

SYNTHESIZING AND ORGANIZING MULTIPLE PERSPECTIVES

Overview	Instructional Guidance
<p>The goal of these lessons are to layer annotated reading, reflective writing, and critical thinking to support students as they develop and strengthen their skills in synthesizing and organizing information from multiple perspectives.</p>	<ul style="list-style-type: none"> As you work through the lesson sequence, you will notice places to stop for your students and you to formatively assess understandings for specific skills within the lesson. A learning progression for the specific skill is provided for you and the student at these stopping points in the instructional guidance column. Based on the performance students are working through as explained in the lesson sequence, you and your student will determine where they are within the progression in order to continue growing in that specific skill. These moments could include conferences and reflections with students. At any point during these formative assessment opportunities, students may need an additional mini lesson focused on the Fundamental Reading and Writing Standards. Teachers should continue to address earlier standards and indicators as they apply to more complex skills. Students are expected to build upon and continue applying concepts learned previously.
Skill Emphasis at a Glance	Instructional Guidance

<ul style="list-style-type: none"> ● Synthesizing – to synthesize, students must be able to do more than combine different parts into one whole. They must combine those pieces of knowledge to become larger than their sum by generating their new original idea as a result of the combined pieces. ● Organizing – to organize students will compare, contrast, analyze, interpret, visualize and synthesize ideas. To organize multiple perspectives, students will organize different viewpoints to see beyond their own. 	<ul style="list-style-type: none"> ●
Standards at a Glance	Instructional Guidance
<ul style="list-style-type: none"> ● Inquiry Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives. <ul style="list-style-type: none"> ○ 2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives. ● Inquiry Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis. <ul style="list-style-type: none"> ○ 3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions. ● Inquiry Standard 4: Synthesize information to share learning and/or take action. <ul style="list-style-type: none"> ○ 4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action. ● Reading Literature Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. <ul style="list-style-type: none"> ○ 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. ● Reading Informational Text Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, 	<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 informatively assess students for understanding of standards and indicators throughout the lesson sequence to inform your instructional steps?

synthesizing, providing evidence and investigating multiple interpretations.

- 5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.
- **Reading Informational Text 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.
- **Reading Informational Text 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.
- **Reading Informational Text 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.
 - 12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.
- **Writing Standard 1:** Write arguments to support claims with clear reasons and relevant evidence.
 - 1.1 Write arguments that:
 - 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;
 - quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;
 - provide a concluding statement or section that follows from and supports the argument presented;

- **Writing 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:
 - d. assess the credibility and accuracy of each source;
- **Writing 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;
 - 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
- **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.
 - 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.
 - 1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.
 - 1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.

<ul style="list-style-type: none"> ● Communication Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information. <ul style="list-style-type: none"> ○ 3.1 Analyze how context influences the mode of communication used by the presenter in a given situation. 	
Text/Writing Sets and Resources	Instructional Guidance
<p><u>FULCRUM</u></p> <ul style="list-style-type: none"> ● Reading Text: <i>Night</i> by Elie Wiesel ● Reading Text: Literature Circles Option <ul style="list-style-type: none"> ○ Possible Titles: <i>In the Time of the Butterflies</i> by Julia Alvarez, <i>Tree Girl</i> by Ben Mikaelson, <i>First They Killed My Father: A Cambodian Daughter Remembers</i> by Loung Ung, <i>The Diary of Anne Frank</i> by Anne Frank, <i>I Am Malala: How One Girl Stood Up for Education and Changed the World</i> by Christina Lamb and Malala Yousafzai ● Writing: Creative Writing (memorial) Informative Writing (newspaper) <p><u>CONTEXT</u></p> <ul style="list-style-type: none"> ● Reading Text: <i>Universal Declaration of Human Rights</i> - United Nations ● <i>A Brief History of the Armenian Genocide</i> by Sara Cohan ● Writing: Informational text (pamphlet) ● Reading Text: <i>10 Stages of Genocide</i> - Dr. Gregory Stanton ● Writing: Note-taking and reflective writing <p><u>TEXTURE</u></p> <ul style="list-style-type: none"> ● Reading Text: “<i>The Perils of Indifference</i>” by Elie Wiesel (speech); “<i>First They Came</i>” by Martin Niemöller (poem) ● Writing: Speech <p>Other Classroom Resources</p>	<ul style="list-style-type: none"> ● It is important to view reading and writing components in unison as literacy involves both the act of reading and writing concurrently. Avoid separating one task from the other. Students should write about their reading and read about their writing. ● Virtual book resources may be acquired through resources such as www.overdrive.com, www.gutenberg.org, www.pdfbooksworld.com, www.openlibrary.org, www.free-ebooks.net, www.en.childrenslibrary.org

