain that students will listen closely to the opposing side’s reasons. They may ask questions of the opposing side and are free to change sides at any time. • Allow each side 3-5 minutes to present their reasons (case) for their choice. • After a round has been completed, students discuss strength of reasons, decisions to change sides, etc. • At the very end of “Would you rather?” ask students to reflect on their actions. What did they just do? Why? How did it feel to have to choose? Did they change their choice? Why? 	<p>Standards: MC 1.1, 1.2</p> <p>Determine how many rounds you have time for and come up with topics. Ex: field trip to a zoo or to an aquarium; school lunch or bag lunch; mechanical pencils or regular pencils; the school day starts earlier and ends earlier, or starts later and ends later, or topics that interest your students.</p> <p>Mentimeter is a free voting application that could be used for this work as an alternative manner of collecting students’ opinions.</p> <p>Responses can be recorded virtually in a number of ways: discussion thread or chat in virtual platforms (Google Classroom, Google Hangouts Meet, Zoom, Canvas), reflective journal entry, or the use of online applications such as Seesaw, Padlet, Socrative, or Pear Deck.</p> <p>When creating an anticipation guide,</p>

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- o Students will respond to a teacher-created [anticipation guide](#) in order to gauge student opinions on animal extinction and the fight to save endangered species. The guide should include controversial statements. The teacher will lead a class discussion based on student responses. **It can be uploaded into any platform.**
- o Teacher poses these questions: What does endangered mean? What does extinct mean? What is the difference between the two? How might these two terms relate to each other? The teacher should lead a class discussion on this topic based on student responses, guiding students to consider choices and different perspectives of the topic.
- o Show an image of endangered species to students and ask them to journal what they notice. Then ask students to write an opinion statement that they currently have regarding endangered species. Images can be found from a variety of websites online including the [Animal Welfare Institute](#) or the [World Wildlife Fund](#).
- o **Using a virtual platform ([Google Classroom](#), [Google Hangouts Meet](#), [Zoom](#), [Canvas](#), etc.):** Introduce the fulcrum text, "[Endangered Species](#)," and explain to the students that you will begin reading about the topic of endangered species to build to the knowledge they already have. Ask students to first notice the text, and images. What do you notice? Discuss with the class the notices that students make about the text and images. Add to the student notices with your own notices.
- o Ask students to follow along as you read the text. Stop along the way (every paragraph) to ask students what they notice about the message about endangered

consider topics that might be relevant to your students, and area of the state. For example, deer hunting is popular across the state, or alligators might be considered an issue in the low country.

Standard(s) I 1.1, MC 1.4,

Responses can be recorded virtually in a number of ways: discussion thread or chat in virtual platforms ([Google Classroom](#), [Google Hangouts Meet](#), [Zoom](#), [Canvas](#)), reflective journal entry to upload, or the use of online applications such as [Seesaw](#), [Padlet](#), [Socrative](#), or [Pear Deck](#).

How will you model noticing a text?

Virtual ideas: share screen with students, [One Note](#) or in [Discus](#).

Students may have different annotations. How will you coach students to have logical annotations?

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species. Share your thinking aloud about your notices as a model for students. As students share their notices, guide them to make decisions about what to annotate in the margin of the text. Continue reading in the same way until the end of the text.

- o Ask students to revisit their opinion statement regarding endangered species. Now that they have the information from the text, ask students the question of- how has your opinion changed about endangered species?
- o Explain to students that they will engage with multiple text to continue building context about endangered species. Preview the texts below and help students make decisions on how they will engage with the text, based on their current opinion- independently, small group, or with partners. **If students are in partners or small groups, using phone calls, or applications like Facetime, [Zoom](#) or [Google Classroom](#) discussions.** Students may not need to read all three texts.
 - [“Who Gives a Hoot? Americans Debate Changing the Endangered Species Act.”](#)
 - [Where are they now? A law passed 40 years ago has helped save many animals from extinction](#)
 - [“The Endangered Species Act Is Still America's Most Radical Law”](#)
- o Remind students to stop after each paragraph and annotate what they notice about the message that is being communicated about endangered species.
- o Ask students to revisit their opinion statement after reading each text to consider changes they may need to make to their opinion. Point out to students that each time they read a text about the topic, they are becoming more informed and therefore, their

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Note (after they have revisited their opinion statement): This is a place to stop and see how students are progressing. You can see where they are in their skills progression in [Appendix B Teacher](#), as well as having students reflect on where they feel that they are in progressing their skills, for both of you to know what they need to move forward. See [Appendix B Student](#) for student’s reflection on progression of skills.

Are students ready to choose texts to read to build context on their current opinions? Or, do you need to suggest texts for students? Why?

Do you need to gather additional texts to add to the list?

