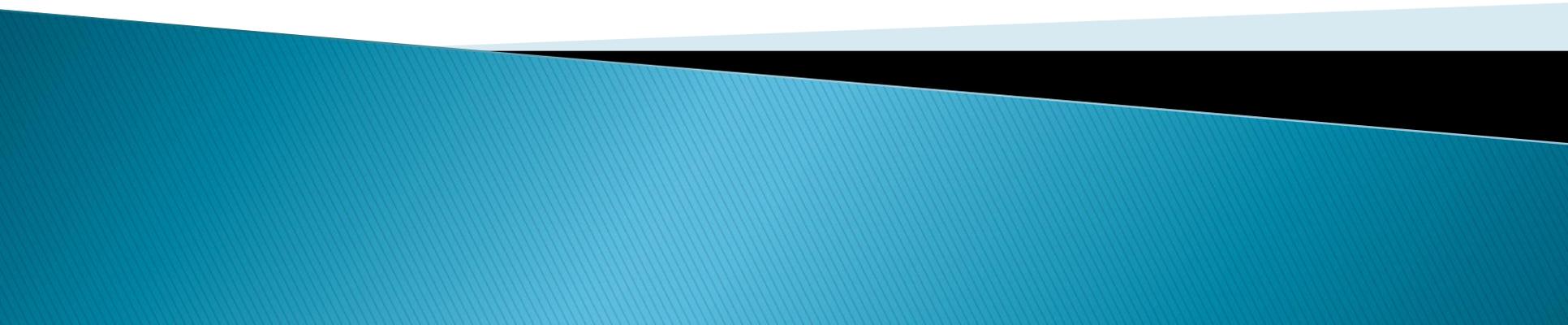


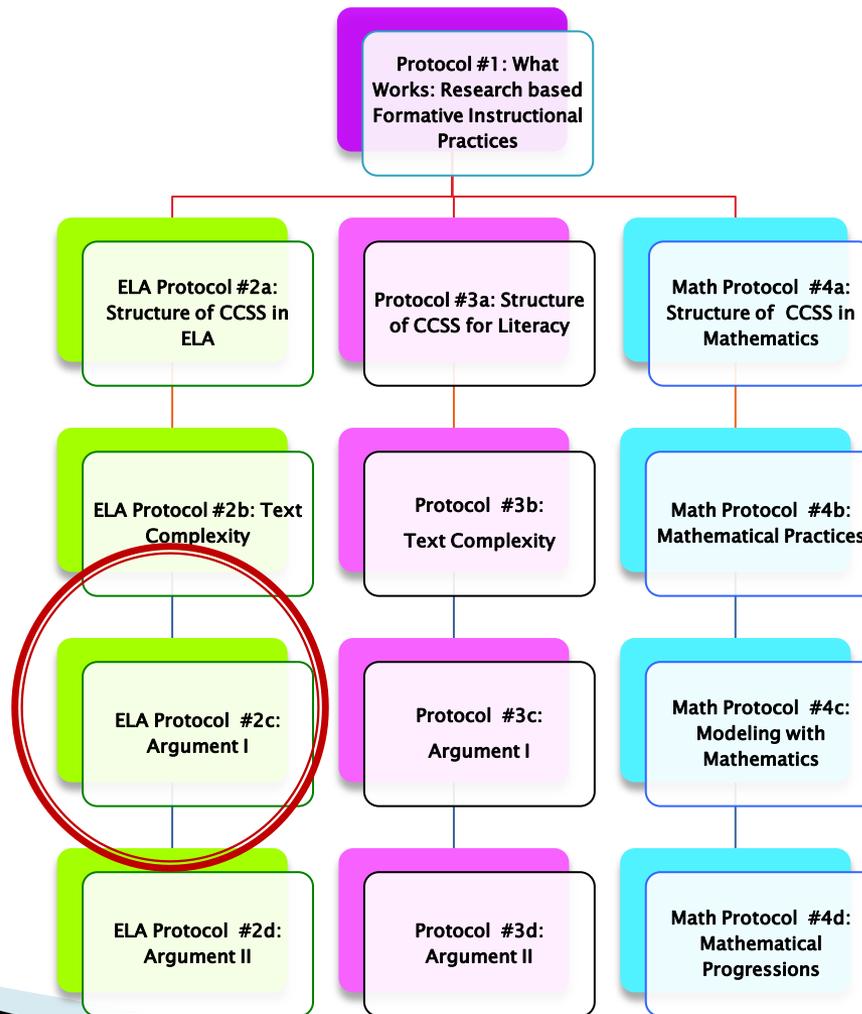
# College and Career Readiness Tools for Schools

Secondary English Protocol (4 of 5)



# Secondary Protocol 2c– The Argument I

# College and Career Readiness: Tools for Schools Secondary Sequence



Continuous Support from Complex and State; Feedback  
Loop from Schools for Mid-Course Adjustments

# All Means All

- ▶ The Common Core State Standards articulate rigorous expectations to prepare **all** students to be college and career ready, including English language learners and Special Education Students.
  - ▶ These students likely will require additional instructional support.
  - ▶ English Language Proficiency Standards (ELP) for ELL students are aligned to the CCSS.
- 

# Desired Outcomes:

- ▶ A common understanding of how the concepts and skills in the **Reading Argumentation** Standard build from one grade level to the next.