<ul style="list-style-type: none"> ● Chart Paper ● Sticky Notes <p>Organizers, Tools, and Digital Resources</p> <ul style="list-style-type: none"> ● Paired Text Comparison table ● Genocide Table 	
<p>I Can Statements</p>	<p>Instructional Guidance</p>
<ul style="list-style-type: none"> ● I can consider the ideas of others when generating my ideas. ● I can synthesize information to inform my thinking. ● I can organize my ideas in a manner to inform others. ● I can evaluate and authenticate resources. 	<ul style="list-style-type: none"> ●
<p>Lesson Sequence</p>	<p>Instructional Guidance</p>
<ul style="list-style-type: none"> ● Teachers should enter this lesson sequence knowing it is necessary to adapt the lessons and expectations to meet the needs of his or her students. This lesson sequence offers <i>suggestions</i> for instruction and outcomes. For example, teachers may determine students are ready to enter the text sooner than the lesson sequence shows. Beginning the text at a different point than suggested is an example of adapting the sequence and lessons to meet the needs of students. ● Develop a routine of writing at the beginning of every class to set the focus of the lesson. This is especially useful at the beginning to help students focus on long-term goal. This can help set the tone/stage for the lesson for that day; however, this expectation can be relaxed later as some of the student projects span multiple class periods. Writing into the Day should be purposeful in developing the skill of synthesis. Using this routine will help students become more comfortable with writing through frequent opportunities to informally practice. This practice should take no more than 10 minutes. It will help prepare students to begin thinking about the focus of the lesson. <i>Although this direction will only appear here, it is important for teachers to implement this routine at the start of class as deemed necessary to develop</i> 	<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.

student endurance and fluency in their writing and to build upon important concepts and skills being explored.

An example of how a *Writing into the Day* task could look may be as simple as displaying two quotes to which students respond by writing in a journal. For example, to connect to the suggested text set, teachers could display on the board two quotes similar to these: Nelson Mandela said, “*We pledge ourselves to liberate all our people from the continuing bondage of poverty, deprivation, suffering, gender, and other discrimination.*” Malcolm X once said, “*You can't hate the roots of a tree and not hate the tree.*”

Display a teacher-created prompt to challenge students’ thinking and link to the instructional goal. For example, the prompt could be asking students to [reflect upon and write about](#) things the two quotes have in common. Once students explore their thinking in writing, experiencing a time to share their writing with others is important.

- One way to have students [share their writing](#) is through a method created by Neubert and McNelis called *P-Q-P*. The method asks students to listen to (or read) the work of a peer, then offer feedback to that peer. The listener responds with verbal (or written) feedback to the reader by (P)raising something positive, (Q)uestioning something for clarification or interest; and concluding by offering a (P)olishing idea, a suggestion for improving the work in some way. The method repeats when the partners switch roles. Teachers should discuss the method with students afterward to help them brainstorm ways to improve their use of PQP. For example, many students struggle with the “polish” piece because they are not comfortable to giving critical feedback to their peers. This is an opportune time to practice the skill of providing academic feedback to one another.

Virtual Option: Students may use the ‘editing’ feature on Google Docs to provide comments aligned with the PQP method. Or students may write out their PQP in an email and justify their assessment with evidence from the text to help the writer identify the point of focus.

- Before students begin working with [fulcrum](#) text, teachers should assess their prior knowledge and skills. This could be accomplished many ways: a pretest, an anticipation guide (see example [anticipation guide](#)), K-W-L, photograph analysis,

- **Writing Standard 3.1a**

- **Communication Standard 1.2**

discussion with a partner, completing a WebQuest, intentional discovery, etc. For example, an anticipation guide, a list of debatable statements based on a text, activates prior knowledge, generates student interest, creates discussion, and reveals current understanding, misconceptions, or gaps in knowledge. Students could also incorporate this knowledge check into a journal. This allows for both *Writing into the Day* as well as activating and checking prior knowledge. Depending on the purpose and text type, teachers will design 5 to 8 debatable statements that address the topic and relate to larger concepts to which students declare their agreement or disagreement and support their thinking in a justification. These guides can help introduce conceptual ideas of the lessons and provide scaffolds for special needs students who may need to approach the topic more slowly.

For example, consider this anticipation guide entry: *Hitler's hatred of the Jews was based on religious differences*. After pondering their thoughts on this statement, students select *Agree* or *Disagree* and write a *justification* for their position. There should be an opportunity for students to return to this guide *after* completing the text to determine if their position has changed. They should explain the potential shift or affirmation of their original position. The resulting data derived from the pre-reading task informs instructional decisions throughout the lesson implementation.

Virtual Option: The teacher could design an anticipation guide as a Google form to collect all justifications for their answers. When the text is finished and students return to the anticipation guide, the teacher could have them respond to the Google form again and then provide them with both of their responses – the one before reading and the one at the conclusion of reading. Students would write a paragraph explaining their shift in thinking.

