



**Literacy Design
Collaborative**

The Case for Revolution (A Close Reading LDC Module)

by Susan Weston and Gary McCormick

Students reconstruct the colonial argument for dissolving their ties to Great Britain. Main steps of the learning process include:

- Close reading of the first two paragraphs of the Declaration, with primary attention to the claim about when revolution is justified.
- Task engagement using the Declaration's list of grievances.
- Research on British actions and why they disturbed the colonists.
- A transition step where students take the roles of probing reporters, outraged colonists, and justifying loyalists on selected issues.
- A re-reading of the opening text in light of work to date.
- A writing process that includes student review of each other's work.

This module reads the Declaration primarily to understand its political theory and its application in important historical context, doing work distinctive to history/social studies. (The Common Core State Standards for English Language Arts call for another study of the Declaration that gives primary attention to its literary significance and rhetorical features, an approach suited to ELA coursework but not a substitute for the historic study proposed here.)

This module is one of three prototypes for combining the LDC framework with an approach to close reading shown in instructional exemplars created by Student Achievement Partners. We'd love to hear questions and thoughts on this module: please e-mail spweston@gmail.com.

GRADES

7 - 10

DISCIPLINE

 **Social Studies**

COURSE

 **U.S. History**

Section 1: What Task?

Teaching Task

Task Template 21 - Informational or Explanatory

What grievances led the Continental Congress to conclude that the North American colonies needed to throw off British rule and create their own government? After reading the Declaration of Independence and historical background materials, write an article in which you analyze how they show "a long train of abuses and usurpation, pursuing invariably the same Object [that] evinces a design to reduce them under absolute Despotism, providing examples to clarify your analysis.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

CCR.R.6

Assess how point of view or purpose shapes the content and style of a text.

CCR.R.8

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.

CCR.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCR.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

CCR.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.

CCR.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCR.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Core Content for Social Studies Assessment Version 4.1

SS-06-1.1.2

Students will describe and give examples to support how present day democratic governments function to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing appropriate rules and laws.

SS-08-1.1.1

Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic).

SS-HS-1.1.1

Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals.

SS-05-5.2.1

Students will identify historical documents, selected readings and speeches (e.g., Mayflower Compact, Emancipation Proclamation, Dr. Martin Luther King's speech: I Have a Dream) and explain their historical significance.

SS-08-5.2.2

Students will explain and give examples of how the ideals of equality and personal liberty (rise of individual rights, economic freedom, religious diversity) that developed during the colonial period, were motivations for the American Revolution and proved instrumental in the development of a new nation.

Texts

 **Declaration with Definitions (this version has been set up to support the instruction below)**

LDC Student Work Rubric - Informational or Explanatory

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately, but with a weak or uneven focus.	Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.	Establishes a controlling idea with a general purpose.	Establishes a controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and detailed information to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

No student background with this module, in order to invite students to do the first reading cold and draw meaning from the text without a teacher introduction.

Extension

Not provided

Section 2: What Skills?

Close Reading Process

FIRST INSPECTION: Ability to obtain an initial understanding of a text's purpose and organization

VOCABULARY ANALYSIS: Ability to trace the varied words an author uses to convey key ideas

CLOSE ANALYSIS: Ability to engage a text deeply on its own terms

FOLLOWING A THOUGHT PROCESS: Ability to explain how each summarized sentence relates to the one before it

Preparing for the Major Task

TASK CONNECTION: Ability to engage major task by analyzing its links to recent and earlier readings

ISSUE IDENTIFICATION: Ability to plan for future work based on analysis of task and further review of recent readings

Research Reading Process

READING FOR ANSWERS: Ability to read unfamiliar texts in search of answers to specific questions

SPECIALIZED VOCABULARY: Ability to make sense of names and terms that are central within a particular topic

Speaking and Listening to Develop Thinking

SELECTION OF MAJOR POINTS: Ability to identify potential central ideas in a body of gathered information

EVALUATION OF NOTES: For your assigned topic and role, identify the best information from your notes

SPOKEN PRESENTATION: Ability to take on a position from history and support it in discussion

INFORMED CLOSE READING: Ability to draw new insight from a text in light of understanding from related research

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task


DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure


ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.


