

Questioning and Synthesizing	
Overview	Instructional Guidance
<ul style="list-style-type: none"> Students will work through the research process emphasizing an awareness of questioning and synthesizing information. 	<p>As you work through the lesson sequence, you will notice places to stop for your students and you to formatively assess understandings for specific skills within the lesson. A learning progression for the specific skill is provided for you and the student at these stopping points in the instructional guidance column. Based on the performance students are working through as explained in the lesson sequence, you and your student will determine where they are within the progression in order to continue growing in that specific skill. 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</p>
Skill Emphasis at a Glance	Instructional Guidance
<ul style="list-style-type: none"> Questioning - formulating questions to discover new understandings Synthesis - linking ideas and making connections to form new understandings or theories 	
Standards at a Glance	Instructional Guidance
<ul style="list-style-type: none"> Inquiry Standard 2.1 <ul style="list-style-type: none"> Analyze ideas and information from text and multimedia by formulating questions, proposing 	<ul style="list-style-type: none"> There are additional standards and indicators embedded throughout the lesson sequence. The embedded

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<p>interpretations and explanations, and considering alternative views and multiple perspectives.</p> <ul style="list-style-type: none"> ● Reading Informational Text Standard 5.1 <ul style="list-style-type: none"> ○ Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations. ● Writing Standard 1 <ul style="list-style-type: none"> ○ Write arguments to support claims with clear reasons and relevant evidence. ● Communication Standard 3.2 <ul style="list-style-type: none"> ○ Construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences. 	<p>standards and indicators are in Appendix A.</p> <ul style="list-style-type: none"> ● 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 - Informational texts from multiple sources chosen by student ● Writing - Argumentative Research Paper <p><u>CONTEXT</u></p> <ul style="list-style-type: none"> ● Reading Text - “I Have a Dream” by Martin Luther King, Jr., Civil Disobedience (excerpt) by Henry David Thoreau, ● “from Citizen, VI [On the train the woman standing]” by Claudia Rankine from Citizen: An American Lyric ● Writing - Argument Outline, Social Justice poem <p><u>TEXTURE</u></p> <ul style="list-style-type: none"> ● Reading Text - Civil Rights Act of 1964 ● Writing - Definition of Social Justice <p>Other Classroom Resources</p> <ul style="list-style-type: none"> ● Copies of texts ● Internet access ● Word processor (Google Docs, Microsoft Word) <p>Organizers, Tools, and Digital Resources</p> <ul style="list-style-type: none"> ● Research Database (DISCUS) ● Outline template ● Jigsaw Organizer 	<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.

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<ul style="list-style-type: none"> ● Paired Texts Organizer ● Graphic Organizers for analyzing perspectives and brainstorming ● Source evaluation tool 	
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"> ● Provide students with a copy of the Civil Rights Act of 1964 (or excerpts from each title). Pre-teach any concepts or terms that are useful in developing a general understanding of the text. Then the teacher should lead the students through a first read of the selected text, being certain to model through a Think Aloud the processes of monitoring comprehension by pausing and reacting to the text. Instruct students to follow along and read for the “gist” of the text. For the second read, students should use an annotation strategy to mark the text such as highlighting each title, underlining main ideas, circling unfamiliar words or concepts, noting places they find confusing, and using sticky notes for self-generated questions. Once the second read for annotations is finished, teachers should have students participate in a turn and talk with a peer to share their first thoughts about the text and talk through their annotations. For the third reading, the students should be grouped to complete a JigSaw activity that allows students to be an “expert” on a section of the text. Students should generate questions during this time to follow up on later. The teacher should use a graphic organizer for this process to help students organize their findings and thoughts, such as English Language Learners, who may need extra support. The benefits of using a Jigsaw strategy is to help students to slow down and interact more closely with the text in a setting where they can ask questions and provide information to other students. It is also a method for students to clarify their misunderstandings in a smaller setting. Quiet students often find small groups an easier setting for participating in 	<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. ● Reading Informational Text Standard 5.1 ● Communication Standard 3.2 ● Skill - Analyze historical events and document to form new perspectives and real-world applications

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discussions. Concluding the [Jigsaw](#) activity, instruct groups to create a definition of Social Justice and record it on a poster, sticky note, digital platform, or other mode to share their thinking and ideas. Teachers should lead the class through a discussion of the group definitions, noting similarities and differences, and highlighting word choice and connotations. As a whole class, the teacher should help the students devise one overall definition that will guide their thinking.