- Before reading the texts in the lessons, teachers should explain the purpose and process of using paired texts in which students read parts of the [fulcrum](#) texts along with [context](#) or [texture](#) text selections simultaneously. Asking students to note how paired texts have similarities which connect them will help students think about what they are reading while they are reading, a metacognitive skill that should be developed in all students. Consider introducing a graphic organizer that will help students record their thoughts about the similarities of

- **Communication Standard 1.5**

- **Skill: Synthesizing**

- **Reading Informational Text 12.1**

the paired texts to help strengthen their understanding as well as beginning the practice of synthesis. A [three-column table](#) would be sufficient for their note-taking tools. Students will begin experiencing the texts by reading the Preface to *Night* and the Forward to *Night* in conjunction with the [Universal Declaration of Human Rights](#) text to make connections between the documents. Students should record their thoughts through note taking. Another option for working with the text could be through [jigsawing](#) the texts. Different variations of moving students between groups should be considered for differentiation

- Teachers should model how independent readers engage in thinking about a text while they read it. Independent readers also engage in problem solving while reading. Demonstrate these processes through a [Think Aloud](#), a strategy that uses verbal articulation to demonstrate the complex thinking process. For example, the teacher should read aloud the first few paragraphs of the text to the class. Pause the reading to demonstrate how good readers develop habits and employ reading strategies to strengthen their comprehension. Consider modeling how students should make connections to prior knowledge, life experiences, or other texts, how to identify universal concepts, use context clues for challenging vocabulary, summarize and evaluate the meaning of passages, and to develop questions about the text. “*This makes me think of...*” “*I wonder if...*” English Language Learners and dependent readers need repeated models of good reading. Because this can be challenging for students, model how students should interact with the text, or ‘talk with the author.’ Remind students to stop, pause, and ask questions of the text. Utilizing a [gradual release of responsibility](#) allows students to practice this skill before independently completely the task. Allow opportunities for students to perform a Think Aloud with peers to practice the reading habits.

Virtual Option: The teacher could film himself or herself conducting a read-aloud on the particular text. Then upload this video to Google classroom. The student interaction could be accomplished through a Google thread in Google Classroom.

- Continue leading students through the Preface or Forward, pausing and modeling how to take notice of important ideas in the text and how to connect those ideas to make meaning. This is also helping students practice synthesizing information

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

- Skill: Synthesizing

from different sources to arrive at a new understanding. During the Think Aloud model, students should record the teacher's ideas in a [three-column table](#) or any note-catcher or graphic organizer. Then, as students begin independent reading, they should add their thoughts to these notes while making connections between the texts through annotation of the text and recording their reactions. Students' should actively read by interacting with the text while reading. This interaction may be through annotations in the text, ideas on sticky notes placed in the novel, or reflections written in a journal. Interactive reading may involve students highlighting things that stand out to them as important and writing their thoughts in the margins. Students can annotate using any type of method to mark up the text. The important focus of annotation is the marginal notes where students write why they marked that specific text. One way to explain it to students is to explain a fictional scenario where they may underline a sentence today but not record their thinking. If they return to that text a month later, they will not likely recall their thinking when they underlined that text. This will help them understand why marking the text is secondary to the marginal notes of their thinking. The method or tool used for annotating the text is not as critical as is the act of reflecting on their thinking about the text. Students should annotate their thinking on a text before entering a group setting to share their work. This will help ensure students establish their own ideas without the persuasion of their peers. It also serves as a point of accountability for individuals to contribute to the groupthink.

Virtual Option: Students can create an electronic representation of their learning through Canva. The site allows everything from e-posters and e-brochures to infographics and e-books. The site offers free options that do not require membership. www.canva.com

- Once students have completed reading the Preface and Forward, the teacher should lead them to begin the practice of synthesizing information by discussing their discoveries in a group setting. It is important to help students make connections between the texts and their personal experiences, as well as to other texts. Provide each group with chart paper and a starting question to jump-start their conversation, such as, *“What is the most important idea presented in the text so far?”* As the teacher circulates to observe group discussions,

- **Reading Informational Text 12.3**

- **Communication Standard 1.2**

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

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

be prepared to pose provocative questions to the groups. Consider using open-ended questions regarding such ideas as the motives behind the writing, actions, big ideas, or outcomes of the text to lead students to deeper thinking. “*Why do you think that?*” “*What makes you say that?*” “*Can you give me an example to support your thoughts?*” “*What led you to arrive at that conclusion?*” “*How might that be different if I said....?*” “*What does this say about....?*” “*Why do you think the writer included that?*” “*What does this imply about society?*” “*How is this relevant to modern culture today?*” “*Is this relevant today?*” Challenge students to make connections to self, other texts, and globally by considering the implications of the texts. Move students beyond the literal text to grapple with larger concepts. These questions should help students challenge and extend their thinking to make new meaning.

