Academic Moves for College and Career Readiness, Grades 6–12

15 Must-Have Skills Every Student Needs to Achieve

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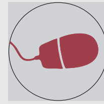

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ACADEMIC MOVES
WALK THROUGH

Detailed definitions clearly break down each concept

Bold headings foreground each term and highlight related keywords

The Main Idea gets at the gist of each skill

1

Analyze

break something down methodically into its parts

break down • deconstruct • examine

Analyze: break something down methodically into its parts to understand how it is made, what it is, how it works; look at something critically in order to grasp its essence

CORE CONNECTIONS

- Determine central ideas or themes of a text and **analyze** their development (RL2)
- **Analyze** how and why individuals, events, and ideas develop and interact over the course of a text (RL3)
- **Analyze** how specific word choices shape meaning or tone (RL4)
- **Analyze** the structure of texts (RL5)
- **Analyze** how two or more texts address similar themes or topics (RL9)
- **Analyze** and interpret data to determine similarities and differences in findings (NGSS, MS-PS1–2)

The Main Idea

Analysis is such a pervasive goal of teachers in all disciplines that it may even seem difficult, at first, to define the concept or to frame it as a clear process. Indeed, the term *analyze* appears so often in prompts and academic instructions that it's easy to assume that this is a skill students already possess. Yet analyzing a painting, a current event, a passage of **text**, or a conversation, each requires similar steps that may not be intuitive to all students.

Underlying Skills:

- **Understand genres and conventions.** What comprises a novel? What are the elements of a science experiment, a primary source, or a poem?
- **Recognize *tools* or *elements*.** In order to analyze, students must be able to pick out pieces of a text such as rhetorical devices, elements of design, or types of **argument**.
- **Recognize *patterns* and *structures*.** Students must develop the habit of watching for repetition or other structural elements.

Core Connections provides an at-a-glance view of related national and state standards

Underlying Skills showcases the objective of the lessons in each section

Before: Preparing Students to Analyze sections set the stage for successful instruction

Shaded boxes provide guidance on introducing students to each move

Before: **Preparing Students to Analyze**

Students may bring misconceptions to the task of analysis. As you practice analysis for your subject area, be sure to clarify the need for the following with your students:

Suspend your judgment.

Analysis should be based on evidence. You can use analysis to form an academic argument, but analysis differs from an opinion.

Example: Imagine you're asked to analyze the effectiveness of a speech by the mayor of your town. Whether or not you voted for the mayor or agree with his/her platform is not the point; your analysis must be based on the tools used to convey meaning within the speech itself.

Do more than summarize.

Too often, students who are asked to analyze fall back on recounting only what happens. Analysis involves critical thinking and examination.

Example: An essay prompt asks you to analyze a character in a novel. Rather than merely describing what the character does, you must look at how the author uses tools such as description or dialogue to build the character in a way that creates meaning.

Before you teach students to analyze a text, issue, situation, or work, try these four things:

- **Model:** Save student work so that you can show a class a successful example of a piece broken down into its component parts (see example, page 9). Have students practice the task of analysis on the piece in pairs or groups.
- **Define Expectations:** What does a successful analysis in your discipline look like? If it's presented in an essay, do you expect to see specific types of **evidence**, a particular type of thesis statement, or a particular conclusion?
- **Build Content Knowledge:** Give students the academic language and understanding they need to look for evidence effectively. Do they need to understand terms such as *diction* or *tone*? Do they need to know *how* to read a political cartoon or a data chart? Prepare students for success by giving them the tools to analyze in your content area.
- **Practice Mental Moves.** Assign short texts to small groups or pairs and have students practice making the mental moves and answering the questions described in the Mental Moves feature in the side bar. As you introduce skills such as analyzing, post the moves on the wall and keep circling back to them so that students internalize them and **transfer** them to new learning situations.

Sidebars distill the intellectual process behind each academic move

- **Practice Mental Moves:** As students prepare to construct academic arguments, have them research ideas and then discuss those ideas in small groups or pairs by answering the questions listed in the Mental Moves feature in the sidebar. Post these questions on the wall and keep circling back to them so that students internalize them and can **transfer** them to new learning situations.

Obstacles to the Moves

When teaching students to argue, watch out for these areas of difficulty:

- **Faulty Logic.** Basing an argument on a mistaken assumption (such as a misunderstanding of a plot point, for instance) can undermine a strong argument. Help students avoid such missteps by asking them to research carefully.
- **Lack of Clarity.** Academic arguments often reside in formal papers. Sometimes, students will be so convinced that their audience wants a certain level of formality in writing that they overdo it and lose clarity and precision.
- **Hasty Assumptions.** As with faulty logic, overgeneralizing (say, about a historical era) can lead to a weak argument. Help students be precise.