TESTING THE ARGUMENT: Ability to evaluate the connection between controlling idea and supporting evidence within a draft (both one's own and those created by others)

COMPLETING THE ARGUMENT: Ability to revise and improve one's argument in light of review



Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Close Reading Process				
30 mins	FIRST INSPECTION: Ability to obtain an initial understanding of a text's purpose and organization	SHORT CONSTRUCTED RESPONSE In a quick write, what do you think this document is about? After writing your answer, put stars next to three phrases in the document that support your answers.	Student work meets expectations if it: <ul style="list-style-type: none"> • Lists a reasonable first impression. • Marks evidence to support the impression. 	HANDOUT: Declaration With Definitions document. (That document has the whole text of the Declaration, and the page breaks are positioned to work with the instruction below. It's attached above, just below the teaching task.) INDIVIDUAL WORK: Direct students to read through the first page once to get the main idea, then read it a gain to develop their answers. PAIR WORK: Direct students to compare their answers and evidence with a partner. CLASS DISCUSSION: Ask four or five students to share their quick writes. For two of them, ask OTHER students for evidence from the text to support that claim.
30 mins	VOCABULARY ANALYSIS: Ability to trace the varied words an author uses to convey key ideas	LIST Complete the Declaration Vocabulary Sheet, which asks you to identify words and short phrases that: <ol style="list-style-type: none"> 1. Mean "got to do it," "must do it," "no choice but to do it." 2. Describe a government bad enough to need replacing. 3. Describe a government that is not bad enough to need replacing. 4. Still puzzle you. 	Student work meets expectations if at least three appropriate phrases are listed in sections 1, 2, and 3.	HANDOUT: Vocabulary Handout, attached below MODELING: Start by reading the first sentence in search of something that means one word that means "got to do it," and choose "becomes necessary" right at the beginning. Then ask students to read that sentence through individually and see if they can find other words-aiming to get "requires" and "impels" up to the surface. Ask students to also tell you what is necessary, what is required, and what is impelled. PAIR WORK: One student reads a sentence out loud, and then both listen for words that fit the search requirements. Then the other reads the next sentence. SHARED WORK: For each of the four boxes, have one pair write its list on the board. Invite others to come add new terms. Then invite questions about any of the terms that others chose, and discuss. PUZZLING TERMS: Expect "political bands" and "hath shewn" and possibly "candid" to surface. Work with students to figure out clues from context, resorting to the dictionary if the group can't reason through the terms with your prompting and perhaps clues.
Additional Attachments:  Declaration Vocabulary Sheet				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
15 mins	CLOSE ANALYSIS: Ability to engage a text deeply on its own terms	SHORT CONSTRUCTED RESPONSE TO A KEY PASSAGE In 10 words or less, summarize what Jefferson says in the sentence that begins "But when a long train of abuses..."	Student work meets expectations if: <ul style="list-style-type: none"> Final student response captures important elements of Jefferson's statement. Classroom observation confirms that student did individual wrestling. 	HANDOUT: Use Declaration Summaries (attached below) sheet for this minitask and the next two. INDIVIDUAL WORK: Allow students one minute to create their first summaries TEAM WORK: Allow students five minutes to work in small teams to compare and create better summaries. Ask each team to write their summary on the board. CLASS WORK: Ask class to identify common features from several summaries. Ask "what words in the original say that," and discuss. Choose some features that only one or two groups chose, and ask them to share their evidence for that. INDIVIDUAL WORK: Ask each student to revise the summary on their own worksheet to be the best they can now create. ADDITIONAL NOTE : The "long train of abuses" sentence is a good first model because it is simpler and because it will be central to the teaching task.
Additional Attachments:  Declaration Summaries Sheet				
15 mins	CLOSE ANALYSIS: Ability to engage a text deeply on its own terms	SHORT CONSTRUCTED RESPONSE TO A SECOND PASSAGE In 10 words or less, summarize what Jefferson says in the sentence that begins "Prudence indeed shall dictate..."	Same as above	Same as above
30 mins	CLOSE ANALYSIS: Ability to engage a text deeply on its own terms	SHORT CONSTRUCTED RESPONSE TO TWO PARAGRAPHS Create summaries of 10 words or less for each of the other sentences in the opening two paragraphs	Same as above	Same as above, with five minutes for individual work and ten for work in small teams.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
30 mins	FOLLOWING A THOUGHT PROCESS: Ability to explain how each summarized sentence relates to the one before it	ORGANIZER Explain how each summarized sentence relates to the one before it	Student work meets expectations if the notes and discussions how reasonable wrestling with the questions.	HANDOUT: Use the Declaration Connection sheet. MODELING: Ask students how the last sentence ("To prove this") connects to the one before it ("The history of the present King.") PAIR WORK: Then assign students in pairs to write out how each sentence relates to the one before, starting from the bottom and working up. SHARED WORK: Start from the top and working down, mainly taking several student answers and then ask other students to provide evidence to support another student's answer. FURTHER DISCUSSION: Ask which sentence argues that sometimes revolution is NOT justified. Call attention to Jefferson's use of "indeed" sort of like saying "yes, we know folks will say that governments long established..." and "accordingly" as "and yes, they have some evidence." And then point out how strongly the next sentence launches with its "But when a long train..." That's a counterclaim being acknowledged and then rejected.
Additional Attachments:  Declaration Connections Sheet				
1 hr	FOLLOWING A THOUGHT PROCESS: Ability to explain how each summarized sentence relates to the one before it	CHECKLIST Imagine that Mr. Jefferson was creating a checklist for revolution, showing the thing he'd have to see before he'd say it was time to replace the government. First, write the list in your own words. Then, in parentheses, add the words Mr. Jefferson used himself for the same idea.	Student work meets expectations if it: <ul style="list-style-type: none"> Contains three or more appropriate items Contains an appropriate Jefferson phrase for each one 	Allow students to use all their notes and their copy of the text, but expect them to do their own writing independently on this task. After students have completed their individual versions, discuss the issue as a class.
Preparing for the Major Task				
15 mins	TASK CONNECTION: Ability to engage major task by analyzing its links to recent and earlier readings	QUICK WRITE ABOUT TEACHING TASK In a quick write, share first thoughts on what you'll need to figure out to do this teaching task	None	INDIVIDUAL WORK: After sharing the teaching task, Allow two minutes for student writing. PAIR WORK: Allow another two for discussion with a classmate. CLASS WORK: Explain the planned major steps of how the whole class will work on this task, and take a few questions.