Virtual Option: Students may collaborate using Adobe Spark. The tool allows students to invite peers to edit and comment on a project. The project is a chart where they are making connections between the texts. [This link](#) shows how simple this process is to complete. Another option is for students to create a [Padlet](#) where the students can post their reactions, etc.

- Students should [chart their ideas](#) within groups with the intent to share-out their list to the class. This will assist ELL students and dependent readers clarify their understanding, as well. By combining individual notes into one consolidated list of thoughts from the group, students will begin the process of organizing and synthesizing.

Virtual Option: other groups can provide comments to each finished product.

- Students will keep a [Dialectical Journal](#) during their reading of the memoir, *Night*. Dialectical journals help students make meaning of texts through ‘dialoguing’ with the text. The entries are organized based on the types of evidence being used. Teachers should determine the purpose of the journal and the content to be included. The journal should be created as a whole class with the teacher modeling its use before delegating students to manage the task. Teachers should monitor students’ use of the journal through discussions in which students share out directly from their entries. Using collaborative strategies such as Think-Pair-Share to engage

- **Reading Informational Text Standard 5**

- **Writing Standard 3.1f**

- Skill: Organization
- Skill: Synthesizing

- **Communication Standard 3.1**
- **Communication Standard 1.6**

students with their journal entries is an effective way to challenge student thinking. Posing a question about the prior reading to the class, asking students to review their journal entries for a response, and then having students share with a partner will help students [consider other perspectives](#) as well as clarify their misconceptions, etc. Students can be instructed to develop interpretation journals where they determine implicit meaning and reflect upon it. Teachers may ask students to include an application component which students must connect the text to their own lives or the world when writing in their journal. Including a problem-solving component engages students in analysis and synthesis. Students who struggle with written expression may opt to include visuals, such as sketches, in their journals. Considering the perspectives of others builds synthesizing abilities based on readings from a variety of content-area texts, as well, so ensure *Texture Texts* are used frequently during reading of the [Fulcrum](#) Text. These journals can be used to develop into extended writing or multiple means of expression, as well. It is important to begin using this journals at this time since students have just completed reading the Preface and Forward of the novel.

- Teachers should begin assigning the text to the class for reading. Students may independently read a section of text and participate in class discussion the next class. Or the teacher may opt to read the novel together and discuss as a whole. The following tasks can be completed in conjunction with the active reading of the novel.
- In groups, the students should read the [Universal Declaration of Human Rights](#) text and repeat note the note-taking process independently. When finished, the group should chart and share their findings with the class as they did with the Preface and Forward. Students add any new ideas discovered to the original chart. Groups reflect on the relevance of the novel sections compared to the informational text and note any discovered connections.
- If time allows, consider having the groups [craft a written piece](#), such as a poem or song, using ideas from their notes. Generating a creative piece will help students [think about and organize](#) the information gleaned from the texts and [extend their understanding through making something new](#) from their acquired knowledge, the goal of synthesizing. This will also provide a formative check for the teacher to assess student

- **Reading Informational Text Standard 10.1**

- **Writing Standard 1.1**

- **Inquiry Standard 2.1**

- **Writing Standard 2.1d**

understanding, identify misunderstandings, and fill any gaps. Devise a method for groups to [share their written](#) work with the class such as a [poetry slam, gallery walk, group share, or silent reading poem pass](#), etc. This would be an opportunity to remind students of proper feedback through PQP. If students have experienced poetry, teachers may also encourage students to consider focusing their feedback on specific literary components such as imagery, meter, diction, structure, or the overall message. Conclude by asking groups to note discoveries from the pieces. Focusing on the use of language, the feelings conveyed, the differences or similarities between the ideas are ways to continue leading students to organize information from the different group perspectives and synthesize the ideas with their own.

Some students may need models to use to create their poem. Providing examples of short poems or song lyrics will provide a model for students when they begin composing their work. NPR's [Most Perfect Album](#) offers an example that shows how to take a few lines and expand the concept into another product.

Another example could be this poem by Martin Niemöller, "[First They Came for the Jews](#)"

First they came for the Jews
and I did not speak out
because I was not a Jew.

Then they came for the Communists
and I did not speak out
because I was not a Communist.

Then they came for the trade unionists
and I did not speak out
because I was not a trade unionist.

Then they came for me and there was no one left to speak
out for me.

- When finished with the poetry experience, students should shift to working with a partner to review the 30 articles explained in the historic document, [Universal Declaration of Human Rights](#). Instruct students to identify two or three articles as most important and write a justification for their

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

- **Reading Informational Text Standard 5**
- **Inquiry Standard 2.1**
- **Inquiry Standard 4.3**
- **Writing Standard 1.1.j**

decision. This will help students begin to analyze and prioritize evidence to express their understanding. This information appears later in a writing task. Allowing students to work through the articles in groups may improve comprehension of the text. The teacher may need to guide students through this complex text.