# Why Is This Important?

## Shifts in English Language Arts

1. Read Text of Sufficient Complexity and Range
  2. Read Closely to Analyze, Infer and Give Evidence
  3. Write to Sources
  4. Short, Focused Research
  5. **Written and Spoken Argument**
  6. Academic Vocabulary
  7. Shared Responsibility for Literacy Development Among All Teachers
- 

# Why Is This Important?

- ▶ University is largely an “argument culture” but only *20 percent* of those who enter college are “argument literate” (Gerald Graff)
- ▶ Standards put particular emphasis on students’ ability to write sound arguments on substantive topics/issues

# Why Is This Important?

Knowing a lot of stuff won't do you much good unless you can do something with what you know by turning it into an argument. (Gerald Graff, 2009)

# Why Is This Important?

“We cannot employ people here who cannot articulate clearly, cannot think clearly, who do not have the ability to absorb data, read effectively, write effectively ...”

–head of a holding company with employees ranging from executive–level managers to administrative staff

*(Ready or Not, Creating a Diploma That Counts, 2004)*

# Why Is This Important?

- ▶ The K–12 grade-specific standards define end-of-year expectations and provide a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.



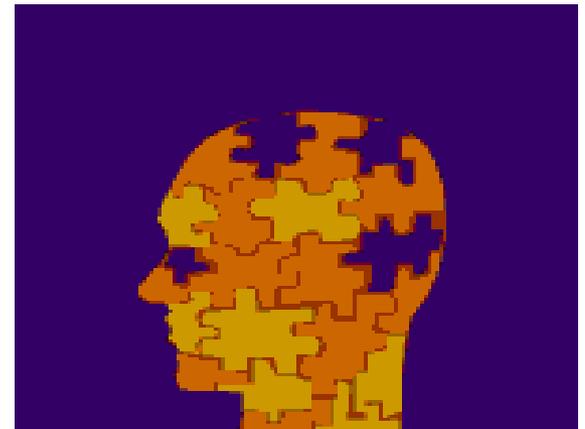
# Why Is This Important?

- ▶ Students advancing through the grades are expected to meet each year's grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.



# Why Is This Important?

- ▶ A deep understanding of the standards cannot be developed if educators are merely looking at their grade level standards in isolation and never consider that their standards are part of a whole system for educating students.



# The Learning Progression

- ▶ Today we will be exploring the Learning Progression of the Big Idea: **Reading for Argumentation.**

“What does it mean to delineate and evaluate an argument found in text?”

# The Learning Progression

College and Career Readiness  
Anchor standards for reading.

Why are they in three places?

- ▶ Pg 10
  - ▶ Pg 35
  - ▶ Pg 60
- 

# The Learning Progression

## Anchor Standard: Reading #8

**Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevancy and sufficiency of the evidence.**



# The Learning Progression

Let's take a look at short video of some of our resource teachers working through a learning progression as we will spend the rest of our session building one for Reading Informational Text Standard 8.



# The Learning Progression

## Building the Progression:

- 6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- 7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
1. Are new concepts introduced?
  2. Are some concepts dropped?
  3. Does the idea or skill become more complex, and if yes, how?



- ▶ 6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

A: Reasoning is sound and evidence is relevant and sufficient

CC: Distinguish  Assess

7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.



7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

CC: Trace ➡ Delineate

A: Recognize irrelevant evidence

- ▶ 8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- ▶ 9–10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- ▶ 11–12.RI.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist Papers, presidential addresses).



- ▶ 8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- ▶ 9–10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

A: Identify false statements and fallacious reasoning

CC. Reasoning from sound  valid

- ▶ 11–12.RI.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist Papers, presidential addresses).

A: Reasoning found in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy



# Key Points

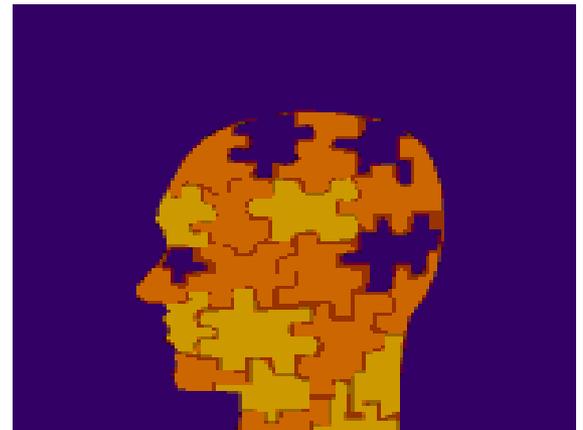
Let's immediately begin, as the new standards urge us, to give students hundreds of opportunities, every year, to dismantle and defend arguments about increasingly rich, complex texts. From the earliest grades, let's have them argue about the pros and cons of almost anything: literary characters and interpretations, global warming, capitalism vs. socialism, Sarah Palin, or the comparative quality of life in the United States and Canada (based on statistical analysis).