- Provide students with copies of “[I Have a Dream](#)” and introduce King’s speech with a simple anticipation guide. Consider accomplishing this using a game format, such as competing teams earning rewards for correct answers, to expedite the process. Assessing the students’ background knowledge and leading students into the speech is an important step before entering the text. For example, the teacher may ask one team to determine if a statement is true or false: “*Dr. King agreed to speak for four minutes but ended up speaking for 45 minutes.*” “*This speech was Dr. King’s second public speech*” *The speech was given at a rally for equal pay.*” The teacher will then read aloud the speech, being thoughtful with proper intonation and expression. A [Read Aloud](#), unlike a [Think Aloud](#), has few instructional interruptions while reading the text. This will help students who may struggle with understanding the text to make meaning. Next the teacher should instruct students to read the text (all or part) for a specific purpose, such as looking for the metaphors in Dr. King’s speech. Once students have individually located the metaphors, with a partner, have students use scissors to cut apart the speech creating sentence strips of the metaphors. When all metaphor phrases or sentences are cut out, challenge students to group the strips, finding similarities or differences as the means for their grouping (or allow students to determine grouping specifics). This action will force students to look specifically at each metaphor before connecting them to others. In doing so, students will begin to notice King’s word choice and consider the purpose for those images. Teachers should guide students through thinking about their findings by questioning the author and or text. For example, teachers could ask, “*Why would Dr. King use a metaphor describing people standing in*

- **Reading Informational Text Standard 5.1**
- Skill - Examine multiple perspectives and real-world scenarios through informational texts.

- **Inquiry Standard 2.1**
- Skill - Examine multiple perspectives and real-world scenarios through a literary text.

- **Inquiry Standard 2.1**
- Skill - Generate questions that lead to new understandings.

- Skill - Synthesize information from multiple sources to form and support claims.

- **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**

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a worn doorway leading into a palatial home or castle known as justice? What do those images, a worn threshold or a castle, mean to the African Americans he addressed through the speech?” “What meaning would a worn threshold have for his audience?” “Why would justice be the name of the castle?” After a rich discussion over the metaphor strips, students should record a response to their findings and overall reactions to the speech. Ask students to note their top three most-liked or most effective metaphors used by Dr. King and provide a justification for their lists. An extension to this activity could include a creative representation of the findings. Students could [record themselves reading](#) the metaphors with expressive tones and sounds to indicate the power of the words. Students may opt to represent the metaphors artistically through painting or drawing them. Students may create three-dimensional representations for metaphors, as well. This extension will aid English Language Learners in comprehending the connotative meaning of the metaphors more richly. To move this experience into an argumentative piece, allow students to practice developing argument claims based on the ideas in the metaphors or by developing their own idea. Teachers should instruct the students to create a table with one row and three columns. Next, ask students to brainstorm at least three possible claims about the speech that they could develop into a short essay and write each claim in one of the boxes. Next, teachers should tell students to add a second row onto their table that matches up with the three columns above it. Now they should think of three new claims they could write about the speech and add those to the three new columns (boxes) on row two. Next students should exchange papers with a classmate and read what their partner wrote. The teacher should randomly ask students to share a claim from their partner’s table. Then ask the class if they have the same claim on the paper they are holding. If they do, the teacher tells the students to place an X over that entry. Repeat calling on students to read their claims and marking an X over them if others have the same claim. Then return the paper to its owner and instruct students to add a third row in which they will please three new claims they could write about the speech. Then repeat sharing the paper

- Skill - Use multiple sources to support claims with evidence.

