

PATHWAY

3

Curriculum | Instruction | Assessment | Resource



Exploring Deeper

# CONTENT

## Pathway Three: Exploring Deeper

Instructional Components	7
Yearly Sequence	11
Read Aloud	19
Word Study	29
Independent Reading	91
Core Reading and Writing Integration	111

# Instructional Components

Grade 6 - High School

## Read Aloud

listening to reading

**A text is read aloud for the purposes of allowing students to:**

- ▶ form opinions
- ▶ apply comprehension strategies
- ▶ express and honor other's perspectives
- ▶ appreciate written works

## Word Study

study of the language

**Language is studied for the purposes of explicitly understanding:**

- ▶ how word parts work together to create meaning
- ▶ how words work together to create meaning
- ▶ how language structure creates meaning

## Core Reading

learning to read  
reading to learn

**The reading process requires:**

- ▶ explicit instruction using modeling and demonstration
- ▶ shared learning between students
- ▶ support through scaffolding
- ▶ instructional level texts

**Self-selecting texts and silent reading:**

- ▶ provides authentic reading experiences
- ▶ strengthens previous learning
- ▶ increases schema
- ▶ builds fluency and vocabulary

## Independent Reading

choosing to read

## Core Writing

creating  
composing

**Writing to compose requires:**

- ▶ explicit instruction using modeling and mentor texts
- ▶ shared learning using student/student, student/teacher conferences
- ▶ application of the writing process
- ▶ support through scaffolding

# PATHWAY 3

## Exploring Deeper

### Lesson Framework - Argumentative

**TEXT SELECTION:** Select an argumentative text that includes multiple types of evidence (statistics, facts, quotations, testimonials, example, etc.).

#### Step 1: Comprehension Routine 6.2B, 6.5ABCDEFGHI, 6.6BCDG, 6.8E(f) (claim)

Brain in the Game Before Reading	Use the Tools Before, During, and/or After Reading	Response After Reading
<p>Students understand the demands of genre.</p> 	<p>Students explore words from the text.</p> 	<p>Students identify the claim in argumentative text.</p>
<p>Students know the purpose for their reading.</p>	<p>Students use the Tools to Know to support comprehension.</p>	<p>Students identify the claim in argumentative text.</p>
<p><b>Purpose:</b> Readers identify how authors support their beliefs with evidence.</p> 	<p>During Reading Just the Facts</p> 	<p><b>Student Prompt:</b> What is the claim? Support your response with at least one piece of evidence from the text.</p> <p><b>Note:</b> This is an appropriate opportunity to check for understanding.</p>

# PATHWAY 3

## Making Meaning


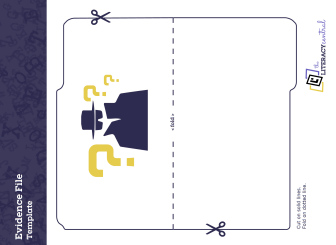
### Lesson Framework - Argumentative Text

#### STEP 2: Types of Evidence

**Important Academic Language for Alignment** argumentative evidence

**TEKS: Student Expectations**

- 6.8E Analyze characteristics and structures of argumentative texts.
- 6.8Eiii Identify the intended audience or reader (R).
- 6.9A Explain the author's purpose...within a text (R).
- 6.8Eii Explaining how the author uses various types of evidence to support the argument (R).

Getting Started	Almost There	Made It	Mastered It
<p>Students identify topic, author's purpose, and claim.</p>  <p><b>Claim It</b></p> <p><b>Note:</b> The student question prompt is provided at the bottom of the Claim It handout.</p>	<p>Students identify fact and opinion in a text.</p> <p>F Yj jglh&gt; i gh h Y : UVtg # 1</p> <ol style="list-style-type: none"> <li>1. Organize students into groups of two.</li> <li>2. Students revisit their completed Just the Facts and cut the cards apart.</li> <li>3. Students identify each piece of information as a fact or opinion.</li> <li>4. Students record fact or opinion on the back of the card.</li> <li>5. Students share, compare, and justify.</li> </ol>	<p>Students identify types of evidence in isolation.</p>  <p>9j JXYbW' Files</p> <p><b>Ask Students:</b> What type of evidence do you see most often in your reading?</p>	<p>Students identify types of evidence in written text.</p> <ol style="list-style-type: none"> <li>1. Organize students into groups of four.</li> <li>2. Students place all of their Just the Fact cards on the table.</li> <li>3. As a group, students sort the cards into types of evidence.</li> <li>4. Students share, compare, and justify.</li> </ol> <p><b>Ask Students:</b> What types of evidence (Just the Fact) were opinions and facts? How do you think that impacts the reader? <b>Note:</b> Use the Types of Evidence Cheat Sheet to support the categorization.</p>