Virtual Option: Teachers can develop an example to show their thinking process. [This resource](#) explains the process by using Google Docs and including annotations.

- It is important for students to reflect on their reading through writing. One way to do this is by providing students a method to organize their information and express their thinking in a [written form](#), such as a Justification Pamphlet. A pamphlet is a simple method to use for student writing because it may be a simple tri-fold piece of paper or an electronic product through which students will create a visual representation of their understanding combined with written explanation in a limited format. This pamphlet will contain information about the three articles students identified as most important in the *Universal Declaration of Human Rights* text. They should include their justification with their selections, which shows the students' thinking. Encourage students to paraphrase the articles, as well, to ensure their understanding of them. To include an element of inquiry in this task, guide students through [researching](#) the three articles they selected for their pamphlet. For example, students can investigate the purpose behind the document, the authors of the document, the context of the document, etc. To include cross-curricular elements, allow students to graphically represent the articles and explain the implications of the articles by connecting them to another historical event they have already studied in history class. This will involve synthesizing ideas and organizing the information. Methods to publish and share student samples may include whole-class presentation, group, or partner share, a gallery walk, or wall display. Teacher should create an assessment rubric to guide students in their production. Please note, pamphlets should be revisited later as a scaffolding tool for the newspaper design task.

Virtual Option: Students can create an electronic representation of their learning through Canva. The site allows everything from e-posters and e-brochures to infographics and e-books. The site offers free options that do

- **Inquiry Standard 3.2**

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

not require membership. www.canva.com. Students may also complete a [One Pager](#) as an option. Be sure to consider the recommendations for increasing the rigor on this task by including quotes, etc. Other electronic possibilities include Microsoft Publisher, Microsoft Word, and [Adobe Spark](#).

- Students should create and maintain an annotated bibliography to evaluate sources. Teachers should provide explicit instruction in evaluating sources, crafting annotation entries for the bibliography, MLA formatting and citations, as well as primary and secondary sources. This tool will help students [organize the resources](#) for use in a culminating product. Teachers may opt to have students create this bibliography individually, as a group, or whole class. This information will be helpful for students to use for synthesizing information in other tasks, as well. *Note: Teaching students the importance of citing resources is critical. The theft of intellectual property is a serious matter in college and career fields. Use this lesson to engage students in a discussion about the topic of plagiarism and the ways in which they may unintentionally commit the offense.

Virtual Option: Students can create an electronic bibliography in Google Classroom. Teachers can give students feedback on the document as they work on developing the information.

- Place students into groups for this reading task. The teacher should introduce [10 Stages of Genocide](#) by explaining that it provides important background information about processes leading up to genocide and ethnic cleansing. Provide groups time to read and note any ideas that seem unclear or important. Next introduce a second article, [A Brief History of the Armenian Genocide](#) by Sara Cohan. The teacher should read aloud while the students read the text and mark anything of importance, noting in the margins their thoughts. Next, task students with rereading the article a second time to note information that relates to the first article, [10 Stages of Genocide](#) article. When groups indicate they have completed that task, provide them with a second copy of the Armenian Genocide article (one per group). Instruct students to cut the article into strips separating the events into individual strips. Ask students to place the strips on the stage of Genocide that correlates. The purpose of this task is to help students recognize the non-linear nature of the stages as well as how some events can have elements of multiple stages. While

- **Communication Standard 1.3**

- **Reading Informational Text Standard 6.1**

- **Communication Standard 1.2**

being both straightforward and easy-to-comprehend, the document provides a view of genocide in hindsight by helping students understand how smaller actions lead to heinous actions. This document supports the lesson indicators providing a unique interpretation of diverse perspectives.

Virtual Option: Students can create an electronic graph showing how each section of the article connects to the stages of Genocide. They may also opt to annotate an electronic copy of the text by noting the stage present in that section of the text.

- Upon completion of reading, teachers should provide an [inquiry project](#) for students that leads them to discover more about the ideas behind the creation of the document [10 Stages of Genocide](#), as well as, the abilities of humanity to eliminate genocide globally. Extend the research to [include proposals](#) and a [call to action](#) to implement within their communities to stop the potential rise of genocide. For example, because genocide begins with prejudice, students may want to explore the presence of prejudice in their school community through an inquiry question like, *“How can I help prevent polarization among my peers in my school so that all students feel welcome and valued?”* Teachers should explore a current real-world example with students such as how extremist groups lure people to join them, such as jihadist terrorist groups, before those people realize the impact of their decisions. To provide more relevant connections, teachers may explore with students how religious terrorism has impacted South Carolina using the example of the Charleston church massacre at Emanuel African Methodist Episcopal Church. Once the reading concludes, teachers should guide students to connect the ideas or explored topics that relevant in their worlds such as stereotyping classmates or having exclusive groups of friends, etc. Encourage students to [examine the historical, social, and cultural context of their selected topic](#) by developing guiding questions they find interesting. For example, students could ask, *“How were friendships similar or different in my school ten years ago?”* *“Do new students see cliques in our class that I do not see?”* *“Have there been race-related conflicts in my school?”* *“What is the basis of race discrimination?”*