Mental Moves

Argue

1. **Make a Claim**
   What is my position?
2. **Support the Claim**
   What evidence best supports this position?
3. **Anticipate Opposition**
   What might an opponent of my position claim?
4. **Consider Your Audience**
   What type of appeal will best convince my audience?
5. **Integrate**
   How will I structure my discussion of claim and counterclaims?

During: Practicing sections get straight to the heart of modeling usage and giving students practice

During: Practicing Analysis

Students get better at analysis with practice. Whether they're trying to make sense of a football play or the design of a football stadium, repetition is a key to developing analytical skill.

In approaching texts—whether the "text" is a paragraph, a poem, an advertisement, or a video—the key skill in analysis is **close reading** and observation. Close reading doesn't come naturally to many students; practice helps move students past a "read and done" mentality to a habit of rereading and digging deeper.

To give students practice in close reading, try this:

- Present a short text to the class—for instance, a magazine ad, an opening paragraph, or a commercial
- Have students work in small group to select key details—word from a text, literal descriptions of a picture, or patterns—that they think *might* be meaningful. Each group should list around ten.
- Combine the words from all groups on the board. Then, ask students to work with a partner to draw an inference from the list. What overarching emotions or ideas emerge from the list as a whole?
- As a class, share and discuss the inferences. Could you create a thesis statement about the meaning of the piece from these insights? If so, what might it be?

ELL Focus: Do This One Thing to Help

Inference is likely to be harder for English language learners (ELL) students than others when dealing with verbal texts, but pictures bridge language. Try an inference activity that begins with the visual and allow students to write down important details in their own languages before composing their conclusive statements in English.

Discussion, Presentation, Technology, and Multimedia

- **Discuss.** Analysis can occur on many levels. Close reading takes place microscopically; students must practice **zooming in** to the level of words in order to make sense of a text. But macroscopic, or "zooming out," exercises are also valuable activities. Discussion is a critical vehicle for this level of comprehension and analysis. Small group discussion should happen frequently and can also take place at the end of a unit, novel study, or grading period.
- **Role Play.** Consider role play as a means of asking students to analyze. Assign each student a character or historical figure, for instance, to represent in a discussion—students will have to use the same process of gathering evidence and drawing conclusions to portray a figure accurately.

ELL Focus: Do This One Thing to Help sections give quick-tips for differentiating instruction

Discussion, Presentation, Technology, and Multimedia sections cover important classroom considerations

After: Producing sections spotlight students making their academic moves

The task describes a sample student assignment

***Scaffolding Analysis With Webb's DOK* (Depth of Knowledge)** pages demonstrate how to strategically lead instruction for each skill to drive deeper understanding

After: Producing Analysis

Student Example 1: The Analytical Essay

The Task

William Faulkner's Nobel Prize acceptance speech consists of five paragraphs delivered in 1950, shortly after World War II. As you read it, pay attention to rhetorical tools, such as imagery, metaphor, and diction. Then, write an essay in which you analyze Faulkner's point of view.

By the end of his tenth grade year, Spencer was one of the top writers in his class. Naturally insightful about literature and abstract ideas to begin with, Spencer acquired skills during tenth grade that improved his ability to construct an essay—the ability to incorporate quotes more smoothly, for instance, and the ability to construct more complex sentences.

Nonetheless, the assignment to analyze a nonfiction text, William Faulkner's short but thorny Nobel Prize acceptance speech, proved challenging. After grappling with some of the complicated ideas in the speech and discussing the historical context with his teacher, however, Spencer wrote a typically strong essay.

A key step in Spencer's approach to the text was his annotation of the speech. Spencer's teacher helped him move beyond simple highlighting to careful zooming in by suggesting he mark the following then conferencing with him about his notes on the speech:

- Words and phrases that convey more than a literal meaning
- Shifts and transition words
- Phrases that seem to sum up a big idea
- Examples of unusual syntax, such as fragments or rhetorical questions

Here is one paragraph from Spencer's final draft:

> Faulkner speaks to future writers more than he thanks the givers of the award, which is generally what an award-receiving speech might concern, inspiring them to prevail and reminding them of the worth of the poet in mankind's existence. In the second paragraph, for instance, Faulkner begins to speak of mankind's fears, and how they can affect his spirit—this then leads to the benefits of letting go of these fears: good writing based on universal "truths of the heart." In this middle section of the speech, Faulkner uses diction: "sweat," "heart," "bones," "scars," and "glands" to produce a very natural image of the human body, expressing the toil that man must labor through to create good universal stories. Faulkner does not write this off as an easy task but one that takes courage to forget all one's fears, lest they end up writing empty stories, ones that leave no mark on any "universal bones." He uses body imagery as a window to describe

1. Look Closely
Spencer hones in on a single paragraph to illustrate his point.

2. Select Details
Spencer collects a series of specific words that serve as evidence for his argument.

3. Find Patterns
Spencer has broken the speech into three parts for his essay, noting the structural transitions between each section of Faulkner's argument.