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15 mins	ISSUE IDENTIFICATION: Ability to plan for future work based on analysis of task and further review of recent readings	LIST OF ISSUES TO FIGURE OUT Identify five things you need to figure out about the Declaration to create a good answer to the teaching task	Student work meets expectations if it identifies sound issues drawn from the Declaration	HANDOUT: Go back to the original Declaration with Definitions handout students have already used. PAIR WORK: Student partners take turn reading the grievances out loud to one another. MODELING: Read the teaching task again to the class. Use the long "He has combined with others to subject us to a jurisdiction foreign to our constitution" as your example, and identify a couple of things you'd want to understand about that one. INDIVIDUAL WORK: Students create their own list of what currently puzzles them about what colonists were upset about. TEAM WORK: Students form groups of four or five to exchange ideas, with option of improving their own entries.
Research Reading Process				
1 hr	READING FOR ANSWERS: Ability to read unfamiliar texts in search of answers to specific questions	NOTES ON SUGAR ACT, STAMP ACT, AND SONS OF LIBERTY From your readings, list British actions that disturbed the colonists. Then list WHY the colonists were disturbed, and identify your evidence.	Student work meets expectations if it: <ul style="list-style-type: none"> accurately identifies two or more British actions reasonably explains why each one disturbed the colonists identifies evidence for their claims 	HANDOUTS: Use the Action/Reaction organizer and the Coming of American Revolution site introductions to the Sugar Act, the Stamp Act, and the Sons of Liberty (or alternate readings on those issues.) MODELING: Demonstrate searching for answers, reading from the beginning until you find a British action, evidence that the colonists objected, and information about why--and show how you'd fill in the form. WHOLE CLASS PRACTICE: Have students read until they find a next British action and colonial response. Take multiple answers (so many students can contribute) and then ask for suggestions on how to show that in the organizer. PAIR WORK: Have students work in pairs and get as far as they can in the reading, identifying additional issues and filling out the organizer. CONCLUSION: Do some classroom sharing of the issues the students found. FORMATIVE ASSESSMENT: After this class, be sure to review each student's sheet. That's your best evidence of how to revise the instructions before continuing the research.
Additional Attachments:  Action Reaction Handout  The Coming of the American Revolution 1764-1776				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr	READING FOR ANSWERS: Ability to read unfamiliar texts in search of answers to specific questions	NOTES ON EVENTS FROM TOWNSHEND ACTS TO COMMITTEES OF CORRESPONDENCE From your readings, list British actions that disturbed the colonists. Then list WHY the colonists were disturbed, and identify your evidence.	Student notes meet expectations if they: <ul style="list-style-type: none"> accurately identify three or more British actions reasonably explain of why each one disturbed the colonists identify evidence for their claims 	HANDOUTS: new copies of the organizer, readings on the Townshend Acts, non-consumption/non-importation, the Boston Massacre, and the Committees of Correspondence. CLARIFICATIONS: Based on review of first work, clarify what students should to meet expectations. PAIR WORK 1: Give students about 20 minutes to study. SHARING: Pause to share ideas and to check for vocabulary issues. PAIR WORK 2: Give students another 20 minutes to study. SHARING: Share ideas again.
1 hr	READING FOR ANSWERS: Ability to read unfamiliar texts in search of answers to specific questions	NOTES ON EVENTS FROM TEA PARTY TO WASHINGTON TAKING COMMAND From your readings, list British actions that disturbed the colonists. Then list WHY the colonists were disturbed, and identify your evidence.	Student notes meet expectations if they: <ul style="list-style-type: none"> accurately identify three or more British actions reasonably explain of why each one disturbed the colonists identify evidence for their claims 	HANDOUTS: Fresh organizers, and readings on Boston Tea Party, Coercive Acts, First Continental Congress, Lexington & Concord, Second Continental Congress, Bunker Hill, and Washington taking Command. JIGSAW: Give each group of four a set of the seven readings, with each member responsible for doing one or two of the pieces and reporting out to the others. Allow 20 minutes for individual reading and note taking, and 20 minutes for each group to hear reports. REVISIONS FOR GRADE: Give students the remaining time to improve their organizers and turn them in for grading.
Not provided	SPECIALIZED VOCABULARY: Ability to make sense of names and terms that are central within a particular topic	LIST OF DIFFICULT TERMS Identify difficult terms in the text you're reading	Student work meets expectations if students: <ul style="list-style-type: none"> openly share what's puzzling try to figure out words from context and cognates use dictionary efficiently to contribute to class list 	Partway through each mini-task above, pause and ask students to tell you the words that are puzzling in what they've read. List them on the board. Choose some that are accessible, model puzzling through one, coach students through puzzling through others. Then divide up dictionary research on other words, with each pair responsible for finding one word, choosing the definition that fits best, and adding it on the board.
Speaking and Listening to Develop Thinking				
20 mins	SELECTION OF MAJOR POINTS: Ability to identify potential central ideas in a body of gathered information	LIST OF ISSUES Identify three to five issues that seem central to the main topic. (For this task, major events that were given as reasons the colonies needed independence.)	Student work meets expectations if it creates a list clearly drawn from notes	Students <ul style="list-style-type: none"> review their notes and create individual lists. refine their lists in pairs. share pair lists with the class. vote on four issues for further discussion.

