

| Analyzing for Argument | |
|---|--|
| Overview | Instructional Guidance |
| The focus for the lessons is to work both collaboratively and independently to hone skills in argumentation and writing. Using <i>The Outsiders</i> as a fulcrum text, students will work through the process of developing an argument based on the issues that arise in the novel. Reading, writing, communication, and inquiry standards are naturally interwoven into the lessons in order to foster the traits found in the Profile of the South Carolina Graduate. | 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. |
| Skill Emphasis at a Glance | Instructional Guidance |
| <ul style="list-style-type: none"> ● Thinking about multiple perspectives ● Analyzing and evaluating arguments and specific claims for effectiveness ● Evaluating relevant information ● Organizing ideas logically to craft an argument ● Synthesizing information from multiple sources ● Crafting well-developed arguments | |
| Standards at a Glance | Instructional Guidance |
| <ul style="list-style-type: none"> ● I.1.1. Develop a range of questions to frame inquiry for new learning and deeper understanding. ● C.1.1 Prepare for and engage in conversations to explore complex ideas, concepts, and texts; build coherent lines of thinking. ● RL.13.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility. ● RL.5.1 Cite evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ● RI.11.2 Analyze and evaluate the argument and specific | <ul style="list-style-type: none"> ● Additional mini-lessons may be required according to the needs of your students. |

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claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

- W.8.1.1: Write arguments that:
 - Introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically;
 - Use relevant information from multiple print and multimedia sources;
 - Support claims using valid reasoning and a variety of relevant evidence from accurate, verifiable sources;
 - Use an organizational structure that provides unity and clarity among claims, counterclaims, reasons, and evidence;
 - Develop the claim and counterclaims providing credible evidence and data for each;
 - Develop and strengthen writing as needed by planning, revising, editing, and rewriting;
 - Paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation;
 - Establish and maintain a formal style and objective tone; and
 - Provide a concluding statement or section that follows from and supports the argument.

| Text/Writing Sets and Resources | Instructional Guidance |
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| <p>Text/Writing Sets</p> <p>Fulcrum Text(s):</p> <ul style="list-style-type: none"> ● <i>The Outsiders</i> by S.E. | <p>Texts that do not have a direct link are easily found with a simple search. All linked resources are cited in the reference section of the document.</p> |

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Hinton Context Text(s):

- Room for Debate: Reconsidering Young Lifers’ Sentences - <https://www.nytimes.com/roomfordebate/2013/09/18/reconsidering-young-lifers-sentences>
- **NOTE:** *Room for Debate: Reconsidering Young Lifers’ Sentences* can be substituted with articles from the Opposing Viewpoints database on SC Discus if accessing the NYTimes is impossible. Good alternative texts/topics available on SC Discus: Opposing Viewpoints include:
 - Guns and Violence: <https://link.gale.com/apps/portal/00000000LVWZ/OVIC?u=scschools&sid=OVIC&xid=0cdebe17>
 - Gangs: <https://link.gale.com/apps/portal/00000000LVWP/OVIC?u=scschools&sid=OVIC&xid=57265eec>
 - High School Drop-outs: <https://link.gale.com/apps/portal/IPNBLM440519780/OVIC?u=scschools&sid=OVIC&xid=7e0f5a48>

Texture Text(s):

- *A Joyful Noise: Poems for Two Voices* by Paul Fleishman
- Duet Slam Poetry

Fulcrum Writing:

● Argumentative Essay on a Teen issue
Texture Writing:

- Character Perspective Poem
 - Retell a Scene in Multiple Voices

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- Class Debates on Issues in *The Outsiders*
 - Possible Debates:
 - Should Johnny be charged with murder? (Chapter 4)
 - Should the boys be allowed to stay with Darry? (Chapter 7)

Context Writing:

- Record of Possible Evidence of Teen Issues
 - School Drop-out Rates
 - Curfews
 - Bullying
 - Gang Violence
 - Stereotypes
 - Gun Violence
 - Poverty
 - Educational Rights
 - Underage Drinking
 - Sexism
- Hot Topic Graphic Organizer

Other Classroom Resources

- New York Times “401 Prompts for Argumentative Writing”
- [https://www.nytimes.com/2017/03/01/learning/lesson-plans/401-pro mpts-for-argumentative-writing.html](https://www.nytimes.com/2017/03/01/learning/lesson-plans/401-pro-mpts-for-argumentative-writing.html)

Organizers, Tools, and Digital Resources

- New York Times - Room for Debate
Column -
<https://www.nytimes.com/roomfordebate>
 - Full archive of debate columns