4. Infer
Throughout his paper, Spencer looks for more than the literal level of Faulkner's message.

Student examples focus on a range of genres and illustrate the product to look for and the process to get there

Scaffolding Analysis With Webb's DOK

HOW SPENCER WORKED

Level One (Recall)

- *Sample Task:* Annotate or make notes in order to identify and remember appropriate evidence for your analysis.
- *What Spencer Did:* Read through the speech, marking phrases he thought he might quote with particular attention to inferences.

Level Two (Skill)

- *Sample Task:* Organize the details you have found into categories that will contribute to your understanding of the bigger picture. *How do details x and y differ from z?*
- *What Spencer Did:* Analyzed each paragraph of the speech, honing in on the main point and how it contributed to overall meaning.

Level Three (Strategic Thinking)

- *Sample Task:* Plan your argument by considering an overall point and how to support it. *Which groups of evidence can support _________, and how should they be presented?*
- *What Spencer Did:* Developed a thesis statement and wrote the essay by integrating quotations, paraphrasing, and his own interpretations.

Level Four (Extended Thinking)

- *Sample Task:* Compare this piece to others of similar or different genres and, using research and knowledge built over time, analyze it in the context of other speeches and its historical time.
- *What Spencer Might Have Done:* Spencer might have gone on to compare Faulkner's speech to another Nobel acceptance speech, such as Toni Morrison's, researching context and applying knowledge built from other units of study or even from other classes in his comparison.

Reproducible rubrics simplify the assessment process

Rubric for Analytical Responses

SCORE	THESIS AND OVERALL ANALYSIS	USE OF EVIDENCE	ORGANIZATION	STYLE, VOICE, AND CLARITY	CONVENTIONS AND MECHANICS
5 Outstanding	A well-developed thesis introduces a sophisticated interpretation that goes beyond a literal level with nuanced and interesting insights	Ample and appropriately selected details effectively support the analysis throughout the response	Clear and consistent organization with well-executed transitions excellently supports the analysis, including an excellent introduction and conclusion	The response is clear and original and employs appropriate stylistic elements for effect in an exceptional manner	Syntax, grammar, and conventions are correct and add to the effectiveness of the response
4 Exceeds Expectations	The thesis is clear and introduces an interpretation that goes beyond a literal level	Appropriately selected details support the analysis throughout the response	The organization is clear and supports analysis; the introduction and conclusion are well-executed	The response is clear and employs appropriate stylistic elements for effect	Few or no errors are present in usage or syntax
3 Meets Expectations	The thesis is clear; interpretation may not reach beyond literal or obvious levels	Details adequately support the analysis but may demonstrate some inconsistencies in execution or application	The organization, including introduction and conclusion, are adequate to support the analysis	The response is mostly clear and adequately employs stylistic elements	Minor errors in usage or syntax may be present, but without repetition or undermining overall effectiveness
2 Approaching Expectations	The thesis is vague or unclear; the analysis may not accurately interpret the work	There is insufficient evidence to support the analysis or details are not always adequate to support analytical points	Some flaws in organization or lack of clarity and transitions make the analysis hard to follow	The response may be unclear or misuses stylistic elements in ways that interfere with voice and meaning	Patterns of errors in usage or syntax undermine the effectiveness of the response
1 Well Below Expectations	The thesis is vague or absent, and analysis is inaccurate	Evidence and details are missing or insufficient to support the analysis	The organization lacks focus and clarity; transitions may be unclear	The response is vague or lacks clarity; stylistic choices may confuse rather than enhance meaning	Significant errors in usage or syntax obscure the meaning and effectiveness of the response

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Planning Pages provide space for recording lesson objectives

Planning Page: Analyze

Analyze: break something down methodically into its parts to understand how it is made, what it is, how it works; look at something critically in order to grasp its essence

Learning Goal What will your students analyze? What learning outcomes or assessments do you wish to see?		
Before How will you prepare students to analyze texts, issues, situations, or works?	**During** What activities will you use to model, scaffold, and engage students in analysis?	**After** How will you measure the effectiveness of your lesson?
Notes From This Chapter What ideas or activities from this chapter do you wish to remember as you teach students to analyze?		