Let's ask students to explain their reasoning for which alternative-energy source we should invest in as they read, talk, and write about what they are learning in novels, textbooks, newspapers, and magazines.

(Schmoker & Graff, 2011)

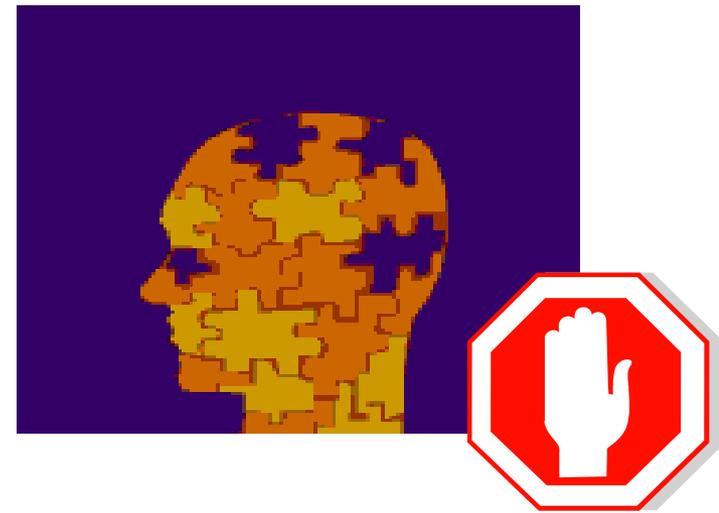
# Key Points

- ▶ A deep understanding of the standards cannot be developed if educators are merely looking at their grade level standards in isolation and never consider that their standards are part of a whole system for educating students.



# Reflection

- ▶ How might your understanding of how the concepts and skills build from one grade level to another affect your approach to curriculum, instruction and assessment?



# Commitment to Implement

- ▶ Based on your understanding of this standard and its progression what is one thing you can do next week? Next month? This school year?

# Next Steps: Possible Artifact

**Step One:** Select some sample written arguments. Try to find strong and weak examples. (Sample resources: Pro Con (<http://www.procon.org>) –New York Times: Room for Debate (<http://www.nytimes.com/roomfordebate>) Achieve 3000

**Step Two:** Using Common Core Writing Standard 1 and Reading Informational Text Standard 8 for your grade level, work with your students to generate criteria for a strong written argument.

**Step Three:** Read and discuss sample written arguments looking for and explicitly discussing the criteria generated in step two. After each article ask students if the criteria needs to be revised. Record the student thinking.

**Possible Artifact :** Sample written arguments annotated by the students to identify the criteria determined in step two. The annotations should focus on the criteria generated in steps two and three.

# Additional Resources

- ▶ Hawaii Standards Toolkit
- ▶ <http://standardstoolkit.k12.hi.us>
- ▶ <http://www.procon.org>
- ▶ <http://www.nytimes.com/roomfordebate>
- ▶ The Smarter Balanced Assessment Consortium  
<http://www.smarterbalanced.org/>
- ▶ Literacy Design Collaborative  
<http://www.literacydesigncollaborative.org/>
- ▶ *They Say I Say, The Moves That Matter in Academic Writing* (Graff & Birkenstein, 2010)

# PDE<sup>3</sup> Survey Reminder:

## <https://pde3.k12.hi.us>

### Survey

You are currently viewing - Race To The Top (RTTT)

**Question: 1 Rate your satisfaction level on this protocol.**

Rate your satisfaction level on this protocol.

- Not at all satisfied
- Slightly satisfied
- Moderately satisfied
- Very satisfied
- Extremely satisfied

**Question: 2 Rate the level of understanding learned or gained from this protocol**

Rate the level of understanding learned or gained from this protocol

- Not at all
- A little
- Somewhat
- Quite a bit
- A lot

**Question: 3 Rate the level of impact this protocol will have on your practice. Not at all; A little; Somewhat; Quite a bit; A lot**

Rate the level of impact this protocol will have on your practice.

- Not at all
- A little
- Somewhat
- Quite a bit
- A lot

**Question: 4 What other resources would be helpful?**

What other resources would be helpful?

Feedback

**Question: 5 Any other questions or comments about the material in this protocol.**

Any other questions or comments about the material in this protocol.

Thank your for your feedback