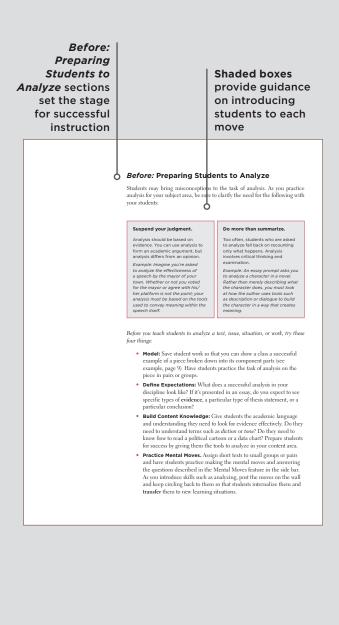
ACADEMIC MOVES WALK THROUGH





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
- Hasty Assumptions. As with faulty logic, overgeneralizing (say, about a historical era) can lead to a weak argument. Help students be precise.

Mental Moves

1. Make a Claim

2. Support the Claim

3. Anticipate Opposition

4. Consider Your Audience

What type of appeal will best convince my

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.

to developing analytical still.

In approaching lets—whether the "test" 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

To give students practice in close reading, try this:

- Present a short text to the class—for instance, a magazine ad, an
- Present a short text to the class—for instance, a magazine ad, an opening paragph, 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 he?

ELL Focus: Do This One Thing to Help

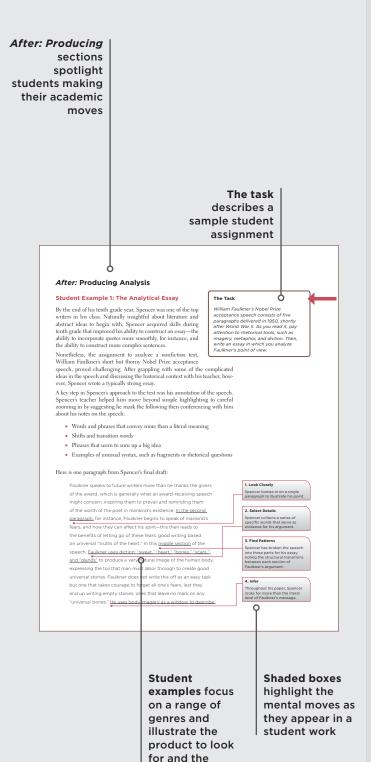
Inference is likely to be harder for English language learners (ELL) students than others when dealing with verbal texts, but pictures bridge language. Try an inference activity that begins with the visual and allow students to write down important details in their own languages before composing their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

Discussion, Presentation, Technology, and Multim

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

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

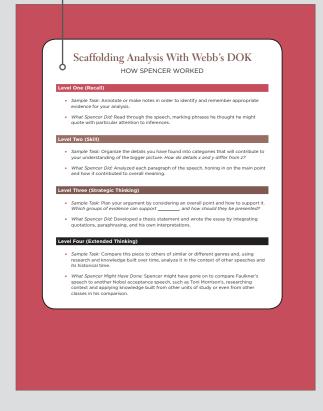
Discussion, Presentation, Technology, and Multimedia sections cover important classroom considerations



process to get

there

Scaffolding With Webb's DOK pages demonstrate how to strategically lead instruction for each skill to drive deeper understanding



Reproducible rubrics simplify the assessment process

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Planning Pages provide space for recording lesson objectives