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2

Argue

provide reasons or evidence to support or oppose

claim • persuade • propose

Argue: provide reasons or evidence in order to support or oppose something; persuade another by reason or evidence; contend or maintain that something is true

CORE CONNECTIONS

- Delineate and evaluate the **argument** and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence (R8)ok
- Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (W1)
- Delineate a speaker's **argument** and specific claims. (R8)
- Construct and present oral and written **arguments** supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem (NGSS, MS-PS2–4)

The Main Idea

Students argue every day. But arguing with your parents about cleaning your room is not the same as constructing an intellectual argument. In the latter case, the word *argument* describes the process of stating and supporting a claim, as well as taking into account possible counterclaims. An *academic argument* is not one you win or lose, and it's not simply an opinion; it's a balanced and reasoned process that requires accountability.

Underlying Skills:

- **Engage ideas critically.** Passive learning is not an option when students write even the simplest pieces, much less sophisticated arguments. Students must approach topics and texts with critical thinking in order to argue effectively.
- **Consider multiple sides of an issue or idea.** An ability to consider counterarguments (easily represented by a **Venn diagram**) is crucial to structuring solid argument.
- **Support an idea.** Arguments demand evidence tied thoughtfully to statements of position (such as a thesis statement or hypothesis). You can illustrate a point when describing something ("The cups in the cafeteria are all red"), but *arguing* a point requires more nuanced detail ("The cups in the cafeteria *should* be blue") and demands reasons and evidence.

Before: Preparing Students to Argue

As you introduce students to the concept of argument, it's important to discuss the related but not synonymous term *persuade*. Keep in mind that an argument is always an attempt to persuade, but a piece of persuasive writing may not be an academic argument; it may simply be an opinion and an attempt to win.

Constructing an argument

Argue	**Persuade**
An argument relies on the careful examination of evidence. It takes all points of view and perspectives into account and assumes a scholarly audience.	Persuasive essays or speeches attempt to win the audience over. They may appeal to emotions as much as to logic or the weight of evidence.
Example lead sentence: While some might argue that students should be expelled for the complaints they make about their teachers online, the law supports their freedom of speech in the digital arena as well as the real world.	*Example lead sentences: Should schools allow students to post negative comments about their teachers online? Absolutely not; recognizing the potential damage of posts to real human beings is a vital component of any student's education.*

We include both of these terms in this section, but students need to learn to recognize them in assignments and prompts and answer accordingly.

Before you teach students to analyze a text, issue, situation, or work, try these four things:

- **Model:** Gather several articles from a local newspaper, including those from the front page and the editorial section. Ask students to discuss which present an argument and which merely report information. Then, for any articles that argue, analyze the components of that argument. To whom do they appeal and how?
- **Define Expectations:** You may wish to develop a rubric and discuss it with students before they write or speak. Are you requiring a **claim and counterclaim**? How much and what kinds of evidence must be used?
- **Build Content Knowledge:** As you will with other terms in this book, discuss the nature and conventions of *evidence* in your subject area. What type of details might a student use to support an argument in a history class, a science discussion, or a literary analysis?

- **Practice Mental Moves:** As students prepare to construct academic arguments, have them research ideas and then discuss those ideas in small groups or pairs by answering the questions listed in the Mental Moves feature in the sidebar. Post these questions on the wall and keep circling back to them so that students internalize them and can **transfer** them to new learning situations.

Obstacles to the Moves

When teaching students to argue, watch out for these areas of difficulty:

- **Faulty Logic.** Basing an argument on a mistaken assumption (such as a misunderstanding of a plot point, for instance) can undermine a strong argument. Help students avoid such missteps by asking them to research carefully.
- **Lack of Clarity.** Academic arguments often reside in formal papers. Sometimes, students will be so convinced that their audience wants a certain level of formality in writing that they overdo it and lose clarity and precision.
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Mental Moves

Argue

1. **Make a Claim**

   What is my position?

2. **Support the Claim**

   What evidence best supports this position?

3. **Anticipate Opposition**

   What might an opponent of my position claim?

4. **Consider Your Audience**

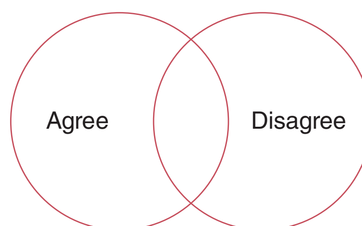
   What type of appeal will best convince my audience?

5. **Integrate**

   How will I structure my discussion of claim and counterclaims?