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| <ul style="list-style-type: none"> ● <i>Beyond Analysis</i> by Allison Marchetti and Rebekah O'Dell ● Double Entry Journal Model ● Poem for Two Voices Template - https://www.poetryinvoic.com/sites/default/files/frame_for_writing_a_poem_for_two_voices.pdf <p style="text-align: center;">■ Venn Diagram</p> | |
| I Can Statements | Instructional Guidance |
| <ul style="list-style-type: none"> ● I can think critically about multiple perspectives. ● I can evaluate arguments and specific claims for effectiveness. ● I can organize ideas logically to craft an argument. | <ul style="list-style-type: none"> ● These I CAN statements are comprehensive for all lessons. Different I CAN statements may need to be written for daily lesson plans. |
| Lesson Sequence | Instructional Guidance |
| <p>Social Issues in <i>The Outsiders</i> –Gathering Evidence</p> <ol style="list-style-type: none"> 1. Ask students to respond to the following prompt: <ol style="list-style-type: none"> a. What do older generations misunderstand about teenagers today? Write an explanation to an adult to address what they get wrong about teenagers. 2. Using a virtual platform (Google Classroom, Google Hangouts Meet, Zoom, Canvas, etc.): Introduce <i>The Outsiders</i>. Complete mini-inquiry group assignment, researching background information on author, S.E. Hinton, as well as the social and cultural context of the novel, <i>The Outsiders</i>. Students should work in small groups to describe what life was like during the 1960s. Explain that although the novel was released in 1967, many of the social issues that impact characters in the novel continue to impact teenagers today. If students are in partners or small groups, they can use phone calls, or applications like Facetime, Zoom or Google Classroom discussions. 3. Using a virtual platform (Google Classroom, Google Hangouts Meet, Zoom, Canvas, etc.): Display a model of a Say/Mean/Matter chart. Model how to use the chart to gather evidence. <ol style="list-style-type: none"> a. Explain that in the first column, students will choose a | <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> <ul style="list-style-type: none"> ● Although the class will begin reading the novel, <i>The Outsiders</i>, as a whole-group, the teacher should gradually release the responsibility of reading the novel as the learning progresses. The teacher may choose to assign later chapters of the book as independent reading concurrently with writing |

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- quote from the text that reveals a key issue impacting teens.
- b. In the second column, students should make an inference about what they think the quote means to the issue.
 - c. In the third column, students should record an explanation explaining the quotations significance to the argument about the social issue.
4. Explain that students will use their S/M/M to respond to the following question(s) during and/or after reading:
 - a. *Which social issues impact the daily lives of teenagers in The Outsiders?*
 - b. *How do these social issues impact the daily lives of teenagers?*
 - c. *How do these social issues continue to impact teenagers today?*
 5. Read aloud the first chapter of The Outsiders together, prompting students to follow along in their novels or online text as well. Pause at pre-selected points to give students time to record their thinking.
 - Prompt students to share their thinking aloud or respond in a virtual platform. Clarify misunderstandings when appropriate.
 6. After reading, prompt students to generate lists of teen issues from The Outsiders. The teacher could create a whole class anchor chart of social issues in the novel.
 7. Explain that students will continue to complete their Say/Mean/Matter as they read the novel both in-class and independently throughout the remainder of the lessons.
 - a. Explain that the social issues explored in student S/M/M will function as the foundation for an argumentative essay at the end of this process.
 8. The teacher should repeat elements of this process throughout the learning as needed for student mastery and continued engagement with The Outsiders throughout the lessons and can also have progression check ins.

Students can upload their S/M/M in a virtual platform.

workshop and argumentative writing essay.

- When students struggle, model the S/M/M process using a think-aloud strategy to model teacher thinking.
- When students need challenge, extend their thinking by prompting students to make modern connections (text-to-text, text-to-self, and text-to-world).

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 reading and completing the initial chapter of Outsiders and the 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 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.

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Different Perspectives

1. Prompt students to read Chapter 3 of *The Outsiders*, paying particular attention to the differing perspectives of the Greasers and the Socs. Students may wish to focus on the conversation between Ponyboy and Cherry.
2. After reading Chapter 3, prompt students to create a Venn Diagram (or some type of representation) individually or in small groups. They can upload their responses virtually. **If students are in partners or small groups, they can use phone calls, or applications like Facetime, [Zoom](#) or [Google Classroom](#) discussions.**
 - How do the worldviews of the Greasers and the Socs differ?
 - How are they the same?
3. **Using a virtual platform ([Google Classroom](#), [Google Hangouts Meet](#), [Zoom](#), [Canvas](#), etc.):** Discuss student findings as a class and create a whole-class Venn Diagram, highlighting the differences and similarities between the Greasers and the Socs. Facilitate a discussion about each gang’s differing perspectives. Emphasize the fact that though there are differences, they also have much in common.
8. Prompt students to reflect on how each gang’s differing perspective impacts their understanding of the world.

