

Analyzing to Find Your Voice	
Overview	Instructional Guidance
<p>Students will work through a journey of discovery about their beliefs and views. Students will be immersed in texts that allow them to see the viewpoints of many about varied topics. They will discover that they have a voice, even though they may think they are too young to affect real change. The lessons incorporates all aspects of the literacy standards: reading, writing, communication, and inquiry.</p>	<p>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.</p>
Skill Emphasis at a Glance	Instructional Guidance
<ul style="list-style-type: none"> • consider multiple perspectives on a debatable topic • think critically to determine a personal stance on a controversial issue • evaluate the development of a claim • analyze the structure of an argumentative text and how authors and speakers distinguish their positions within that text • evaluate the relevance and impact of findings • synthesize information from multiple sources • organize an argument into a logical structure • collaborate to improve writing by exchanging feedback 	

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<ul style="list-style-type: none"> • communicate an argument compellingly • reflect on collective and individual growth as writers and speakers 	
Standards at a Glance	Instructional Guidance
<p>Reading Literary Text</p> <ul style="list-style-type: none"> • 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. • Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style <p>Reading Informational Text</p> <ul style="list-style-type: none"> • Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. • Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style. <ul style="list-style-type: none"> ○ 10.1 Determine an author’s perspective or purpose and analyze how the author distinguishes his/her position from others • Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. <ul style="list-style-type: none"> • 11.2 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. <p>Writing</p>	<p>While other standards will be addressed, these are the central focus standards.</p>

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- Standard 1: Write arguments to support claims with clear reasons and relevant evidence.
- Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames

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 4: Critique how a speaker addresses content 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.

Inquiry

- Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.
- Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.
- Standard 4: Synthesize integrated information to share learning and/or take action.
- Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.

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Text/Writing Sets and Resources (link to sets, resources, organizers, and tools)	Instructional Guidance (Reflection questions, tips)
<p>Text Sets</p> <ul style="list-style-type: none"> ● <u>Fulcrum/Anchor Text</u>: transcript of Malala’s speech to the UN and video of the speech ● <u>Context Texts</u>: <ul style="list-style-type: none"> ○ Quote by Barack Obama ○ Kid President Inspirational Videos ○ 2 teacher-selected argumentative articles on topics relevant to students. Here are some options: <ul style="list-style-type: none"> ■ Washington Post Editorial: “Kids, You’re Too Smart to Skip Breakfast” ■ <i>NY Times</i> Editorial: Students Who Lose Recess Are the Ones Who Need It Most ■ <i>NY Times</i> Editorial: Skipping School for Vacation: Good for Families, or Bad for Students? ■ “Want Kids to Eat Healthier School Lunches? Give Them Time” ■ Articles from the <i>Opposing Viewpoints in Context</i> database on Discus ■ Opinion articles found on Newsela ○ <i>Boston Globe</i> Editorial: “School suspensions don’t work. It’s time for something better” ○ Top Pro & Con arguments for student-selected topics on ProCon.org ○ Articles from this New York Times prompt list ○ Malala Yousafzai Biography from Biography.com ● <u>Texture Texts</u>: <ul style="list-style-type: none"> ○ Marshall Davis Jones: “Touchscreen” poem and spoken-word performance ○ “Desperado” by The Eagles ○ Clips from a variety of famous speeches <p>Writing Set:</p> <ul style="list-style-type: none"> ● <u>Fulcrum/Anchor Writing</u>: Argumentative speech 	<ul style="list-style-type: none"> ● Alternative texts may be used if needed. Be sure to select complex, diverse texts that fit the purpose for each task in the lesson sequence. ● Kid President has many inspirational videos to choose from, but the best one for this focus is “How to Change the World.” ● PDF files of each article in case they are inaccessible online: <ul style="list-style-type: none"> ○ “Kids, You’re Too Smart to Skip Breakfast” ○ “Students Who Lose Recess Are the Ones Who Need It Most” ○ “Skipping School for Vacation: Good for Families, or Bad for Students?” ○ “School suspensions don’t work. It’s time for something better” <p>Famous speeches:</p> <ul style="list-style-type: none"> ● American Rhetoric: Top 100 Speeches ● The History Place:

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- **Context Writing:**
 - Proposal for speech topic
 - Philosophical Chairs preparation
 - Quick-writes
 - Say/Mean/Matter chart
 - Argument Plan
- **Texture Writing:**
 - Spoken-word poem
 - Quick-writes

Other Classroom Resources

- notebooks for journals
- projector of some variation (ex: SmartBoard)
- chart paper
- digital access (not essential, but helpful)
- highlighters (nice to have)

Organizers, Tools, and Digital Resources

- [Philosophical Chairs](#)
- [Presentation: Argument Structure](#)
- [4-A Protocol resource](#)
- [CRAAP test](#) for evaluating source credibility
- Resources related to logos, pathos, ethos (rhetorical devices):
 - [Presentation on Logos, Pathos, Ethos](#)
 - [ReadWriteThink resource](#)
 - [Schmoop video](#)
- [Advertisement Inquiry Chart](#)
- [Say/Mean/Matter Chart](#)
- Citation generators:
 - [My Bib](#)
 - [Citation Machine](#)
- [Plagiarism Resource from Purdue OWL](#)
- [Quoting, Paraphrasing, and Summarizing resource from Purdue OWL](#)
- [How to Teach Paraphrasing, Quotation, and Summary](#)
- [Citation teaching resources](#) from EasyBib
- [Parenthetical citation practice: NoRedInk.com](#)
(teacher and students will need to create free

[Great Speeches Collection](#)

- [Ashton Kutcher’s speech at the 2013 Teen Choice Awards](#)
- [“The girl who silenced the world for 5 minutes”](#)
- [Chris Pratt’s 9 Rules Acceptance Speech, 2018](#)

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<p>accounts)</p> <ul style="list-style-type: none"> ● Presentation: Introduction and Conclusion Paragraphs ● Editing Checklist <ul style="list-style-type: none"> ● Rubric (modified from Literacy Design Collaborative’s rubric for argumentative teaching tasks) 	
I Can Statements	Instructional Guidance
<ul style="list-style-type: none"> ● I CAN trace and evaluate an author’s argument. ● I CAN use information from a variety of sources to support my argument. ● I CAN convincingly argue my position on a topic I care about. 	<p>These I CAN statements are comprehensive for all lessons. Different I CAN statements may need to be written for daily lesson plans.</p>
Lesson Sequence	Instructional Guidance
<p>Hook/Anticipatory Set:</p> <ul style="list-style-type: none"> ○ Using a virtual platform (Google Classroom, Google Hangouts Meet, Zoom, Canvas, etc.): Teacher facilitates a series of short Philosophical Chairs discussions on high-interest current topics. Do not allow students to prepare in advance or look up any research. This can be done in whole group discussion or small group facilitation. ○ Define the word “argument,” and discuss its technical meaning and connotative meaning. Why does the word “argument” have a negative connotation in our society? Should it? Why or why not? ○ Reflect on Philosophical Chairs experience (quick-write → whole-class discussion, teacher transcribing lists as students discuss): <ul style="list-style-type: none"> ▪ What are some strengths we 	<ul style="list-style-type: none"> ● Standards: C.1, I.5 ● Sample controversial statements for Philosophical Chairs discussion: <ul style="list-style-type: none"> ○ Families should not be required to have their children vaccinated. ○ Gun control laws in America should be more strict. ○ Social networking sites and apps tend to do more harm than good. <p>Responses can be recorded virtually in</p>

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- already have as arguers?
- How do we need to grow as arguers? What would have made our conversations more interesting and productive today?
- Set a purpose for learning
 - Watch [“How to Change the World”](#) by Kid President
 - Discuss how critical it is to learn to use our voices effectively to create change. Explain that the weaknesses we listed on the board are now our focus points for the lessons.