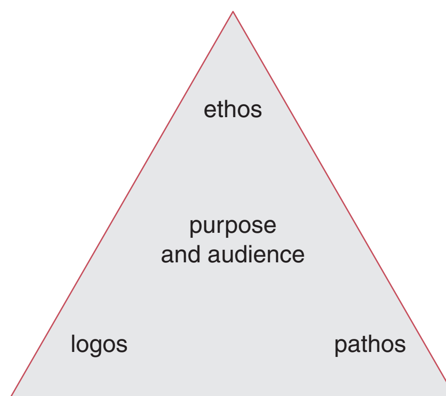
During: Practicing Argumentation

For younger students, use a modified Venn diagram to introduce the concept of argument, using the labels below ("agree" and "disagree") or similar labels such as "pro" and "con" for the two sides:



You might try using hula hoops on the floor and allowing students to present oral claims and counterclaims while standing inside one; then ask what someone in the overlapping section might say. Alternatively, you could use the middle section as an "undecided" section in which students can stand until they are forced to make a choice and explain why (see the "get off the fence" activity in the section on discussion that follows).

For older students, you may wish to discuss the importance of audience and Aristotle's triangle of persuasive appeals, including *ethos* (trust and authority), *logos* (reason and logic), and *pathos* (emotion and values). Make it clear to students that pathos is a tool more often reserved for persuasive argumentation, while academic arguments generally rest on ethos (e.g., quotes from a text) or logos (e.g., a reasoned line of thinking).



ELL Focus: Do This One Thing to Help

Ferlazzo and Hull-Sypnieski (2014) suggest having ELL students translate key words, such as *problem*, *cause*, *effect*, *solution*, and *reason*, into their native languages. Then ask the students to find key details or evidence related to each of those concepts. They also used sentence starters—in English—to help the students get going: "The main problem is that . . ." Once students have begun in this way, structuring an argument may be a less overwhelming task.

Discussion, Presentation, Technology, and Multimedia

- **Discuss.** To get students thinking about claims and counterclaims, try a get off the fence discussion.
  - → First, come up with a series of arguable statements or questions about a text or topic. *Example*: *Romeo and Juliet are not truly in love; they're infatuated only with one another.*
  - → Have students who agree with the statement move to one side of the room and students who disagree move to the other. Balance discussion by calling on each side in turn.
  - → Students who are undecided may stand in the middle of the room but may not speak. At the end of the discussion, have these students choose a side and explain why.
  - → After you've discussed several statements, have students write down their thoughts, including noting any convincing arguments made by other students, places they changed their minds, or new ideas about the topic. Use these notes to come up with a claim and counterclaim as a class.
- **Track.** Once students have practiced identifying claims and counterclaims, teach them to create a table in Microsoft (MS) Word or to use columns in MS Excel in order to create T charts. This use of technology allows students not just to catalog pros and cons, for instance, but also provides them a tool for organizing and reorganizing that material to find the most effective argument.
- **Present.** When students share material with the class, ask them to include a counterclaim as part of the presentation, perhaps devoting one slide to this task. Encourage them to use this moment in a presentation as a chance to involve the audience by asking for feedback or discussion on a point.

YouTube Moment: The online world is robust with argumentation, from political speeches on YouTube to blogs to posts and comments in online forums. Students need to learn to navigate these arguments. Choose a video with user comments, which you've prescreened for appropriate content, and ask students to look at those user comments for appeals to logos, pathos, and ethos and to evaluate the effectiveness of each. Ask if each is an argument or a persuasive/opinion piece. How do they know? Present their findings to the class.

After: Producing Arguments

Student Example 1: Argumentative Writing

The Task

Does an individual have the right to violate an unjust law? If so, under what circumstances? Write an essay in which you argue that individuals do or do not have this right. Use examples from history or from our reading to support your argument.

The ninth grade reading list at Anton's school included a number of canonical texts with a common motif: Sophocles *Antigone*, Arthur Miller's *The Crucible*, and Robert Bolt's *A Man for All Seasons*. At the same time, Anton's social studies class discussed the civil rights movement and, specifically, Martin Luther King Jr.'s "Letter From a Birmingham Jail." Because the idea of resisting laws cut across their disciplines, Anton's English and American History teachers decided to assign a cross disciplinary assignment focused on an argumentative task. The assignment unfolded in three steps.