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with a classmate and marking out the duplicates. When it seems appropriate, determine the student who has the most claims remaining unmarked and deem that student(s) as the winner. The process can continue by focusing on counter-claims or finding evidence, etc. This process will help students become more creative and think more deeply about the text. Adding an element of friendly competition in the classroom is a sure way to evoke student engagement.

Virtual Option: Students can use Flipgrid to film themselves. See [this page](#) for updates on the mobile app for users. To exchange claims, students can create these tables in Google Sheets and allow their peers to comment on them.

- Teaching synthesizing requires frequent practice. Allow students ample opportunities to make meaning with multiple texts and building upon ideas. To support the learning from Dr. King’s speech, now teachers should lead students through reading and writing and thinking about Thoreau’s [Civil Disobedience](#) (an excerpt). Teachers should introduce the concept of disobedience through visual literacy. Consider assembling powerful images of art, photography, film, and music to guide students through an exploration of the concept of disobedience. Lead students from their notion of disobedience within their home, to disobedience at their school, and, ultimately, to disobedience in society. Use powerful examples such as the film *Selma* (2014), *The Battle of Algiers* (1966), *Southern Trees* by Billie Holliday, Bob Dylan’s *Blowing in the Wind*, Eugène Delacroix’s, *Liberty Leading the People*, or the 1989 fall of the Berlin Wall by the East Germans. Additional options include Ghandi’s 1930 Salt March, 1934 US Workers Textile Strike, 1773 Boston Tea Party, 1989 Cape Town Peace March, 1381 Peasant Revolt, 1919 Women’s Suffrage, 1961 Freedom Rides, 2011 Keystone Pipeline protest, 2018 Extinction Rebellion protest in London, or the 2019 Worker’s Strike in Argentina. Allow students to conduct mini-inquiry projects on a protest topic of interest to them. For a mini inquiry project, students generate questions about a topic and find answers to those questions. This quick project allows students to practice research without the burden of extended research and essay writing,

- **Inquiry Standard 2.1**
- **Reading Informational Text Standard 5.1**
- Skill - Generate questions that lead to new understandings.
- Skill - Synthesize information from multiple sources to form and support claims.
- **OPPORTUNITY FOR FORMATIVE ASSESSMENT** At the conclusion of this component, use progressions to know student understandings of the skill synthesizing. See [Appendix C](#)
- **OPPORTUNITY FOR FORMATIVE ASSESSMENT** At the conclusion of this component, use progressions to know student

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etc. To expedite this process, teachers may design this mini inquiry effort to be a group or partner task. Begin modeling how to design good research questions for the students by noting interesting things about the resource of focus. For example, if using a photograph from the Fall of the Berlin Wall, a viewer might wonder, *“Who are these people in the photo?”* *“How did they know to show up at the right time?”* *“Who organized them?”* *“How did they know to bring tools?”* *“Why didn’t law enforcement know about this before it happened and stop them?”* *“Why didn’t both sides want to destroy the wall?”* *“What was the reason for the wall?”*

Once students have created a list of ten to twelve questions, they should begin searching for answers. Teachers should model how to find authentic sources for their research. Using DISCUS, a South Carolina free resource, is an excellent resource for students. When students have found a significant amount of answers, they should begin to target key ideas and synthesize their findings. Lastly, allow students to share their learning with others. This can be an informal discussion, a poster of ideas, or visual presentations, etc. Throughout this process, teachers should conference with students to guide them in their inquiry efforts. Once this pre reading project is completed, lead into reading the focused text, [Civil Disobedience](#). Here teachers will want to help students recognize the purpose for Thoreau’s text. Ask students to identify what he was criticizing in his writing. Help students use the text to create an understanding of the author’s claim. An engaging method of exploring this text is to create a fictional court case in which Thoreau is as an attorney trying to condemn President Polk. Students write a script for the author using the text as their guide. A counter-claim from Polk is possible if time allows. If not, presenting the gist of the text in a courtroom type script would be sufficient for students to glean an understanding of the text Teachers will model segments of the text when appropriate to help students master the content. Requiring students to mark up the text in a specific manner (i.e. claims, etc.) may prove helpful. Teachers should avoid merely assigning the text as an independent reading. End this lesson by having students make connections between their mini inquiry project, Dr. King’s speech, and

understandings of the skill questioning. See [Appendix B](#)