Once they have selected a topic, students should develop a position on their topic and consider alternate views in their

- Skill: Synthesizing
- **OPPORTUNITY FOR FORMATIVE ASSESSMENT**
At the conclusion of this component, use progressions to know student understandings of the skill synthesizing. See [Appendix C](#)
- **Writing Standard 1.1**
- Skill: Organizing Multiple Perspectives

findings. To aid in this process, teachers should place students in thinking groups where they can discuss their current research and guiding questions. [Listening students should provide feedback to the speaker](#) to help expand the student's focus. These groups do not have to be created based on similar research topics. The goal is to listen and provide suggestions for expanding their thinking. Students should present their findings and solutions through multimedia presentations that may include music, images, and text as opposed to a traditional research project. Providing choice is important for student engagement. Teachers should conference with students throughout the process of inquiry and presenting their work. To scaffold the inquiry process, teachers should consider collecting initial resources for students to review to begin their thinking about research topics and questions.

Virtual Option: Students can create this task in Google Classroom. Teachers can give students feedback on the document as they work on developing the information.

- Students should continue to [connect the Context Texts to the Fulcrum texts while reading](#) the novel. To increase students' abilities to synthesize, continuously ask students to record their thoughts, respond to their classmates' thinking, and incorporate these ideas into another product. For example, use a class summation activity, such as posting about their new learning on a rolling chart or electronic discussion board. At the beginning of the next class, allow students a moment to respond to the posts of others. This will help teachers see gaps or misconceptions in student understanding and lead students to reflect upon their thinking.

Virtual Option: Teachers may want to lead a class discussion via [Zoom](#) to ensure students are comprehending the importance of each text.

- Another method for exploring student ideas and exposing them to the ideas of peers is Chalk Talk, a concept developed by Hiton Smith of the Foxfire Fund. The gist of this strategy is for students to participate in anonymous conversations silently through writing. Begin the routine by displaying a question on the board or large piece of chart paper upon which students will generate questions, reactions, and connections to the prompt and each other's posts. Provocative questions like, "*Considering the climate of*

- **Writing Standard 1.1**

- **Communication Standard 1**

- Skill: Synthesizing

today's politics, what responsibility does the US President have regarding the way he uses social media to impose his personal beliefs on others?" Students are asked to think about the prompt, then silently write their ideas on the board or chart paper. Encourage students to [respond to the ideas of their peers](#) as they are posted. Using multiple prompts around the classroom will allow for group responses and rotating to new ideas at designated times. Assigning specific colors to groups may also be a method helpful to the process. An extension of this strategy is to allow students to create the original questions to begin the process. Allowing students to circulate the room posting and then returning to their original post for review can be the beginning stage of [synthesizing multiple perspectives](#) on a topic. This information could be used to initiate a debate, Socratic seminar, or argument essay.

Virtual Option: Students can participate in an electronic discussion board such as [Padlet](#).

- To aid students in the process of considering multiple perspectives, consider using a reading routine like Step Inside, adapted from the work of Debra Wise. Much like role play, students are asked to imagine experiences through the lens of a character from the novel. Ask the students to consider how a character may see, think, feel, or react to an event. Considering what the character cares about or believes helps students consider the viewpoint of others more deeply. The teacher should select text that will evoke an emotional response from students. Ask students to *step inside* the character and provide textual evidence to support their responses to the observations made through the character lens. It may be necessary to discuss the potential viewpoints before asking students to try them on independently. Determine a method that is appropriate for students to convey this experience in a [written](#) or recorded format. For example, students could create a [script based](#) on a scene from the memoir where they convey their inferences about the character's thoughts through external dialogue with another character.

Virtual Option: Students can collaborate on the same script by sharing a Google Doc.

- Teachers should introduce the concept of [reciprocal teaching](#) while students are working through the memoir. This strategy involves student-directed groups working through a chunked

- **Inquiry Standard 2**
- **Reading Informational Text Standard 5**
- **Writing Standard 1**
- **Writing Standard 3**
- **Communication Standard 1**

text. At designated points, students stop and discuss their reading by applying one of four comprehension strategies: Questioning the Text, Clarifying the Text, Summarizing the Text, and Predicting the Text. These may occur in any order. The teacher should determine a purpose for the discussion, such as equipping the students with a better understanding of the theme or culture, etc. A guiding question assists students in their efforts.

