

Questioning & Synthesizing to Develop an Inquiry Argument Project	
Overview	Instructional Guidance
<ul style="list-style-type: none"> Through questioning and synthesizing, teachers and students will work through the research process. This research will take an argumentative stance by examining a 1st Amendment issue of the student’s choice. 	<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

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<ul style="list-style-type: none"> ● Questioning –The students will question their own beliefs on a 1st Amendment issue, further develop their questions and beliefs, and question the Supreme Court findings, through their research. ● Synthesizing – combining different parts into something new; join or make something part of a larger new unit; blend many dissimilar parts into one new form. The students will synthesize the research they have gathered to enter the writing process in a writer’s workshop environment in order to produce a formal, argumentative research paper in proper MLA format. 	<ul style="list-style-type: none"> ●
Standards at a Glance	Instructional Guidance
<ul style="list-style-type: none"> ● Inquiry-Based Literacy <ul style="list-style-type: none"> ○ Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. ○ Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis. ● Communication <ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> ● There are additional standards and indicators embedded throughout the lesson sequence. The embedded standards and indicators are in Appendix A. ● How will you formatively assess students for understanding of standards and indicators throughout the lesson sequence to inform your instructional steps?
Text/Writing Sets and Resources	Instructional Guidance
<p><u>FULCRUM</u></p> <ul style="list-style-type: none"> ● Reading Text: Research articles and Supreme Court rulings ● Writing: Argumentative Research Paper <p><u>CONTEXT</u></p>	<ul style="list-style-type: none"> ● It is important to view reading and writing components in unison as literacy involves both the act of reading and writing

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- Reading Text: Teacher-generated background information on the [1st Amendment](#) and [Supreme Court](#).
- Writing: Brainstorming activity to help narrow down students' research ideas.

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- Reading Text: Excerpt from [Thoreau's Civil Disobedience](#)
- Writing: Analysis of argument in Civil Disobedience

Other Classroom Resources

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Organizers, Tools, and Digital Resources

- **1st Amendment/Supreme Court Resources**
 - Your Media Specialist can be your best resource. Please be advised that links often change.
 - [First Amendment Center](#) First Amendment Center—great website with lots of resources. Includes a Supreme Court tracker giving you information about what the Supreme Court is doing right now.
 - [US Courts](#) Information about various courts and systems in the US (explains the systems). Lots of links.
 - [SPLC Link](#) Student Press Law Center—if you are interested in school journalism's rights, this is the site for you (access to information, privacy, cyberlaw)
 - [American Civil Liberties Union](#) American Civil Liberties Union—lots of information here. Includes a tab for Supreme Court cases. On the home page, a nice list of headings on the right according to issue.

concurrently. Avoid separating one task from the other. Students should write about their reading and read about their writing.

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<ul style="list-style-type: none"> ○ Supreme Court Website for the Supreme Court. Obviously useful. Lists their current docket and opinions. Excellent search menu. ● MLA Formatting/Plagiarism <ul style="list-style-type: none"> ○ Purdue University’s Online Writing Lab (OWL) PowerPoint for MLA formatting: Purdue Online Resources 	
I Can Statements	Instructional Guidance
<ul style="list-style-type: none"> ● I can use questioning to further my understanding of a 1st Amendment issue and conduct research on that issue. ● I can synthesize information from different sources to further my understanding and craft an argument. 	
Lesson Sequence	Instructional Guidance
<ul style="list-style-type: none"> ● Teacher will provide background information on the 1st Amendment and a brief overview of the Supreme Court and its role in the government of the United States of America. Teacher will model brainstorming of ideas that could be of interest to students. Teacher will facilitate the brainstorming and the pair and share to help students generate ideas. Students will develop their questioning skills during this part. ● Students will brainstorm 1st Amendment issues to pursue in research. Students should create a list of five possible areas of interest. Students turn and share with a partner. They talk through their ideas. Through this conversation, students should strike two of their topics, leaving them with three remaining choices for further exploration. The teacher will provide an excerpt of Thoreau’s Civil Disobedience. Students should engage in a short research project or webquest that introduces the background of Thoreau’s text. Students should understand Thoreau’s motivation for writing the text: his objection to slavery and the Mexican War in 1846. The teacher should read aloud excerpts from Thoreau’s Civil Disobedience. Then assign students to small groups where 	<ul style="list-style-type: none"> ● The teacher should practice the guides before assigning them to students. ● Organization is a critical skill for proper synthesis. ELL students may especially need greater structures in place for some components. Guiding students to stop often to evaluate their comprehension is a good practice to instill in students. ● E1-I.1.1 ● E1-I.3.2 ● E1-C.1.6

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they will reread the text and make notes of ideas that seem important as well as identifying the overall main idea of Thoreau's argument. Groups will create a list of arguments the author makes, noting on their chart the main idea. It is important for students that the teacher discuss Thoreau's question about the way in which people should react to a government body that they believe is immoral.