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](#).

Opposing Viewpoints Articles and Student Chosen Argument

Claim

1. **Using a virtual platform ([Google Classroom](#), [Google Hangouts Meet](#), [Zoom](#), [Canvas](#), etc.):** Define the term “claim” and how it frames an argument.
2. Go to the [NY Times Room for Debate](#) page “[Reconsidering Young Lifers’ Sentences.](#)” You may also choose to use any of the other articles. Discuss the question posed by the author: *Should all people in prison for life without parole who committed their crimes before their 18th birthday be eligible for a new sentencing hearing?*

- The teacher may choose to introduce this lesson at any point in the first five chapters of *The Outsiders*. Recommended sequencing takes place after reading Chapter Three.

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- a. **NOTE:** *Room for Debate: Reconsidering Young Lifers' Sentences* can be substituted with articles from the [NYTimes](#) column or the Opposing Viewpoints database on SC Discus if accessing the NYTimes column is impossible. Good alternative texts/topics available on SC Discus: Opposing Viewpoints include:
 - b. Guns and Violence:
<https://link.gale.com/apps/portal/00000000LVWZ/OVIC?u=scschools&sid=OVIC&xid=0cdebe17>
 - c. Gangs:
<https://link.gale.com/apps/portal/00000000LVWP/OVIC?u=scschools&sid=OVIC&xid=57265eec>
 - d. High School Drop-outs:
<https://link.gale.com/apps/portal/IPNBLM44051978/OVIC?u=scschools&sid=OVIC&xid=7e0f5a48>
3. Explain that there are five debaters who have opinions about this topic. The teacher will choose one of the claims. The class will discuss the following questions about the claim:
 - a. What do you notice about the way the claims are written?
 - b. What is included (or excluded) in each claim?
 - c. Are there different techniques used? If so, which ones are most effective? Why?
4. In small groups, look at the claims made by the other debaters. Discuss the same questions about these claims. Are they similar or different? **If students are in partners or small groups, they can use phone calls, or applications like**

Standards addressed in Claim

Activities: C.1.1, RI.11.2, W.8.1.1.

Skills addressed in Claim

Activities: Thinking critically about multiple perspectives; making thematic connections; analyzing and evaluating arguments and specific claims for effectiveness.

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](#)

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Facetime, [Zoom](#) or [Google Classroom](#) discussions.

5. After all groups have considered all claims, discuss the findings as a whole group as the teacher records the answers in an anchor chart for future reference.

[Deck](#).

Author's Perspective on Issue; Reasoning/Evidence

1. Stay in the same groups, mix the groups up, or work individually. The teacher will assign one of the debater's editorials to each group. **If students are in partners or small groups, they can use phone calls, or applications like Facetime, [Zoom](#) or [Google Classroom](#) discussions.**
2. In groups, students will read the editorial. Students should use the [HOT TOPIC graphic organizer](#) to record their understandings of the author's perspective and his/her reasoning and evidence the editorial in sections 1-3.
3. **Using a virtual platform ([Google Classroom](#), [Google Hangouts Meet](#), [Zoom](#), [Canvas](#), etc.):** After reading the articles, ask students to compare and contrast the arguments. Facilitate a discussion of how the different perspectives are each supported with reasoning and evidence.

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

1. Remind students of the definition of thesis and the role it plays in an essay.
2. The thesis should be arguable, include an assertion about the topic, and how you plan to analyze or evaluate the topic.
3. The teacher will model how to craft a thesis.
 - a. Possible examples:
 - b. Immigration:
 - i. Non-example: *Immigration is a tough issue that many people disagree on.* This is a fact and is not

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Note (after working with the group or individually on the editorials): 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.

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- arguable.
- ii. Stronger example: Immigration law needs to be changed due to the inhumane separation of parents and children. This is arguable, provides and assertion, and lets the audience see the “angle” from which the claim will be argued (issue with children rather than the constraints on law enforcement).
4. Practice writing a thesis statement. The teacher will provide a general topic about something that would engage the students such as video games, dogs, school uniforms, etc.
 5. Invite students to share their thesis statement with a partner. Discuss the strength of each statement and give your partner feedback on the strength of it. If it needs to be revised, work together to make it stronger. This could also be done with a family member at home, or written in a virtual platform with feedback.
 6. Share examples with the class and discuss how to strengthen them as needed.