- Teachers should help students connect the stages of genocide to the events in *Night*. By recording their findings in a table, students will have the foundation to [synthesize their knowledge](#) from each text into a culminating work. The [provided table](#) is one example teachers may select for this effort. The table asks students to record and cite evidence of each stage of genocide and justify their selection. The chart should be completed over the duration of the reading rather than at the conclusion of reading. There could be more than one example for each stage. Adding entries to this chart may be done as a whole class, through expert groups, student pairs or individually based on the needs of the students.

Virtual Option: Have students write reflections in their journals (electronic) noting specific sections of the novel that relate to the stages of genocide.

- Teachers may prefer to implement Literature Circles for the [Fulcrum](#) Reading instead of using the solo text, *Night*. If so, suggested titles are provided. All reading and writing tasks provided above would be relevant to the selection of Literature Circles, as well. Literature Circles require students to work in cooperative groups where everyone is involved in reading the same novel at the same time. Students are assigned Literature Circle Role(s) to contribute to the group work. Options for these lessons may include students exploring another example of important social justice issues. This could be done in combination with *Night* as a whole class novel or with *Night* as one of the literature circle selections. Each novel has its own topic, content, style, and purpose. *Note: Literature circle groupings can be done in a variety of ways, but student choice is a very important factor in determining the success of the literature circle. Group norms and expectations will need to be taught explicitly before a literature circle can commence. Best Practice strategies work well with Literature Circles: Pair Share,

- **Inquiry Standard 2**
- **Reading Informational Text Standard 5**
- **Writing Standard 1**
- **Writing Standard 3**
- **Communication Standard 1**

Discussion Notes, Roundtable Discussion, Socratic Seminars, Say Mean Matter, etc.

- **Optional:** Teachers should provide a [culminating task](#) leading students to synthesize their learning from the lessons. One example could be to create a memorial for the victims of genocide. This memorial task allows students the opportunity to extend their reading and build empathy while also connecting the knowledge acquired. The project easily lends itself to collaborative opportunities (as described below) and/or independent demonstration of skill. Teachers should decide if the memorial will be a written report detailing the specifics of a memorial, a three-dimensional structure, an electronic product, film or audio recording, or other options as determined by the teacher. The teacher should determine if the work is to be independent or as a group. Information for the victims honored through the memorials should be researched. Consider including research on the historical beginnings of memorials and how the purpose has evolved throughout time to establish an understanding of the purpose for memorials in society. Students should consider who establishes memorials, what laws are attached to public memorials, etc. Teachers may extend the research to include cross-curricular topics such as mathematical analysis of costs of materials, design costs, manpower hours, property costs, marketing, funding, and other considerations. Research discoveries should be recorded in an organizer to assist students. This task could be a single memorial project for whole-class with groups assigned different areas of responsibility while using a jigsaw design based on the research of Elliot Aronson. Students could explore the 911 Memorial, the Vietnam Memorial, and the WWII Memorial for ideas. Careful consideration should be given to use of symbolism, organization, color, and media to develop a message and create powerful emotions within the intended audience. Teachers should conference with individual students throughout this project to identify areas in which the student may need assistance or clarification.
- **Optional:** Another [culminating task](#) is for students to create an informative newspaper on the knowledge they have gained. Students may opt to research a specific crisis of choice, then build their newspaper based on their findings. This task will challenge students to explain how to formulate a question to be answered through research. The process of researching and writing the content for this project will

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

require students to synthesize and organize information from multiple perspectives. Teachers should establish the criteria for the types of writing and expression to be included in the newspaper. For example, most newspaper publications include Feature writing, News writing, Editorial writing, Sports writing, Entertainment writing, Business writing, Photojournalism, and advertising. The teacher should teach the unique styles and tones used by each type of writing to be included in the final newspaper. The newspaper can be handwritten, typed, or prepared using a word processing program, such as Microsoft Word or Google Docs. These specifics should be defined based on the resources available.

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Appendix A

Targeted Standards

Inquiry Standards

- E2.I.2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.
 - E2.I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.
- E2.I.3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.
 - E2.I.3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.
- E2.I.4: Synthesize information to share learning and/or take action.
 - E2.I.4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.

Reading Literature Standards

- E2.RL.5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
 - E2.RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.

Reading Informational Text Standards

- E2.RI.5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.
 - E2.RL.5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.
- E2.RL.6: Summarize key details and ideas to support analysis of central ideas.
 - E2.RL.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.
- E2.RL.10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.
 - E2.RL.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.
- E2.RL.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.
 - E2.RL.12.1 Engage in whole and small group reading with purpose and understanding.
 - E2.RL.12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.