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40 mins	EVALUATION OF NOTES: For your assigned topic and role, identify the best information from your notes	LIST OF INFORMATION ON ISSUE For your assigned topic and role, identify the best information from your notes	Student work meets expectations if it creates a list clearly drawn from notes	Group students to work on each agreed issue. Let each group divide up three roles: <i>reporters</i> who will ask questions, <i>patriots</i> who can say why the event is bad, and <i>loyalists</i> who can say why it isn't really that bad, Encourage students to research their own notes, then share what they each might say with their group and discuss how to put on a good show.
1 hr	SPOKEN PRESENTATION: Ability to take on a position from history and support it in discussion	NOTES ON ROLE-PLAYING INTERVIEWS As you listen to each interview, note the points that are most helpful for the teaching task	Student notes meet expectations if they reflect thought gleaned from the discussion	Allow each of the four groups a maximum of eight minutes, with warning at six if all participants have not yet engaged. Allow student audience to ask a few questions. Pause for students to take notes on that interview before moving to the next one.
30 mins	INFORMED CLOSE READING: Ability to draw new insight from a text in light of understanding from related research	NOTES ON REVISED UNDERSTANDING When you re-read the "facts presented to a candid world," what do you understand now that you didn't before?	Student work meets expectations if it notes at least four areas of improved understanding	Start with a scavenger hunt, where pairs read through the grievances and note which ones they can now explain something about. It is completely fine that they can't explain them all: there's lots more history for them to study in later life. Have students write their notes on new understanding after that.
30 mins	INFORMED CLOSE READING: Ability to draw new insight from a text in light of understanding from related research	NOTES ON REVISED UNDERSTANDING When you re-read the opening two paragraphs, what do you understand now that you didn't before?	Student notes meet expectations if they identify at least two areas of improved understanding	Applaud students for the depth they've added, and affirm that the process they've completed since their first look at the text is an example of what hard but important texts can require.
Writing Process				
30 mins	CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task	SORTED LIST Decide how you will sort the major grievances into three or four categories, so that you can create a paragraph for each major kind.	Student work meets expectations if: <ul style="list-style-type: none"> Three or four categories are shown Each has multiple items in it 	INDIVIDUAL WORK: Allow five minutes for students to work without notes, and five more to work with their notes. PAIR WORK: Have students compare categories and discuss each other's approaches. INDIVIDUAL WORK: Allow another five minutes for revision. ADDED TEACHER COMMENT: Suggest that students start on the next mini-task using their current sorting, but feel free to change it around later if they see good reason. Fluent writers often do that.