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Thoreau’s text. Using a [graphic organizer](#) in which students record their thinking while synthesizing these texts is helpful. An extension to this could be connecting the overarching commonalities to current issues in America. For example, students could develop a comparison between President Trump and President Polk. Then apply Thoreau’s opinions in *Civil Disobedience* to the comparison and determine how well that text would be received today if it was newly published. Challenge students to consider how Americans who opposed the current administration's policies should voice their opinions and take action for change. Teachers could guide students to research a policy of interest and instruct them in writing a letter to their local government leaders or to the national government leaders. This would also be a place where cross-curricular work connects.

Virtual Option: Teachers can compile images in a Google Sheet file to share through Google Classroom. Or another option would be to put links to the sources in a Google Sheet and share with students. Teachers can also post links on an ‘assignment’ in Google Classroom. Teachers could also build a webquest experience instead.

- The teacher will read the poem “[from Citizen, VI](#) [On the train the woman standing]” aloud (or show a video of Claudia Rankine reading her poem) and prompt students to jot down words they envision during the reading of the poem. Then the teacher will instruct students to read and annotate the poem independently using a close reading strategy such as marking the text or column notes. Instruct students to read for a purpose. For example, the students may want to read for evidence of emotions such as fear, shame, prejudice, passivity, etc. Next have students study the structure of the poem and consider why the poet short stanzas with lengthy lines. Ask students to consider why the poet uses of images of the body to convey meaning. The teacher should provide a graphic organizer for examining the poem through multiple perspectives found within in the poem (ex. “[Circle of Perspectives](#)”), as well as, from their perspective as an outsider reading. The teacher should ask students to develop a prequel to the poem in the perspective of one of the

- **Inquiry Standard 2.1**
- Skill - Generate questions that lead to new understandings.
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- **Inquiry Standard 2.1**

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personas. What would be the typical life experiences of that persona, using the knowledge acquired through the lessons thus far? Help students connect this experience to those addressed in Dr. King’s speech or those implied through Thoreau’s work. How would they be similar and different? This thinking could be a simple journal entry, a chalk talk, or a creative story.

Virtual Option: Teachers can demonstrate annotating the poem through Screencastify or any other screen-capturing program. Teachers without access to live recording may want to put a screen grab of each step of annotating on individual slides in Google Slides.

- The culminating project is a multi-genre inquiry project. To prepare for this project, teachers should ask students to select a book of choice to read that relates to or addresses a social issue of concern. This book may be of any genre. Allow this to be student choice. Because good books leave their readers changed, it is important that the students find a book that resonates with them. This should not be a book assigned by the teacher, although it is appropriate for the teacher to provide suggestions. Asking a Media Specialist to share book talks with students is a sure way to pique students’ interest. Taking a field trip to the local public library and asking the director to complete book talks is also a way to expose students to print resources beyond your school. The teacher should confer with each student about the selection and help students decide on a focus for their reading. For example, teachers should help students think about what they have learned throughout the lessons and connect that to their text. Students should record their thoughts throughout reading in a manner that will help guide their research work later. As they encounter ideas, students should create a list of topics to pursue at the conclusion of the book that would be interesting. Once students have completed their books, design a method for them to talk about their text. This conversation not only helps the student narrow the scope of their book choice, but it may also help other students become inspired with potential ideas for their research.

- **Reading Informational Text Standard 5.1**
- Skill - Generate questions that lead to new understandings.
- Skill - Synthesize information from multiple sources to form and support claims.

- **Reading Informational Text Standard 5.1**
- **Writing Standard 1**
- Skill - Use multiple sources to support claims with evidence.

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Virtual Option: teachers can link students to the [Newbery Awards](#) page to peruse books of interest since a Media Specialist is unavailable.