Writing Standards

- E2.W.1: Write arguments to support claims with clear reasons and relevant evidence.
 - E2.W.1.1 Write arguments that:

- E2.W.1.1a introduce a precise claim and differentiate between the claim and counterclaims;
- E2.W.1.1b use relevant information from multiple print and multimedia sources;
- E2.W.1.1c assess the credibility and accuracy of each source;
- E2.W.1.1g quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;
- E2.W.1.1i provide a concluding statement or section that follows from and supports the argument presented;
- E2.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
 - E2.W.2.1 Write informative/explanatory texts that:
 - E2.W.2.1d. assess the credibility and accuracy of each source;
- E2.W.3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
 - E2.W.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:
 - E2.W.3.1a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;
 - E2.W.3.1d. use a variety of techniques to sequence events so that they build on one another to create a coherent whole;
 - E2.W.3.1e. develop and strengthen writing as needed by planning, revising, editing, rewriting;
 - E2.W.3.1f. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and

Communication Standards

- E2.C.1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.
 - E2.C.1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.
 - E2.C.1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.
 - E2.C.1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.
 - E2.C.1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.
- E2.C.3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.
 - E2.C.3.1 Analyze how context influences the mode of communication used by the presenter in a given situation.

Embedded Standards

Writing Standards

- E2.W.3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
 - E2.W.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:
 - E2.W.3.1b. 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;
 - E2.W.3.1c. c. use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters;
 - E2.W.3.1g. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- E2.W.4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - E2.W.4.1 When writing:
 - E2.W.4.1a. use parallel structure;
 - E2.W.4.1b. use verb, noun, prepositional, and verbal phrases to communicate different meanings;
 - E2.W.4.1c. c. use independent, dependent, noun, relative, and adverbial phrases and clauses to convey shades of meaning and variety;
 - E2.W.4.1d. use parallel structures to communicate similar ideas; and
 - E2.W.4.1e. 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.
- E2.W.5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - E2.W.5.2 Use:
 - E2.W.5.2a. a semicolon or a conjunctive adverb to link two or more closely related independent clauses;
 - E2.W.5.2b. a colon to introduce a list or quotation; and
 - E2.W.5.2c. commas to separate adjacent, parallel structures.
- E2.W.6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
 - E2.W.6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.
 - E2.W.6.4 Demonstrate effective keyboarding skills.

Communication Standards

- E2.C.1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.
 - E2.C.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.
 - E2.C.1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.
 - E2.C.1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.
 - E2.C.1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.
- E2.C.2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.
 - E2.C.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.
 - E2.C.2.2 Distinguish between credible and non-credible sources of information.
 - E2.C.2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- E2.C.3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.
 - E2.C.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.
- E2.C.4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.
 - E2.C.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.
 - E2.C.4.2 Determine if the speaker develops well-organized messages that use logical, emotional, and ethical appeals.
 - E2.C.4.3 Analyze the speaker's use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.
- E2.C.5: Incorporate craft techniques to engage and impact audience and convey messages.
 - E2.C.5.1 Remain conscious of the audience and anticipate possible misconceptions or objections.
 - E2.C.5.2 Employ effective repetition, rhetorical questions, and delivery style to convey message to impact the audience.
 - E2.C.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: Synthesizing

Advance the Skill				
Emerging	Developing	Meeting	Exceeding	
<p style="text-align: center;">Strengthen the Skill</p>	<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, and original interpretations text.

Student Self-Assessment

Learning progression for student use

Learning Target: Purposeful Writing: Informational

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.

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: Purposeful Writing: Informational

Key Concepts: Logical organization

Advance the Skill				
Strengthen the Skill	Emerging	Developing	Proficient	Exemplary
	<ul style="list-style-type: none"> Organize information and concepts logically to fully explain the selected topic, using appropriate text structures. 	<ul style="list-style-type: none"> Organize information and concepts into broader categories and fully explain the selected topic, using appropriate text structures. 	<ul style="list-style-type: none"> Organize information to make distinctions and connections between complex ideas, concepts, and information using appropriate text structures. 	<ul style="list-style-type: none"> Organize information to make distinctions and connections between complex ideas, concepts, and information using appropriate text structures. Each new piece of information introduced builds on the last piece of text.

Learning progression for student use

Learning Target: Purposeful Writing: Informational

Key Concepts: Logical organization

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 clearly arrange information from sources in a manner that helps explain the topic. 	<ul style="list-style-type: none"> I can clearly arrange information from sources into groups and add my ideas to those groups in a way that helps explain the topic. 	<ul style="list-style-type: none"> I can clearly arrange information from sources into groups and add my ideas to those groups in a way that makes the differences and similarities between complicated ideas clearer and more helpful in explaining the topic. 	<ul style="list-style-type: none"> I can clearly arrange information from sources into groups and add my ideas to those groups in a way that makes the differences and similarities between complicated ideas clearer and more helpful in explaining the topic. Each new piece of information I add will build on the last piece of text.