Virtual Option: Students can work in groups through [Google Classroom](#) to collaborate their lists on a Google Doc.

- Students will return to their three remaining research topics that are connected to the 1st Amendment. They should spend time conducting preliminary research for their three areas of interest to determine which one they will research. The teacher should confer with students as they conduct their research to help them fully develop their ideas and interests for research. Students should develop questions during their reading that will provide guidance for their subtopic research. Students could consider topics such as controversial product advertising, prayer at school sports events, religious groups meeting within school, the moment of silence, assembly at women's clinics, censorship (will need to narrow this down), dress codes, or internet speech.
- During this part, students will make connections and evaluate the position of others. The teacher will determine a place for students to publish their blog posts, such as [Blogger](#), [WordPress](#), [Edu Blogs](#), [WordPress Organization](#), [Education Weebly](#), [SeeSaw](#), [KidBlog](#) or through [Google Classroom](#).
- Students will create a blog as a means of expressing and informing their opinions on how they feel about their 1st Amendment issue. Students will return to this blog after their research to see how/if their views have changed. Students will engage in collaborative peer feedback through comment threads within their blog posts.
- Students will research novels that deal with the issue they have chosen to research. Students will pick one novel to read independently. The teacher will supervise students

- E1-RL.6.1
- E1-RL.13.2
- E1-RL.13.3
- E1 - I.3.4

- E1 - I.4.1
- E1-I.4.2

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

- E1-I.2.1

- E1-RI.5.1

- E1-W.1.1: Write arguments that:

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researching, but also confer with them to help guide their selection process. The teacher will guide students to choose grade-level appropriate novels that are challenging.

Virtual Option: Students can research free ebooks on sites such as: [OverDrive](#), [Gutenberg](#), [PDF Books World](#), [Open Library](#), [Free EBooks](#), [Childrens Library](#)

- Students will keep a reading log of each day's reading. (Reading Log should consist of the date, starting page, ending page, brief summary of the reading, and connection to their research topic) The teacher will conduct reader workshops with the students to monitor their progress. The teacher will check the reading journal to help monitor the progress.

Virtual Option: Students can create a reading log in a Google Sheets using [Flippity](#) for this record. Or students may choose to use an app on their device for their log. These are suggestions to consider: [iReadItNow](#), [You-Log Reading](#), [Reader Tracker](#), [Reading Log+](#), or [ReadingLog](#).

- Students will create a reflective blog post about their reading. Students will engage in collaborative feedback and reflection through commenting threads on blog posts.

Virtual Option: Students can research free ebooks on sites such as The teacher will determine a place for students to publish their blog posts, such as [Blogger](#), [WordPress](#), [Education Blogs](#), [WordPress Organization](#), [Education Weebly](#), [SeeSaw](#), [KidBlog](#) or through [Google Classroom](#).

- The culminating project for the selected novel the students are reading will consist of a brief electronic presentation (PowerPoint, [Prezi](#), etc.) they share with the class. The presentation should include a summary of the book and how the 1st Amendment issue they are researching is presented in the novel. The teacher will coordinate and supervise the presentations.

Virtual Option: Students can present online free of charge

- Introduce a precise claim and differentiate between the claim and counterclaims;
- Use relevant information from multiple print and multimedia sources;
- Assess the credibility and accuracy of each source
- Use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence;
- n/a
- Develop and strengthen writing as needed by planning, revising, editing, and rewriting;
- Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

- E1-W.4.

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using any of these free services: [Big Marker](#), [Zipcast](#), [Join.Me](#), or [Zoom](#).

- During this part, students will develop their ability to synthesize. Students will conduct research looking for newspaper articles, magazine articles, scholarly journal articles, and media presentations on the 1st Amendment issue of their choosing. Teachers should conference with students to help guide them through the research process.

Virtual Option: Students can find excellent resources on [DISCUS](#).

- Teachers will discuss how to determine the relevance and accuracy of sources. Students will determine which sources are relevant to building, supporting, and even refuting their argument.

Virtual Option: Students can use the [EasyBib Chrome extension](#) that says if the source has credibility issues or if it was not evaluated.