High-leverage skills: reflect on a shared experience, evaluate collective and personal strengths and weaknesses, think critically about modern controversies, reflect on the power of an individual voice

Direct Instruction: Argument Structure

Hook-Using a virtual platform ([Google Classroom](#), [Google Hangouts Meet](#), [Zoom](#), [Canvas](#), etc.): Teacher delivers a short speech to the class (ie arguing why the school should install a chocolate fountain in the cafeteria in [this presentation](#)). Be sure to include reasons, evidence, a counterclaim, and a rebuttal.

- Direct instruction on academic vocabulary (claim, reasons, evidence, counterclaim, rebuttal), referring back to the chocolate fountain speech for examples. Students will take notes (2-column or 3-column).

High-leverage skills: organize an argument into a logical structure, comprehend the structure of a text

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](#).

- Look/Listen for: evidence from credible sources, better listening skills, more objective tone, students demonstrating understanding of the opposing point of view, talking “with” rather than “at” each other, etc.

- Standards: RI.11, RI.11.2
See [this presentation](#) for an outline of the chocolate fountain speech and an introduction to each academic term.

- 2-column notes log terms, questions, and big concepts on the left with definitions and explanations on the right. 3-column notes allow for further engagement with the notes via examples, illustrations, etc.

- Standards RI.11, RI.11.2,

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Gradual Release: Tracing and Evaluating Arguments

- **IDO:** Teacher models the process of reading, tracing, and evaluating a short argumentative article. Students will mark up their text along with the teacher and eventually begin assisting the teacher with his/her thinking.
 - Practice locating and labeling the claim, reasons, evidence, counterclaim(s), and rebuttal(s). Consider establishing a color-coding system (**claim**, **reasons**, **evidence**, **counterclaim**, **rebuttal**).
 - Practice evaluating the author’s argumentation.
 - Questions to pose for small-group → whole-group discussion:
 - How sound are the reasons?
 - How relevant and sufficient is the evidence? What additional evidence is needed to be fully convincing?
 - Did the author explain the counterclaim fairly?
 - Did he/she rebut it fairly?
 - What could the author have done to better convince us of his/her claim?
 - Have students select the BEST reason and the BEST piece of evidence the author used and support their choices.
 - **WE DO:**
 - Have students read a second article independently, marking it up.
 - Small groups or partners can collaborate to trace the argument’s structure and to evaluate the argument’s effectiveness. **If**

C1, C.2, I.2, I.5

- See Text Set for article options for the gradual release process. When selecting articles for your students, consider text complexity and the traceability of each article’s argument structure. Lower-level students may need texts with more predictable, essay-like structures.
- Explain that these elements sometimes overlap. (Ex: evidence can be used as a rebuttal.) Avoid over-focusing on correct labeling; focus more broadly on students’ ability to comprehend and track the organization of an argument.

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](#).

- Then, discuss why certain reasons and pieces of evidence “won.”
- Evaluating effectiveness: students could rank various

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students are in partners or small groups, they can use phone calls, or applications like Facetime, [Zoom](#) or [Google Classroom](#) discussions.

- Whole-group reflection
 - **YOU DO:**
 - Students will independently read, twice, a *Boston Globe* Editorial: [“School suspensions don’t work. It’s time for something better”](#)
 - **First read:** Trace the argument’s structure (marking up the text)
 - **Second read:** Annotate the article with these focus questions in mind: “Do you agree with the author that restorative justice is the answer to schools’ discipline problems? How convincing is this argument?” Students will “talk back to the author” in the margins.
 - [Philosophical Chairs](#) discussion: “Do you agree with the author that restorative justice is the answer to schools’ discipline problems?”
 - Students should use their marked-up articles during the discussion and should employ academic vocabulary.
 - Reflect on the difference between our first Philosophical Chairs experience and this last Philosophical Chairs experience: how are we growing as arguers? How do we still need to grow? Quick-write → whole-group discussion
- High-leverage skills for gradual-release process:
comprehend the structure of a text, evaluate the quality of claims, reasons, evidence, counterclaims, and rebuttals, analyze how authors distinguish their

reasons and/or evidence on a scale from 1-5, justifying their rankings in writing. How convincing is each one, and why?