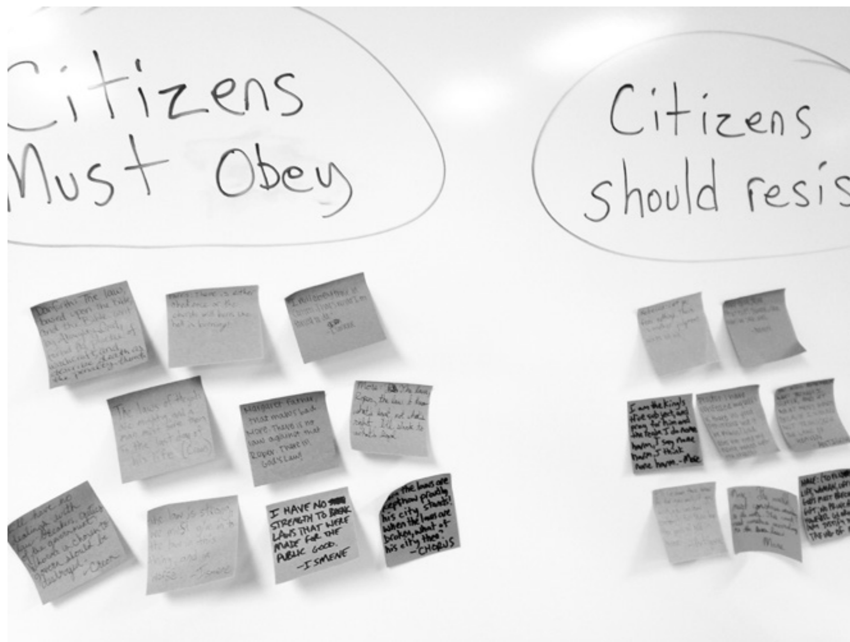
Step One: Discussion

In social studies class, Anton and his peers participated in a fishbowl discussion focusing on the question, "What makes a law just or unjust?" The fishbowl procedure worked this way:

- Four to five students sat in an inner circle and discussed their answer to the question.
- The other students sat in an outer circle and took notes on points raised in the discussion.
- When an outer circle student wanted to contribute a point, he or she would tap one of the inner circle students on the shoulder and take that place, while the speaker returned to the outer circle.
- The teacher monitored the discussion, encouraging new speakers to add points by asking if anyone could add a different point of view.

Step Two: Claim and Counterclaim

The next day, Anton's English teacher took students to the computer lab and allowed them access to online versions of all three of the plays they'd read that grading period. He had them work in pairs to find two lines in the texts, one that supported the idea that citizens should obey laws and one that supported the idea that citizens should resist unjust laws. When several of the pairs struggled to come up with lines, the teacher offered two suggestions: first, the students were allowed to summarize actions or scenes in the play instead of writing down a specific line of text, and second, they could use the search function to look for specific words in the online texts.



Anton and his partner searched the online text for the word *law* in all three plays. From those, they chose the following two lines from *Antigone*:

- **Citizens should obey:** "I will obey those in control. That's what I'm forced to do." (Ismene)
- **Citizens should resist:** "I'll lie down there forever. As for you, well, if you wish, you can show contempt for those laws the gods all hold in honour." (Antigone)

Anton and his partner wrote each line on a sticky note and put it on the board in the room along with those from the rest of the class. The teacher then gave each student five minutes to read each group of sticky notes silently and, individually, come up with a statement that summarized the lines. When the students returned to their seats, she called on volunteers to share their statements and, as a class, the students came up with a claim and counterclaim:

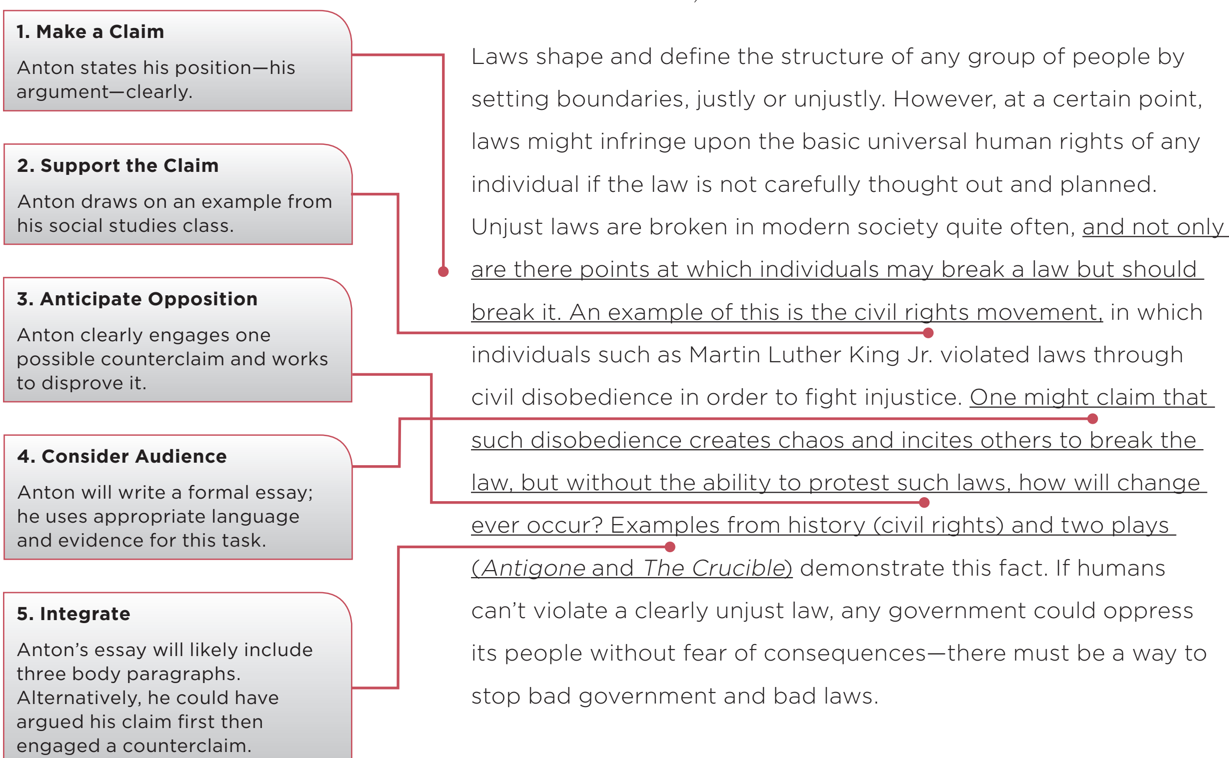
- **Claim:** Because laws represent the collective wisdom of a society, no one individual has the right to violate those laws.
- **Counterclaim:** Because the majority group in a society can overlook the rights of minorities or can be misled by a powerful view, individuals have the right to violate laws that are clearly unjust.