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Note (after they have revisited their opinion statement): This is a place to stop and see how students are progressing. You can see where they are in their skills progression in [Appendix C Teacher](#), as well as having

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opinions become informed opinions or claims about the topic.

- o Revisit the fulcrum text, [Endangered Species](#). Put students in small groups, if possible, and ask them to reread the text. **If students are in partners or small groups, using phone calls, or applications like Facetime, [Zoom](#) or [Google Classroom](#) discussions.** This time as they read, ask students to notice different perspectives that are presented in the text. Ask- what are different viewpoints that people have about endangered species?

- o **Using a virtual platform ([Google Classroom](#), [Google Hangouts Meet](#), [Zoom](#), [Canvas](#), etc.):** Bring students back together in a whole group and discuss the multiple perspectives about endangered species. Record all of the perspectives where all students can see. Ask- Are all of the perspectives the same? Discuss how the perspectives are different.

- o Explain to students that they will engage with multiple text to explore how others communicate their perspective about endangered species. Explain that some of the perspectives may be the same as the student’s perspective, and some may be different. Preview the texts below and help students make decisions on how they will engage with the text- small group, or with partners. **If students are in partners or small groups, using phone calls, or applications like Facetime, [Zoom](#) or [Google Classroom](#) discussions.** Students may not need to read all of the texts. Ensure that they read enough to gain understanding on multiple perspectives of the topic.
 - ["Should We Get Rid of the Penny?"](#)
 - [“Debate: Are Zoos Bad News?”](#)

students reflect on where they feel that they are in progressing their skills, for both of you to know what they need to move forward. See [Appendix C Student](#) for student’s reflection on progression of skills.

Responses can be recorded virtually in a number of ways: discussion thread or chat in virtual platforms ([Google Classroom](#), [Google Hangouts Meet](#), [Zoom](#), [Canvas](#)), reflective journal entry to upload, or the use of online applications such as [Seesaw](#), [Padlet](#), [Socrative](#), or [Pear Deck](#).

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- [“Humans are not Independent from the Rest of Nature”](#)
 - [“We Don’t Need to Save Endangered Species”](#)
 - [“The Endangered Species Act”](#)
- o Remind students to stop after each paragraph and annotate what they notice about the message that is being communicated about endangered species.
- o Ask students to journal reflect on what they now know about endangered species, being sure to use the language of the text to support their new knowledge (citing the text).
- o **Using a virtual platform ([Google Classroom](#), [Google Hangouts Meet](#), [Zoom](#), [Canvas](#), etc.):**
Introduce the topic of zoo captivity to students. Give students an opportunity to talk about their opinions about the topic. Ask students what may be two perspectives about zoo captivity (people in support of zoos and those against zoos). Read as a class the text, [“Debate: Are Zoos Bad News?”](#), stopping along the way (every paragraph) to ask students what they notice about the message about endangered species. Share your thinking aloud about your notices as a model for students. As students share their notices, guide them to make decisions about what to annotate in the margin of the text. Continue reading in the same way until the end of the text.
- o Write a claim for the topic (based on information from the text) where all students can see. Sample claim- Zoos are good for animals and people as they are a place for people to be educated about endangered animals.
- o Ask students to call out the positives of the claim. Write the word positives and list the positives of the claim (not topic) under the word. These positives can come from the text as well as understandings that students may have. (Sample-the animals in a zoo inspire people to also help protect that animal). Ask students to call out the negatives of the claim (not topic). Ask students to talk with a partner about the negatives of the claim. Write the word negatives and

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Note (following the journal reflection): This is a place to stop and see how students are progressing. You can see where they are in their skills progression in [Appendix B Teacher](#) and [Appendix C Teacher](#) as well as having students reflect on where they feel that they are in progressing their skills, for both of you to know what they need to move forward. See [Appendix B Student](#) and [Appendix C Student](#) for student’s reflection on progression of skills.

Positives and negatives of a claim is not Pro/Con, but rather a way to check claims to make sure they are debatable. If a claim is not debatable, it is not an argument. You will need to practice thinking through positives and negatives of your claim before asking students to think through the process.

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list the negatives of the claim (not topic) under the word. These negatives can come from the text as well as understandings that students may have. (Sample- Not all zoos have an educational program.).