- Once the book selections are completed, the teacher should transition to the research component. Begin the process by displaying a provocative image depicting a social injustice that will evoke questions for students. For example, “[Water Fountains](#),” by Gordon Parks, depicts a mother and child drinking from a water fountain labeled *Colored Only*. Guide the students to make a three column table and have them write [See - Think - Wonder](#) at the top of each column respectively then guide them through reflecting on the image. Ask the students to record what they see happening in the image in the first column. This takes time for the students to move deeper into the image so do not rush this process. Move students to recording their thinking next. Give them time to do this. Lastly, allow students to complete the wonder column by writing their questions about the image. After an in-depth discussion over this image (you may opt to do more than one image), the teacher should help students begin to identify research ideas.

Virtual Option: teachers can provide the images on a Google Doc and have students work in groups and annotate on the image their reactions.

- The teacher will explain objective for the argument research project. The teacher should determine the final product that is best for students; however, placing fewer restrictions on the choice for final products typically produces better outcomes. For example, allowing students to create presentations for the class or posters to display may feel less intimidating and help students engage with the research more freely. As students mature in their research skills, developing a formal essay project is appropriate. However, starting research with smaller, safer, more accessible products will be best. Students should be encouraged to utilize and include visual literacy in their resources. Consider adding a personal interview to the research steps to help students acquire or develop their speaking skills. The teacher will guide students through the

- **Reading Informational Text Standard 5.1**

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

- OPPORTUNITY FOR FORMATIVE ASSESSMENT At

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research process (conducting research, evaluating sources for credibility, etc.), and should always hold regularly conferences with the students during the process. The teacher should help provide a tool for students to evaluate sources (ex. annotated bibliography template, checklist). Students should read informational texts from multiple credible sources (newspaper articles, magazine articles, scholarly journal articles, media presentations, etc.) to enrich their findings. Students will use a source evaluation guide/template to determine which sources are relevant, provide support, and expand a central argument as well as refute it.

- The teacher will inform students on incorporating and citing source material, avoiding plagiarism, and MLA formatting. Many online resources are available to assist in this process. Then the teacher will model the stages of the writing process and facilitate Writer's Workshops incorporating one-on-one conferences, peer-editing, revision, etc. through the stages of the writing process. Students will synthesize information from sources arguing one's position on the chosen social justice issue. Students will participate in the Writer's Workshop to develop and publish an argument utilizing credible sources.

the conclusion of this component, use progressions to know student understandings of the skill questioning. See [Appendix B](#)

Reference Page

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Appendix A

Targeted Standards

Inquiry Standards

- E4.I.2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.
 - E4.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.

Reading Informational Text Standards

- E4.RI.5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.
 - E4.RI.5.1 Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.

Writing Standards

- E4.W.1 Write arguments to support claims with clear reasons and relevant evidence.
 - E4.W.1.1 Write arguments that:
 - E4.W.1.1a. introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims;
 - E4.W.1.1b. use relevant information from multiple print and multimedia sources
 - E4.W.1.1c. assess the credibility and accuracy of each source;
 - E4.W.1.1d. create an organizational structure that logically sequences claim(s), counterclaims, reasons, warrants, and evidence;
 - E4.W.1.1e. develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases;
 - E4.W.1.1f. use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims;
 - E4.W.1.1g. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline;

- E4.W.1.1h. develop and strengthen writing as needed by planning, revising, editing, rewriting;
 - E4.W.1.1i. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;
 - E4.W.1.1j. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;
 - E4.W.1.1k. provide a concluding statement or section that follows from and supports the argument presented; and
 - E4.W.1.1l. include a call to action.
- E4.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.
 - E4.W.2.1 Write informative/explanatory texts that:
 - E4.W.2.1a. introduce a topic;
 - E4.W.2.1b. use relevant information from multiple print and multimedia sources;
 - E4.W.2.1c. organize complex ideas, concepts, and information to make connections and distinctions;
 - E4.W.2.1d. assess the credibility and accuracy of each source;
 - E4.W.2.1e. include formatting, graphics, and multimedia to aid comprehension as needed;
 - E4.W.2.1f. 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;
 - E4.W.2.1g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;
 - E4.W.2.1h. develop and strengthen writing as needed by planning, revising, editing, rewriting;
 - E4.W.2.1i. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;
 - E4.W.2.1j. use precise language and domain-specific vocabulary to manage the complexity of the topic;
 - E4.W.2.1k. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and
 - E4.W.2.1l. provide a concluding statement or section that follows from and supports the information or explanation presented.