Step Three: Individual Writing

In preparation for writing a full essay in answer to the prompt above, Anton's teacher asked each student to write a single paragraph in class. Students were allowed to use their notes from the discussion and to refer to the sticky notes on the board in order to express their initial thoughts.

Anton's teacher was clear about the expectations for the assignment. Following the mental moves for argument, students were expected to both take a stand (make a claim) and recognize alternate points of view (counterclaim). The teacher also emphasized the importance of evidence in establishing these claims.

Here is Anton's first draft, written in class:



Student Example 2: Class Discussion

In John Reynolds's eighth grade Global Studies class, there's no simple multiple choice exam at the end of the semester. Instead, each student is expected to research the position of a nation involved in the tension between North Korea and the rest of the world. Students write individual "white papers" summarizing the position of the counties they're assigned then work in teams of three to prepare arguments for a solution to the conflict that draws on factual information and represents the actual positions of the countries they represent. On the day of the exam, the students gather around a large table and conduct six-party talks while Mr. Reynolds plays the role of facilitator and takes notes on each student's contributions.

> **The Task**
>
> *Using your research, represent your assigned country in our classroom's six-party talks concerning the North Korean border. Be prepared to use evidence to* propose *a solution to the disputes over the border's military conflict and to* persuade *other countries to see your point of view.*

Because this is an exam, Mr. Reynolds needs to assess each student. The final grade includes several components, each of which has its own rubric: a score for the white paper, a score for contributions to the discussion, an individual self-assessment, and a reflection written by each student that discusses the effectiveness of his or her contributions.

Here is the reflection written by Sam, who took on the role of South Korea. While Sam never uses the words *claim* or *counterclaim* in this reflection, those ideas are clearly present:

> In order to positively contribute to the group, I knew that I had to have a goal and understanding of what South Korea, my assigned country, would desire. The first day of deliberation, I brought forth several points, but specifically a main issue in North Korea that their population is starving. The response to my point was surprising; argumentative debate and disorder broke out. I realize now that the tone and accusation I made came out incorrectly; I was intending on bringing up a way to show that North Korea needs other countries' help. The following day, I made sure to react to comments with a calmer and less aggressive manner, and I used my notes to prepare to respond to other views to reach a compromise. I proposed that North Korea should rejoin the six-party talks and start to denuclearize their weapons, and as more trust is gained, South Korea would take action in removing the United States troops from their border. While discussing in small groups on the first day, I found out that each country had different objectives and main concerns, which made forming a solution harder, but after talking and presenting evidence, overall, all of the countries contributed to making a final, peaceful compromise.

By allowing his students to work together and discover the consequences of argument, evidence, and counterclaims in action, Mr. Reynolds created a sense of relevancy and practicality. He also gave students a valuable discussion experience with enough structure to ensure learning.

"When the girls do a project with several assessment pieces, as Sam did in her reflection," John told us, "they deconstruct their learning, and this, to me as a teacher, is the essence of creating and nurturing exemplary students. The written piece of argument as content is important, but the self-assessments, reflections, and peer evaluations demonstrate how students learn where their arguments succeeded, failed, and could be improved."