# Wordcycle

## Procedures

- 1 Organize students into groups of two to three.
- 2 Provide each group a Wordcycle handout and four words from the text.
- 3 Students choose a starting circle and record one word in the circle.
- 4 A second word is selected and added to the Wordcycle handout. The word must be recorded in a circle next to the previously recorded circle.
- 5 Students determine a relationship or connection between the two recorded words. The relationship or connection is recorded outside the circle.
- 6 Students continue adding a word noting a relationship/connection to the previously recorded word.
- 7 Once the Wordcycle is complete, students write a topic/concept in the middle of the page.

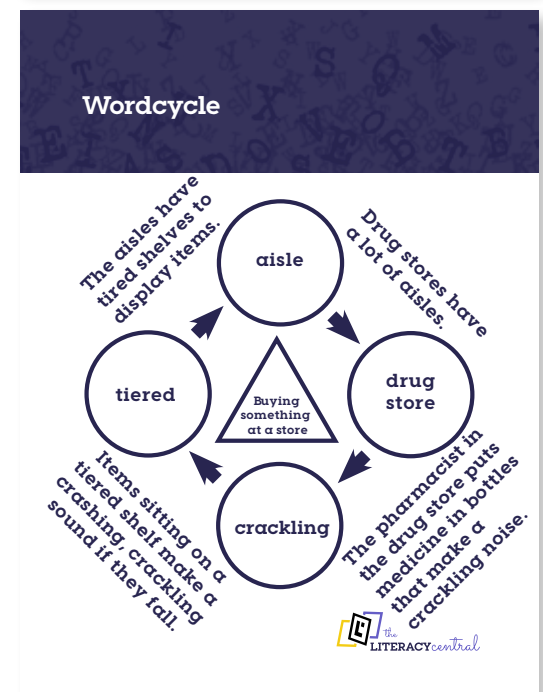
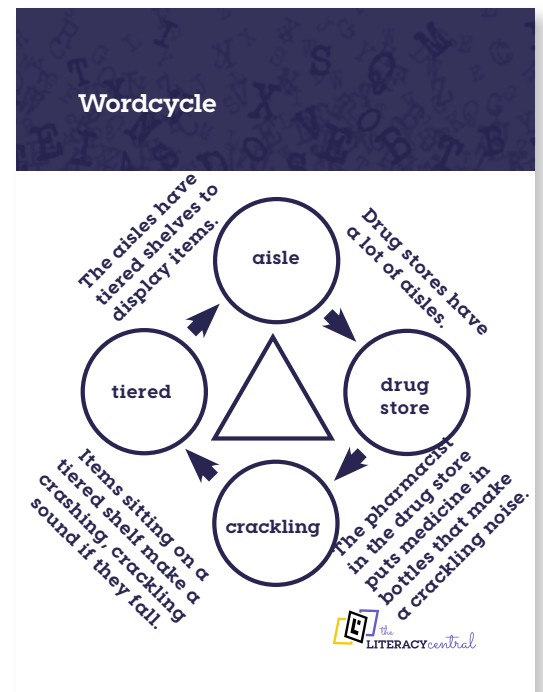
**Note:** Some relationships/connections may require a force fit!