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PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr	CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task	PARAGRAPH After reviewing the main teaching task again, create a first draft of your opening paragraph	Student work meets expectations if it: <ul style="list-style-type: none"> Includes concept from Declaration Includes a starting indication of the kinds of grievances colonists identified Begins to connect the two in a reasonable way (there's time for improvement as the work develops) 	PAIR WORK: Have students study the prompt anew and generate ideas of what needs to be in a good opening paragraph. CLASS WORK: Ask for a single thought from each group, noting them on the board, and then for additional thoughts to fill out the list. Discuss function of an opening paragraph, building the idea that the opening should set up the big ideas that will appear later--both from the Declaration and the grievances. INDIVIDUAL WORK: Have students actually write opening paragraphs and collect them for overnight review and feedback.
1 hr	DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure	FIRST DRAFT ESSAY Write an initial draft that starts from your opening paragraph and adds a paragraph for each of your reasons. Be sure to refer to things from your notes that support your case.	Student work meets expectations if it: <ul style="list-style-type: none"> Provides first draft with all parts. Supports the opening in the later sections with some evidence. 	Encourage students to re-read teaching task partway through writing, to check that they are on track. Require individual writing, but allow one stretch break where they walk across the room and talk to another student about how the work is going.
1 hr	ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.	SECOND DRAFT Revise your draft to strengthen how you use sources and give credit where it is due.	Student work meets expectations if it: <ul style="list-style-type: none"> Adds additional evidence from sources. Marks quotations Uses approximate citation for both quotes and restated ideas. 	CLASS DISCUSSION: Discuss respect for the work others did to assemble evidence and create texts. Discuss need to root their own arguments in sources other people can find and check out. DEMONSTRATION: Provide illustrations of the citation system you want students to apply PAIR WORK: Assign students to work together on citations for their first body paragraphs and then conduct brief discussion of anything puzzling. INDIVIDUAL WORK: Have students do the rest of their citation work individually.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
30 mins	TESTING THE ARGUMENT: Ability to evaluate the connection between controlling idea and supporting evidence within a draft (both one's own and those created by others)	NOTES ON A CLASSMATE'S ESSAY Advise a partner on how to improve his or her draft	Student work meets expectations if it: <ul style="list-style-type: none"> • Responds to substance of the draft • Uses some language from rubric 	Give students a copy of the "Meets Expectations" column of the rubric for the task. Have each student read a classmate's draft and give that classmate at least two ideas of what's on track and at least two ideas of what can still be improved to "meet expectations." More notes are better, but two and two are the minimum.
30 mins	COMPLETING THE ARGUMENT: Ability to revise and improve one's argument in light of review	THIRD DRAFT Using the feedback you received, revise your draft and get it ready to turn in.	Student work meets expectations if it: <ul style="list-style-type: none"> • Reflects revisions that use the feedback. • Reflects some proofreading improvements. 	Have students start by discussing what they still need to do with a classmate.

Instructional Resources

No resources specified

Section 4: What Results?


Student Work Samples

No resources specified

Teacher Reflection

Not provided

All Attachments

 **Declaration with Definitions (this version has been set up to support the instruction below) :**
<https://s ldc.org/u/23s5h7ueyh9ue8by9o1vf38zf>