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Note (after independently reading the editorial): This is a place to stop and see how students are progressing. You can see where they are in their skills progression in [Appendix A 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 A Student](#) for student’s reflection on progression of skills.

- This editorial is structured uniquely. Consider having students mark and analyze the unique choices the author made while structuring his argument. For example: why did he use an anecdote as the foundation of his argument?

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perspectives, consider multiple perspectives on a debatable topic, think critically to determine a personal stance

Exploring Structure and Style- **Using a virtual platform** ([Google Classroom](#), [Google Hangouts Meet](#), [Zoom](#), [Canvas](#), etc.):

- Explain that when making an argument, not only structure but also STYLE is important.
- “Desperado” mini-lesson:
 - Play “[Desperado](#)” by The Eagles, and have students mark lines that make them think or wonder as they listen.
 - Decide together which line of the song best represents the speaker’s claim. What is he urging his friend to do?
 - Small-group or partner analysis: students will work together to interpret several lines of figurative language, analyzing how each one supports the claim. **If students are in partners or small groups, they can use phone calls, or applications like Facetime, [Zoom](#) or [Google Classroom](#) discussions.**
- Large-group recap, then evaluation: which line most powerfully supports the claim? Why?

Exploring Structure and Style- **Using a virtual platform** ([Google Classroom](#), [Google Hangouts Meet](#), [Zoom](#), [Canvas](#), etc.):

- Explain that when making an argument, not only structure but also

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STYLE is important.

- Spoken-word poetry:
 - Watch/listen to Marshall Davis Jones’ [“Touchscreen” poem](#).
 - Quick-write: what is Jones’ claim? How effectively did his spoken-word poem support his claim? Explain.
 - Students will read [a transcript](#) of the poem and mark it up, highlighting especially powerful/thought-provoking lines.
 - Compare markings, discussing why certain lines are especially powerful.

High-leverage skills for bridges to writing/brainstorming lesson: interpret figurative language; analyze how an author’s craft shapes meaning; evaluate the development of a claim; collaborate to gain multiple perspectives; organize and develop ideas through writing

Style: Factual/Credible/Emotional Appeal

- Assign students to find several advertisements (on TV, the Internet, or in print), identifying and evaluating persuasive appeals in [an Advertisement Inquiry Chart](#).

Using a virtual platform ([Google Classroom](#), [Google Hangouts Meet](#), [Zoom](#), [Canvas](#), etc.):

- Read [Malala Yousafzai Biography](#) article from Biography.com to acquire prior knowledge on Malala’s life.
- Listen to [Malala’s speech to the UN](#), and then clarify as a class: what is her claim?
- Quick-write: What were your impressions of Malala’s speech? How does she use her voice to inspire change?
- After some teacher modeling to begin, students

- Certain lines of “Touchscreen” may need to be skipped over depending on students’ maturity level

OPPORTUNITY FOR FORMATIVE ASSESSMENT

Note (after exploring the song and the poem): This is a place to stop and see how students are progressing. You can see where they are in their skills progression in [Appendix A 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 A Student](#) for student’s reflection on progression of skills.

- Standards: I.3, C.4.
RI.10, RI.10.1
- Due to the length of this speech, it may need to be chunked for students.

Responses can be recorded virtually in

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will independently read Malala’s UN speech transcript and annotate with 2 focus questions in mind:

- How does Malala use factual, emotional and credible appeals to influence her listeners?
- How could Malala have made her speech even more powerful?
- Small-group → large-group share and reflection.
- Exploration: Have students listen to and read clips from famous speeches. Each speech they explore, students will consider the speaker’s appeals, discussing with a partner or group. **If students are in partners or small groups, they can use phone calls, or applications like Facetime, [Zoom](#) or [Google Classroom](#) discussions.** Then reflect in writing:
 - How did the speakers use factual, emotional and credible appeals to influence their listeners?
 - Which appeal was strongest in the speech, and how did the speaker create it?
 - How could they have made their speech even more powerful?
 - Which appeal was least present and how could the speaker have created it?
- Large-group recap and reflection

High-leverage skills: analyze how a speaker distinguishes his/her position; evaluate the impact of a speaker’s techniques; connect rhetorical appeals to real-life; reflect on the impact of persuasive techniques; collaborate to evaluate texts

Topic Selection:

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](#).