## Steps 3-6:

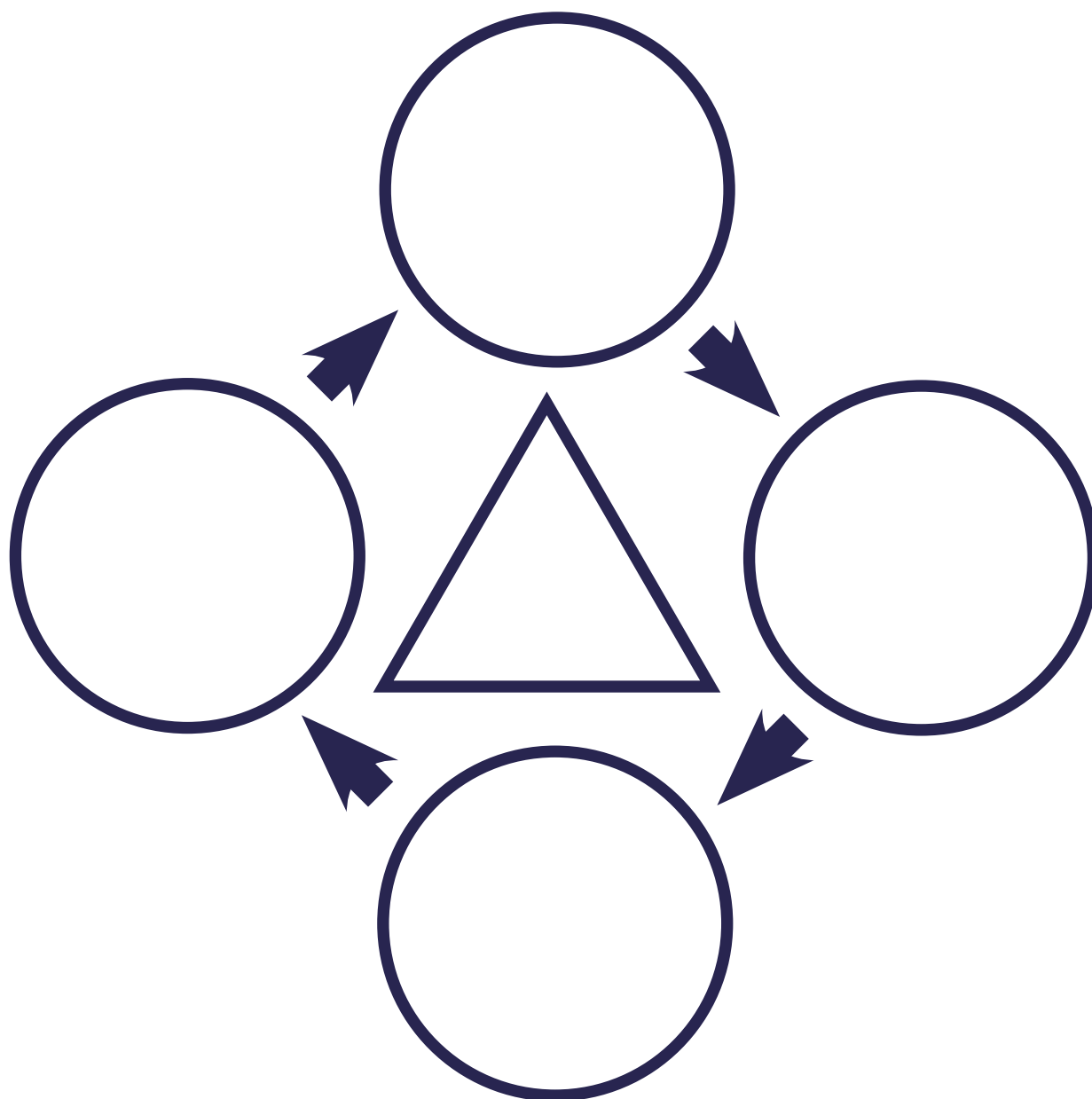
### Word List:

aisle  
crackling  
drug store  
tiered

## Step 7:



# Wordcycle



# Just the Facts

from lead4ward Comprehension Kit

supports the differentiation between details and inferences and the understanding that all details are created equal

## Procedures

- 1 After reading, students work with a partner to record details from the text using the Just the Facts handout. The information selected are placed in the agreed upon category (near left).
- 2 The students share, compare, and justify with another group of students.
- 3 Provide two random categories (right).
- 4 With their partner, students create an inference combining the information from the two provided categories (bottom).
- 5 Students share, compare, and justify with the whole class.