Communication Standards

- E4.C.3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.
 - E4.C.3.2 Construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

Embedded Standards

Inquiry Standards

- E4.I.3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.
 - E4.I.3.1 Develop a plan of action by using appropriate discipline-specific strategies.
 - E4.I.3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.
 - E4.I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.
 - E4.I.3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; and identify implications for future inquiry.
- E4.I.4: Synthesize information to share learning and/or take action.
 - E4.I.4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions
 - E4.I.4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.
 - E4.I.4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.
- E4.I.5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.
 - E4.I.5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.
 - E4.I.5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.
 - E4.I.5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.

Reading Literary Text Standards

- E4.RL.4: Read with sufficient accuracy and fluency to support comprehension.
 - E4.RL.4.1 Read grade-level text with purpose and understanding.

- E4.RL.4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
- E4.RL.4.3 Use context to confirm or selfcorrect word recognition and understanding, rereading as necessary.
- E4.RL.5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
 - E4.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 including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.
- E4.RL.6: Summarize key details and ideas to support analysis of thematic development.
 - E4.RL.6.1 Analyze the development of related themes across a variety of texts citing evidence to support analysis; provide an objective summary.
- E4.RL.7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.
 - E4.RL.7.1 Analyze the development of theme across diverse media, modality, and format
 - E4.RL.7.2 Analyze how literary texts and related media allude to themes and archetypes from historical and cultural traditions.
- E4.RL.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.
 - E4.RL.9.1 Evaluate the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone.
- E4.RL.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.
 - E4.RL.10.1 Use context clues to determine meanings of words and phrases.
- E4.RL.11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.
 - E4.RL.11.1 Analyze how point of view and author’s perspective and purpose shape content, meaning, and style; supports rhetorical or aesthetic purposes; and conveys cultural experience.
- E4.RL.12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.
 - E4.RL.12.1 Evaluate various texts to formulate a theory regarding the authors’ use of structure, plot, and manipulation of time citing support from the texts.
 - E4.RL.12.2 Critique how an author’s choices concerning how to structure texts, order events within the text, and manipulate time create different effects.

Reading Informational Text Standards

- E4.RI.4: Read with sufficient accuracy and fluency to support comprehension.
 - E4.RI.4.1 Read grade-level text with purpose and understanding.
 - E4.RI.4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
 - E4.RI.4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

- E4.W.3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
 - E4.W.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:
 - E3.W.3.1a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;
 - E4.W.3.1b. 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;
 - E4.W.3.1c. use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters;
 - E4.W.3.1d. use a variety of techniques to sequence events so that they build on one another to create a coherent whole;
 - E4.W.3.1e. develop and strengthen writing as needed by planning, revising, editing, rewriting;
 - E4.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
 - E4.W.3.1g. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- E4.W.4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - E4.W.4.1 When writing:
 - E4.W.4.1a. apply the understanding that usage is matter of convention, can change over time, and is sometimes contested; and
 - E4.W.4.1b. resolve issues of complex or contested usage, consulting references as needed.
- E4.W.5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- E4.W.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
- E4.W.6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
 - E4.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.
 - E4.W.6.4 Demonstrate effective keyboarding skills.

Communication Standards

- E4.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.
 - E4.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; develop logical interpretations of new findings; and restate new interpretations.
 - E4.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.
 - E4.C.1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.
 - E4.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.
 - E4.C.1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.
 - E4.C.1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives using facts and details.

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 Concept: 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 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>

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 progressions for teacher use

Learning Target: Thinking beyond the Text

Key Concepts: Synthesizing

Advance the Skill				
Strengthen 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 progressions 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.