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Scaffolding Argument With Webb's DOK

HOW ARGUMENT WORKS IN JIM'S CLASSROOM

The following examples come from a recent unit Jim taught on Orwell's *1984*.

Level One (Recall)

- *Sample Task:* Define *ironic* (1) as it appears in the dictionary and (2) as you understand it in your own words.
- *What Jim's Students Did:* Looked online for simple definitions and then composed their own, setting Jim's students up to think more deeply about uses of irony in the novel.

Level Two (Skills)

- *Sample Task:* Explain how Orwell's (2013) use of the word *victory* (e.g., Victory Mansions, Victory Gin) is ironic, supporting your answer with details or examples from the text.
- *What Jim's Students Did:* Applied this key literary term and their knowledge of how to analyze and find evidence to this novel.

Level Three (Strategic Thinking)

- *Sample Task:* A *conditioned response* is defined as the learned response to the previously neutral stimulus. For example, let's suppose that the smell of food is an unconditioned stimulus, a feeling of hunger in response to the smell is an unconditioned response, and the sound of a whistle is the conditioned stimulus. The conditioned response would cause you to feel hungry when you heard the sound of the whistle.

  Respond to the claim that everyone's behavior during the Two Minutes Hate (2013, pp. 11–17) is a conditioned response. In your response, you should agree, disagree, or do both (agree *and* disagree). Explain your reasoning, supporting your explanation with examples from the text.
- *What Jim's Students Did:* Drew together a number of skills—*analysis, organization,* and *support,* for instance—to produce a synthesized piece that made a clear argument.

Level Four (Extended Thinking)

- *Sample Task:* Think back to the lessons from your history class earlier this year concerning behavior during the 1950s and the McCarthy era. What do you think Orwell would have said about the reactions of US citizens to the House Un-American Activities Committee trials? Using evidence from your notes or research, argue that Orwell would or would not have characterized these reactions as conditioned responses.
- *What Jim's Students Did:* Linked their current study to another discipline and unit, prompting thinking that required making connections and revisiting material.

Rubric for Argument

SCORE	THESIS AND ARGUMENT	USE OF EVIDENCE	ORGANIZATION	STYLE, VOICE, AND CLARITY	CONVENTIONS AND MECHANICS
5 Outstanding	A well-developed thesis introduces a clear argument that includes a strongly developed claim and addresses counterclaims	Ample and appropriately selected details effectively support the argument throughout the response	Clear and consistent organization with well-executed transitions excellently supports the argument, including an excellent introduction and conclusion	The response is clear and original and employs appropriate stylistic elements for effect in an exceptional manner	Syntax, grammar, and conventions are correct and add to the effectiveness of the response
4 Exceeds Expectations	The thesis is clear and introduces a claim as well as counterclaims	Appropriately selected details support the argument throughout the response	The organization is clear and supports the argument; the introduction and conclusion are well-executed	The response is clear and employs appropriate stylistic elements for effect	Few or no errors are present in usage or syntax
3 Meets Expectations	The thesis is clear; claims and counterclaims are addressed in an adequate manner	Details adequately support the argument but may demonstrate some inconsistencies in execution or application	The organization, including introduction and conclusion, are adequate to support the argument	The response is mostly clear and adequately employs stylistic elements	Minor errors in usage or syntax may be present, but without repetition or undermining overall effectiveness
2 Approaching Expectations	The thesis is vague or unclear; claims may be unclear, and counterclaims may be absent or vaguely addressed	There is insufficient evidence to support the argument, or details are not always adequate to support points	Some flaws in organization or lack of clarity and transitions make the argument hard to follow	The response may be unclear or misuses stylistic elements in ways that interfere with voice and meaning	Patterns of errors in usage or syntax undermine the effectiveness of the response
1 Well Below Expectations	The thesis is vague or absent, and claims are unclear	Evidence and details are missing or insufficient to support the argument	The organization lacks focus and clarity; transitions may be unclear	The response is vague or lacks clarity; stylistic choices may confuse rather than enhance meaning	Significant errors in usage or syntax obscure the meaning and effectiveness of the response

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Planning Page: Argue

Argue: provide reasons or evidence in order to support or oppose something; persuade another by reason or evidence; contend or maintain that something is true

Learning Goal What will your students argue? What learning outcomes or assessments do you wish to see?		
Before How will you prepare students to construct arguments about texts, issues, situations, or works?	**During** What activities will you use to model, scaffold, and engage students in creating argument?	**After** How will you measure the effectiveness of your lesson?
Notes From This Chapter What ideas or activities from this chapter do you wish to remember as you teach students to argue?		

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