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

1. First, the teacher will define the definition of counterclaim and rebuttal. Students are to notate these definitions in their journals.
2. Using two different color highlighters, the teacher will return to an article and identify with students the counterclaim and rebuttal.
3. Using strategic questioning, teacher will check for understanding on why it is important to address the counterclaim and provide a rebuttal in an argument.
4. Once the students have a clearly defined understanding of counterclaim and rebuttal, have them provide the answer to two sample

Standards addressed in Reasoning/Evidence Activities:

C.1.1, RI.11.2, W.8.1.1.

Skills addressed in Reasoning/Evidence Activities:

Thinking critically about multiple perspectives; making thematic connections; analyzing and evaluating arguments and specific claims for effectiveness.

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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counterclaims and include rebuttals, along with the rationale behind them.

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

1. Provide a working definition of exactly what a call to action is. Remind students that the call to action is to get the reader to side with your viewpoint in an argument.
2. Using one of the articles, the teacher again highlights a call to action in the piece.
3. Students respond virtually to what they think the stance is and what action they want the reader to take.
4. The teacher will read or listen to the responses, observing student’s understanding regarding what the author’s stance is and what action they want the reader to take.
5. Teacher will then facilitate a whole group discussion on what student’s thoughts were on author’s stance and their expectation of the reader with the call to action.
6. Now go back to the editorial they read with their groups. Add the counter claims, rebuttals and call to action from the editorial to your Hot Topic graphic organizer in section 4 and 5. **If students are in partners or small groups, they can use phone calls, or applications like Facetime, [Zoom](#) or [Google Classroom](#) discussions.**

Organization

1. For reference, students will review all notes and annotations on the parts of an argument (claim, reason/evidence, thesis, clear author’s perspective, counterclaim/rebuttal, call to action).

Workshopping Final Pieces

1. At this point, remind students that they now have all the pieces they need to produce and create their own arguments,

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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 working with the group or individually on the editorials): 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.

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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including...

- a. claim
 - b. reason/evidence
 - c. thesis
 - d. clear author’s perspective on their issue
 - e. counterclaim/rebuttal
 - f. call to action.
2. Have students refer to their notes on the previous articles used to define and highlight these pieces.
 3. Also, students should refer to the clear organization of the model articles used to effectively organize their argument.
 4. They can also use their S/M/M charts to choose a topic for selection.
 5. Topic Selection: Students will select a topic for their argument.
 - Topic Options:
 - Social issues that affect teens in the text and now (i.e. curfews, bullying, stereotypes, gun violence, underage drinking, etc.)
 - Students will write a short proposal explaining why they’ve chosen their topic and what they want to argue.
 6. **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

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Note (prior to topic selection and if this has not been done while students navigate the text): 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 addressed in Call to Action Activities: C.1.1,

RI.11.2, W.8.1.1.

Skills addressed in Call to Action

Activities: Thinking critically about multiple perspectives; making thematic connections; analyzing and evaluating arguments and specific claims for effectiveness.

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their chosen topics, harvesting convincing reasoning and evidence in a [Say/Mean/Matter chart](#).

- Students will then find and read an additional 1-2 self-selected articles from [Discus](#), [Newsela](#), [NYTimes](#), books, or a web search, repeating the Say/Mean/Matter process.
7. Working independently, students will begin to craft their arguments, plan on scheduling **virtual conference times** to work through these. 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](#))**
 8. Students will also write a reflective evaluation of their own argument. The teacher may choose what they would like to include in the reflection.

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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 A 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](#) and [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, or the use of online applications such as [Seesaw](#), [Padlet](#), [Socrative](#), or [Pear Deck](#).

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Note (after engaging in argumentative essay writing): 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 Student](#) and [Appendix C Student](#) for

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student's reflection on progression of skills.

Reference Page

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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 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 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 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 About Text | | | |
|--|--|--|--|
| Key Concepts: Analyzing Point of View, Analyzing Text Structure | | | |
| <i>Approaching</i> | <i>Developing</i> | <i>Experiencing</i> | <i>Exceeding</i> |
| Identifying details that support an argument. | Determine an author's perspective. | Determine an author's perspective or purpose and evaluate the quality of the argument. | Determine an author's perspective or purpose, evaluate the quality of the argument, and consider conflicting evidence or viewpoints. |
| Tracing the structure of an argument within a text. | Tracing the structure of an argument within a text to determine how it contributes to meaning and impact on the reader. | Analyze the author's choice of structures within the text and draw conclusions about how they impact meaning. | 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. |
| Identify text features and structures. | Identify text features and structures that support an author's idea or claim. | Determine the impact of text features and structures on an author's ideas or claims. | Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic. |
| Recognize a claim within a text. | Trace the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not supported. | 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. | 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 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 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 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 | | | |
| Approaching | Developing | Experiencing | Exceeding |
| <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. |