- Teachers model options for recording, tracking, and reflecting on research, such as additional blog posts, graphic organizers, note cards, or research journal. Teachers will help students create questions and refine questions to guide their research focus. Students keep a record of their sources.
- Students will synthesize sources to take a position on the 1st Amendment issue of their choosing.
- Students will brainstorm, pre-write, draft, revise, edit, and publish a formal argumentative research paper in proper MLA format. The teacher will facilitate the Writer's Workshop. Writer's Workshop can be adapted for different classrooms and different tasks. In any effective Writer's Workshop, the teacher should create the mini-lesson, supervise the writing, facilitate conferencing, and guide the student in the process.
- As the student progresses through the research writing process, the teacher may need to lead discussions or point

- E1-W.5

- E1-W.6

- E1-C.1.1

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

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students toward resources for citing, quoting, avoiding plagiarism, and MLA formatting.

- Students will participate in a Writer’s Workshop to complete the process of an argumentative research paper.
- Students will return to their blog to see how/if their views have changed. Students will engage in collaborative discussions about their blog posts on their views.

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

Reference Page

American Civil Liberties Union. Retrieved from <http://www.aclu.org>

First Amendment Center Freedom Forum Institute. Retrieved from
<https://www.freedomforuminstitute.org/first-amendment-center/>

Student Press Law Center. Retrieved from <http://www.splc.org>

Supreme Court of the United States. Retrieved from <http://www.supremecourtus.gov>

United States Courts. Retrieved from <http://www.uscourts.gov>

Appendix A

Targeted Standards

Inquiry-Based Literacy Standards (I)

- Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.
 - Use a recursive process to develop, evaluate, and refine, questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.
- Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.
 - 3.1 Develop a plan of action by using appropriate discipline-specific strategies.
 - 3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.
 - 3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.

Writing (W)

- Standard 1: Write arguments to support claims with clear reasons and relevant evidence.
 - 1.1 Write arguments that:
 - a. introduce a precise claim and differentiate between the claim and counterclaims;
 - b. use relevant information from multiple print and multimedia sources;
 - c. assess the credibility and accuracy of each source;
 - d. use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence;
 - e. develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims;
 - f. develop and strengthen writing as needed by planning, revising, editing, rewriting;
 - g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;
 - h. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;
 - i. provide a concluding statement or section that follows from and supports the argument presented; and
 - j. include a call to action.
- Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
 - 2.1 Write informative/explanatory texts that:
 - a. introduce a topic;
 - b. use relevant information from multiple print and multimedia sources;
 - c. organize complex ideas, concepts, and information to make connections and distinctions;
 - d. assess the credibility and accuracy of each source;
 - e. include formatting, graphics, and multimedia to aid comprehension as needed;

- f. develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;
- g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;
- h. develop and strengthen writing as needed by planning, revising, editing, rewriting;
- i. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;
- j. use precise language and domain-specific vocabulary to manage the complexity of the topic;
- k. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and
- l. provide a concluding statement or section that follows from and supports the information or explanation presented.
- Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
 - 3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:
 - a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;
 - b. engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events;
 - c. use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters;
 - d. use a variety of techniques to sequence events so that they build on one another to create a coherent whole;
 - f. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and
 - g. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 - Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.
 - 4.1 When writing:
 - a. use parallel structure;
 - b. identify and use gerunds, infinitives, and participles;
 - c. identify and use active and passive verbs;
 - d. explain and use indicative, imperative, subjunctive, conditional verb moods to communicate different messages; and

- e. use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun relative, and adverbial clauses to convey specific meanings and add variety and interest to writing.
- Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - 5.2 Use:
 - a. a semicolon or a conjunctive adverb to link two or more closely related independent clauses;
 - b. a colon to introduce a list or quotation; and
 - c. commas to separate adjacent, parallel structures.
- Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
 - 6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.

Communication (C)

- 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.
 - 1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; and develop logical interpretations of new findings.
 - 1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.

Embedded Standards

Inquiry-Based Literacy Standards (I)

- Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.
 - 2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.
- Standard 4: Synthesize information to share learning and/or take action.
 - 4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.
 - 4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.
- Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.
 - 5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.E1.RI.5.1
- Standard 6: Summarize key details and ideas to support analysis of thematic development.

- 6.1 Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.
 - 13.2 Read independently for sustained periods of time to build stamina.
 - 13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.