Famous speeches:

- [American Rhetoric: Top 100 Speeches](#)
- [The History Place: Great Speeches Collection](#)
- [Ashton Kutcher’s speech at the 2013 Teen Choice Awards](#)
- [“The girl who silenced the world for 5 minutes”](#)
- [Chris Pratt’s 9 Rules Acceptance Speech, 2018](#)

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](#).

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Note (prior to selecting a topic): This is a place to stop and see how students are progressing. You can see where they are in their skills progression in [Appendix A Teacher](#), as well as having students reflect on where they feel that they are in

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- Students will select a topic for their argumentative speech.
 - Topic Options:
 - The teacher could cull an expansive list of approved topic options from [ProCon.org](#) or [this New York Times prompt list](#).
 - Students could help the teacher narrow a large bank of topics to 4-5 high-interest choices for the class.
- Students will write a short proposal explaining why they've chosen their topic and what they want to argue.

High-leverage skills: reflect on values, draw a conclusion on a controversial issue

Research- Using a virtual platform ([Google Classroom](#), [Google Hangouts Meet](#), [Zoom](#), [Canvas](#), etc.):

- The teacher will introduce the class to a topic he/she has chosen to research (a topic no student has chosen).
- The teacher will model the process of reading a short article on his/her topic, identifying relevant, powerful evidence that will consider different appeals and harvesting it in a [Say/Mean/Matter chart](#).
- Model how to pull the S/M/M to form paragraphs that include citing text (say), and student commentary (mean and matter).
- Students will read a teacher-assigned text on their chosen topics, harvesting convincing reasoning and evidence in a [Say/Mean/Matter chart](#).

progressing their skills, for both of you to know what they need to move forward. See [Appendix A Student](#) for student's reflection on progression of skills.

- Standards: I.2, W.6
- When selecting topic options, consider each topic's complexity, relevance and interest-level to students, and developmental appropriateness.
- Lower-level students may benefit from [ProCon.org](#)'s clear delineation of reasons and evidence for each perspective.
- See Kelly Gallagher's book [Deeper Reading](#) for more info on the Say/Mean/Matter strategy and others.
- Teacher-assigned texts: If the class is researching topics from ProCon.org, students should read the "Top Pro/Con" arguments listed for their chosen topic. If the class is researching topics from the *New York Times* prompt list, students should read the article suggested by the *Times*.

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- Students will then find and read an additional 1-2 self-selected articles from [Discus](#), [Newsela](#), books, or a web search, repeating the Say/Mean/Matter process.
 - If needed, teach a mini-lesson on identifying credible sources using the [CRAAP test](#).

High-leverage skills: evaluate the relevance and impact of findings; interpret research; analyze the significance of findings; organize thinking logically; evaluate credibility of sources; synthesize information from multiple sources

- Based on student claims, allow the opportunity for you and students to gather additional text to read to support their argument. Students will use their Say/Mean/Matter chart and their notes on argument structure to plan an argumentative speech by outlining their claim, reasons, evidence, a counterclaim, and a rebuttal.
- 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.
- Students will engage in creating an argumentative speech. Students will enter this stage at different times. Conference with students to support them as they work through outlining their argumentative speech. 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](#))**

Speeches

- Each student will choose a mode with which to

ASSESSMENT

Note (prior to students selecting additional articles): 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.

- The number of required student-selected texts is up to teacher discretion.

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Note (prior to students planning their argumentative speech, entering the writing phase): 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 can construct a traditional outline in their

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present their speech (ie. song, speech, written speech, video, TedTalk, etc.) They will upload that to their virtual platform, including their planning documentation.

- Students should also write a reflective evaluation of the speech that they created that identifies their claim, reasons, evidence, a counterclaim, rebuttals, and appeals they used to influence their audience.

notebooks or choose from a variety of graphic organizer options.