- o Once the positive and negative lists of the claims are complete, ask students if there is more than one perspective on the claim. If there are multiple perspectives on the claim, explain that the claim is debatable. Explain to students that in an argument, claims must be debatable-have multiple perspectives and that the process they just worked through is a way to check for a debatable claim.
- o In a small group, or independently. ask students to use the text “[Debate: Are Zoos Bad News?](#)”, to create a claim, check their claim to make sure it is debatable (make adjustments to the claim if needed). **If students are in partners or small groups, using phone calls, or applications like Facetime, [Zoom](#) or [Google Classroom](#) discussions.**
- o **Using a virtual platform ([Google Classroom](#), [Google Hangouts Meet](#), [Zoom](#), [Canvas](#), etc.):** Introduce the strategy [Say/Mean/Matter](#) to students. Use the text “[Debate: Are Zoos Bad News?](#)”, Model at first, then allowing students to work independently or with a partner to continue the strategy. As you model, reread the text, stopping along the way to ask what does the text say about the claim, what conclusions can I make about the meaning of the text in reference to my claim, and why does the meaning of the text matter to supporting my claim?
- o Ask students to choose an audience and write a letter requesting support from the audience based on their claim. Make sure to use the Say/Mean/Matter chart to write the letter. Model how to pull the S/M/M to form paragraphs that include citing text (say), and student commentary (mean and matter).
- o Explain to students that now that they have had experience with writing a claim, checking the claim, S/M/M, and writing an argument letter, they are ready to revisit their endangered species claim and text. Ask students to revisit the text [Endangered](#)

Responses can be recorded

virtually in a number of ways:

discussion thread or chat in virtual platforms ([Google Classroom](#), [Google Hangouts Meet](#), [Zoom](#), [Canvas](#)), reflective journal entry to upload, or the use of online applications such as [Seesaw](#), [Padlet](#), [Socrative](#), or [Pear Deck](#).

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Note (after working through S/M/M): This is a place to stop and see how students are progressing. You can see where they are in their skills progression in [Appendix B Teacher](#) and [Appendix C Teacher](#) as well as having students reflect on where they feel that they are in progressing their skills, for both of you to know what they need to move forward. See [Appendix B Student](#) and [Appendix C Student](#) for student’s reflection on progression of skills.

Students will work through the writing process to write their letters. Conference with students to support their growth. Layer in additional mini lessons as needed.

Conferences can be scheduled using ([Google Classroom](#), [Google Hangouts Meet](#), [Zoom](#), [Canvas](#))

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[Species](#), and their claim in order to check their claim to make sure it is debatable. Conference with students to help ensure that they have debatable claims.

- o Based on student claims, allow the opportunity for you and students to gather additional text to read to support their argument. Some of the past text students read may be all that is needed.
- o Guide students in working through S/M/M for each text they read. This may be a lengthy process that is important to an effective argument.
- o Students will engage in writing an argument. Students will enter this stage at different times. Conference with students to support them as they work through writing the argument. Provide opportunities for students to share and get feedback from partners throughout the writing process.

ASSESSMENT

Note (prior to conferencing, after students revisit their claim): This is a place to stop and see how students are progressing. You can see where they are in their skills progression in [Appendix B Teacher](#) and [Appendix C Teacher](#) as well as having students reflect on where they feel that they are in progressing their skills, for both of you to know what they need to move forward. See [Appendix B Student](#) and [Appendix C Student](#) for student's reflection on progression of skills.

How will you make note of where students are in the writing process to inform your instruction? You may need to add in additional mini lessons as needed by students. Mini lessons for citing sources may be needed.

Consider guiding students to conclude their argument with a call to action. How can the community, state, world make change to support their claim?

OPPORTUNITY FOR FORMATIVE ASSESSMENT

Note (after engaging in writing an argument): This is a place to stop and see where students are. You can see where they are in their skills progression in [Appendix B Teacher](#) and [Appendix C Teacher](#) as well as having students reflect on where they feel that they are in progressing their skills, for both of you to know what they need to move forward. See [Appendix B Student](#) and [Appendix C Student](#) for student's reflection on progression of skills.

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- <http://www.bbc.com/earth/story/20150715-why-save-an-endangered-species>
- [Gist template](#) from ReadWriteThink.org

Appendix A

- I. Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

- RI 11.2 Trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

- RI Standard 6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details.

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

- 1.1 Write arguments that:
 - a. introduce a focused claim and organize reasons and evidence clearly;
 - b. use information from multiple print and multimedia sources;
 - c. support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text;
 - d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence;
 - e. develop and strengthen writing as needed by planning, revising, editing, rewriting;
 - f. paraphrase, quote, and summarize, avoiding plagiarism and providing basic
 - g. establish and maintain a formal style; and
 - h. provide a conclusion that follows from and supports the argument.

- C. Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

- 2.1 Gather information from print and multimedia sources to articulate claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details that support themes or central ideas to express perspectives clearly.

- 2.2 Distinguish between credible and noncredible sources of information.

- 2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

- 2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.