Reading - Literary Text (RL)

- Standard 1: Demonstrate understanding of the organization and basic features of print.
- Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.
- Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.
- Standard 4: Read with sufficient accuracy and fluency to support comprehension.
 - 4.1 Read grade-level text with purpose and understanding.
 - 4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
 - 4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 - Meaning and Context
- Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
 - 5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.
- Standard 6: Summarize key details and ideas to support analysis of thematic development.
 - 6.1 Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.
 - 7.1 Trace the development of a common theme in two different artistic mediums.
 - 7.2 Investigate how literary texts and related media allude to themes and archetypes from historical and cultural traditions.
- Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.
 - 8.1 Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.

Language, Craft, and Structure

- 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.
 - 9.1 Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.

- Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
 - 10.1 Use context clues to determine meanings of words and phrases.
- Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.
 - 11.1 Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.
- Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.
 - 12.1 Determine the significance of the author's use of text structure and plot organization to create the effects of mystery, tension, or surprise citing support from the text.
 - 12.2 Analyze how an author's choices concerning how to structure a text, order events within the text, and manipulate time create different effects.

Range and Complexity

- Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.
 - 13.1 Engage in whole and small group reading with purpose and understanding.

Reading - Informational Text (RI)

- Standard 1: Demonstrate understanding of the organization and basic features of print.
- Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.
- Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.
- Standard 4: Read with sufficient accuracy and fluency to support comprehension.
 - 4.1 Read grade-level text with purpose and understanding.
 - 4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
 - 4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Meaning and Context

- Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.
- Standard 6: Summarize key details and ideas to support analysis of central ideas.
 - 6.1 Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.
 - 7.1 Explain how the use of different mediums, modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in argument or informative texts.

Language, Craft, and Structure

- Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.
 - 8.1 Determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies or allusions on meaning and tone.
 - 8.2 Determine how an author uses text features and structures to shape meaning and tone.
- Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
 - 9.1 Use context clues to determine meanings of words and phrases.
- Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.
 - 10.1 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.
 - 11.1 Explain how the author’s ideas or claims are supported through the use of text features and structures.
 - 11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Range and Complexity

- Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.
 - 12.1 Engage in whole and small group reading with purpose and understanding.
 - 12.2 Read independently for a sustained period of time.
 - 12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.

Writing (W)

Meaning, Context, and Craft

- Standard 1: Write arguments to support claims with clear reasons and relevant evidence.
 - 1.1 Write arguments that:
 - e. develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims;
 - h. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;
 - i. provide a concluding statement or section that follows from and supports the argument presented; and
 - j. include a call to action.
- Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
 - 2.1 Write informative/explanatory texts that:
 - a. introduce a topic;

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

Language

- Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - 4.1 When writing:

- a. use parallel structure;
 - b. identify and use gerunds, infinitives, and participles;
 - c. identify and use active and passive verbs;
 - d. explain and use indicative, imperative, subjunctive, conditional verb moods to communicate different messages; and
 - e. use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun relative, and adverbial clauses to convey specific meanings and add variety and interest to writing. Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - 5.2 Use:
 - a. a semicolon or a conjunctive adverb to link two or more closely related independent clauses;
 - b. a colon to introduce a list or quotation; and
 - c. commas to separate adjacent, parallel structures.

Range and Complexity

- Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
 - 6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.
 - 6.4 Demonstrate effective keyboarding skills. Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.

Communication (C)

Meaning and Context

- 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.
 - 1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.
 - 1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.
 - 1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.
 - 1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.
- Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.
 - 2.1 Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely,

and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.

- 2.2 Distinguish between credible and non-credible sources of information.
- 2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.
- Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.
 - 3.1 Determine how context influences the mode of communication used by the presenter in a given situation.
 - 3.2 Create engaging visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

Language, Craft, and Structure

- Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.
 - 4.1 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacies in reasoning or exaggerated or distorted evidence.
 - 4.2 Determine if the speaker develops well-organized messages that use logical, emotional, and ethical appeals.
 - 4.3 Analyze the speaker's use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.
- Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.
 - 5.1 Remain conscious of the audience and anticipate possible misconceptions or objections.
 - 5.2 Employ effective repetition, rhetorical questions, and delivery style to convey message to impact the audience.
 - 5.3 Develop messages that use logical, emotional, and ethical appeals.

Appendix B

Literacy Learning Progressions

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

Learning progression for teacher use

Learning Target: Purposeful Writing: Informational

Key Concepts: Questioning

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

Learning progression for student use

Learning Target: Purposeful Writing: Informational

Key Concepts: Questioning

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

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

Literacy Learning Progressions

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

Learning progression for teacher use

Learning Target: Thinking beyond the Text

Key Concepts: Synthesizing

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

Learning progression for student use

Learning Target: Thinking beyond the Text

Key Concepts: Synthesizing

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

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