- Standards: W.1 & 1.1, I.3, I.4, I.5, C.2, C.4, RI.11.2
- When having students engage in the writing process, best practice is to use the [writing workshop model](#).

Reflection/Closure:

- Students should be given the opportunity to reflect verbally or in writing on their growth as arguers, writers, and speakers.
- Sample End-of-Learning Reflection Questions:
 - What did you enjoy most about the lessons? Why?
 - What did you enjoy the least? Why?
 - Did you accomplish the goals set forth at the beginning of the lessons? Explain.
 - Name one new concept you learned from the lessons?
 - How did the lessons apply to your everyday life?
 - What specific actions can you take to improve your learning process?
 - How can the teacher make your learning easier?
 - How have you grown as a reader throughout the lessons?
 - How have you grown as a writer throughout the lessons?

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](#).

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Note (after engaging in argumentative speech planning and presentation): This is a place to stop and see where students are. You can see where they are in their skills progression in [Appendix A Teacher](#), [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 A Student](#), [Appendix B](#)

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[Student](#) and [Appendix C Student](#) for student's reflection on progression of skills.

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Appendix A (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 About Text			
Key Concepts: Analyzing Point of View, Analyzing Text Structure			
<i>Approaching</i>	<i>Developing</i>	<i>Experiencing</i>	<i>Exceeding</i>
<ul style="list-style-type: none"> Identifying details that support an argument. Tracing the structure of an argument within a text. Identify text features and structures. Recognize a claim within a text. 	<ul style="list-style-type: none"> Determine an author’s perspective. Tracing the structure of an argument within a text to determine how it contributes to meaning and impact on the reader. Identify text features and structures that support an author’s idea or claim. Trace the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not supported. 	<ul style="list-style-type: none"> Determine an author’s perspective or purpose and evaluate the quality of the argument. Analyze the author’s choice of structures within the text and draw conclusions about how they impact meaning. Determine the impact of text features and structures on an author’s ideas or claims. Trace and evaluate the argument and specific claims in a text, determining whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. 	<ul style="list-style-type: none"> Determine an author’s perspective or purpose, evaluate the quality of the argument, and consider conflicting evidence or viewpoints. Analyze the author’s choice of structures within the text, draw conclusions about how they impact meaning, and evaluate the effectiveness of the author’s choice of structures. Analyze the impact of text features and structures on authors’ similar ideas or claims about the same topic. Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Appendix A (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 About Text			
Key Concepts: Analyzing Point of View, Analyzing Text Structure			
<ul style="list-style-type: none"> • I can find details that support an argument. • I can track the structure of an argument within a text. • I can determine what text features and structures are. • I can recognize a claim within a text. 	<ul style="list-style-type: none"> • I can figure out an author’s perspective (viewpoint). • I can track the structure of an argument within a text to decide how it helps the meaning and affects the reader. • I can determine what text features and structures are that strengthen an author’s idea or claim • I can discover the argument and specific claims, and tell the difference between claims that are supported by reasons and evidence from claims that are not supported. 	<ul style="list-style-type: none"> • I can figure out an author’s perspective (viewpoint) or purpose, decide if it has all the elements of argument, and what the quality of the argument is. • I can examine and determine the author’s choice of structures within the text and draw conclusions about how they influence the meaning. • I can determine (find out) the affect that text features and structures have on an author’s ideas or claims. • I can discover and critique an argument and specific claims, deciding whether the reasons are logical and the evidence is relevant and sufficient to support the claims. 	<ul style="list-style-type: none"> • I can figure out an author’s perspective (viewpoint) or purpose, decide if it has all the elements of argument, and what the quality of the argument is. I can also consider other viewpoints from evidence that is different. • I can examine and determine the author’s choice of structures within the text, draw conclusions about how they influence the meaning, and determine the effectiveness of the of those choices. • I can examine and determine (find out) the affect that text features and structures have on authors’ similar ideas or claims about the same topic. • I can examine, discover and critique an argument and specific claims, deciding whether the reasons are logical and the evidence is relevant and sufficient to support the claims. I can recognize when evidence that is not important is introduced.

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 supports 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.