Appendix B (Teacher)

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 Target: Thinking Within Text			
Key Concepts: Supporting analysis with appropriate textual evidence			
<i>Approaching</i>	<i>Developing</i>	<i>Experiencing</i>	<i>Exceeding</i>
<ul style="list-style-type: none"> Refer to specific details and examples within a text to support an idea. Use evidence from text to support thinking. Describe text evidence by stating main ideas and details. 	<ul style="list-style-type: none"> Identify specific text evidence to draw conclusions. Use specific text evidence to develop thinking and make inferences. Cite specific text evidence through direct quotes and paraphrasing. 	<ul style="list-style-type: none"> Determine what is the most effective textual evidence to support thinking. Determine what specific text evidence actually says, what can be inferred and why it matters to support a claim (implicit meaning). Cite specific text evidence to support what the text says explicitly and implicitly. 	<ul style="list-style-type: none"> Evaluate the effectiveness of the textual evidence (what makes evidence strong or weak) to support a claim. Determine what specific text evidence actually says, what can be inferred (implicit meaning) and how a claim impacts the world. Cite multiple examples of specific textual evidence to support analysis of what the text says explicitly and implicitly.

Appendix B (Student)

Directions: Read each descriptor in the columns of the table below. Choose the descriptor that best describes where you feel like you currently are with your skills. There is no “right” or “wrong” place to be. This information will be used for both you and your teacher to make decisions on how you can continue growing in your skills.

Learning Target: Thinking Within Text			
Key Concepts: Supporting analysis with appropriate textual evidence			
<ul style="list-style-type: none"> • I can find specific details and examples in a text that support an idea. • I can use evidence from the text to support my thinking. • I can name evidence from the text through main ideas and details. 	<ul style="list-style-type: none"> • I can describe specific evidence from the text that allows me to draw conclusions. • I can use specific evidence from the text to expand my thinking and make inferences. • I can refer to specific text evidence through direct quotes and paraphrasing. 	<ul style="list-style-type: none"> • I can figure out what is the most powerful evidence in the text that supports my thinking. • I can determine what the text says, what it means, and why it matters to support a claim. • I can cite specific text evidence that supports what the text says, what it means and why it matters. 	<ul style="list-style-type: none"> • I can figure out what makes evidence strong or weak, to determine its effectiveness in supporting a claim. • I can determine what the text says, what it means, why it matters to my claim, and its impact on the world. • I can cite multiple examples of specific text evidence that supports what the text says, what it means and why it matters.

Appendix C (Teacher)

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 Target: Purposeful Writing: Argument			
Key Concepts: Claims; Evidence; Relevant Sources; Multiple Points of View			
<i>Approaching</i>	<i>Developing</i>	<i>Experiencing</i>	<i>Exceeding</i>
<ul style="list-style-type: none"> Develop an opinion to a topic based on information from multiple sources, including print and multimedia. Provide reasons supported by facts and details. Select evidence that supports an opinion. 	<ul style="list-style-type: none"> Develop a clear opinion to a topic based on information from multiple sources, including print and multimedia. Logically organize supporting reasons. Select evidence that supports and connects to an opinion. 	<ul style="list-style-type: none"> Develop a defensible and debatable claim based on information from multiple sources, including print and multimedia. Logically organize supporting reasons that support a claim clearly. Select relevant evidence that support the claim, connecting the evidence to the claim within the argument. 	<ul style="list-style-type: none"> Develop a defensible, debatable, and engaging claim based on relevant information from multiple sources, including print and multimedia. Logically organize supporting reasons and evidence that support a claim, as well as logical reasons that refute a claim (counter claims). Rank relevant evidence that support the claim, connecting the evidence to the claim within the argument.

Appendix C (Student)

Directions: Read each descriptor in the columns of the table below. Choose the descriptor that best describes where you feel like you currently are with your skills. There is no “right” or “wrong” place to be. This information will be used for both you and your teacher to make decisions on how you can continue growing in your skills.

Learning Target: Purposeful Writing: Argument			
Key Concepts: Claims; Evidence; Multiple Points of View			
<ul style="list-style-type: none"> • I can form an opinion on a topic based on things I have read or seen from different resources. • I can find facts and details that support my thinking. • I can choose evidence that supports my opinion. 	<ul style="list-style-type: none"> • I can form and explain my opinion on a topic based on things I have read or seen from different resources. • I can find facts and details that support my thinking, and logically organize them. • I can choose evidence that supports and connects my opinion. 	<ul style="list-style-type: none"> • I can create a claim that I think could be defended and debated from multiple sides, based on things I have read or seen from different sources. • I can find facts and details that obviously support my claim, and logically organize them. • I can choose important evidence that supports and connects my claim within my argument. 	<ul style="list-style-type: none"> • I can create an interesting claim that I know could be defended and debated from multiple sides, based on things I have read or seen from different sources. • I can find facts and details that obviously support my claim, and logically organize them, as well as finding obvious reasons that counter my claim. • I can choose and rank (evaluate) the most important evidence that supports and connects my claim within my argument.