**just the facts**

really COOL Changing a mind set changes everything!	new Society's level of happiness impacts the quality of our economy and politics.	I will USE this State of mind changes everything.
made me THINK A sense of entitlement is a form of greed.	very IMPORTANT Being overly concerned about what you own can lead to a sense of entitlement.	something to REMEMBER Follow your heart.

the LITERACYcentral [theliteracycentral.com](http://theliteracycentral.com)

**just the facts**

really COOL Changing a mind set changes everything!	new Society's level of happiness impacts the quality of our economy and politics.	I will USE this State of mind changes everything.
made me THINK A sense of entitlement is a form of greed.	very IMPORTANT Being overly concerned about what you own can lead to a sense of entitlement.	something to REMEMBER Follow your heart.

the LITERACYcentral [theliteracycentral.com](http://theliteracycentral.com)

**just the facts**

really COOL Changing a mind set changes everything!	new Society's level of happiness impacts the quality of our economy and politics.	I will USE this State of mind changes everything.
made me THINK A sense of entitlement is a form of greed.	very IMPORTANT Being overly concerned about what you own can lead to a sense of entitlement.	something to REMEMBER Follow your heart.

the LITERACYcentral [theliteracycentral.com](http://theliteracycentral.com)

Being true to yourself makes you happier.



just the

# facts




[theliteracycentral.com](https://theliteracycentral.com)

# Claim It

## Type of Text

- Political advertisement
- Speech
- Article
- Blog
- Essay
- Letter
- Other

## Topic

## Argumentative Purpose

- Examine, evaluate, judge ideas.
- Defend an idea, take a stand.
- Settle dispute, propose a solution.
- Seek common ground.

## Author's Purpose

## Author's Claim

## Argumentative Learning

- Examine other's ideas.
- Think critically.
- Discover truths.
- Judge investigative methods.

## Your Thoughts

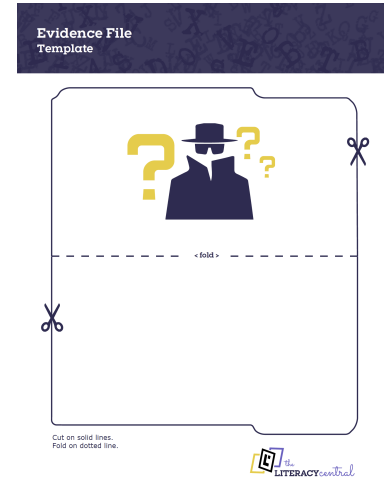
Explain your thoughts about the author's claim. What experiences influenced your thoughts?

# Evidence Files

## Procedures

- 1 Create a set of Evidence Files for each group of students.
- 2 Organize students into groups of two or three.
- 3 Provide each group a set of Evidence Files and sticky notes.
- 4 Each group examines the information inside the Evidence File (one at a time) and identifies the types of evidence presented. Using a sticky note, students record the number and the type of evidence and place the sticky note inside the Evidence File.
- 5 Students create a claim that could be supported with the evidence. Students write the claim on a sticky note and place the sticky note on the front of the Evidence File.
- 6 Students groups exchange Evidence Files to share, compare, and justify.

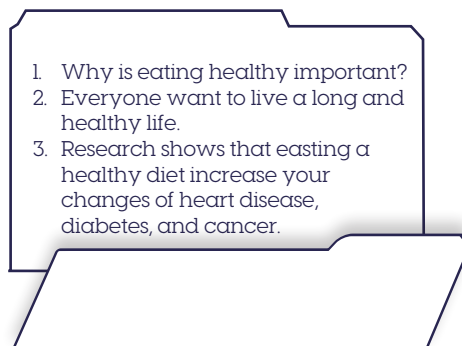
## Step 1:



## Step 1:



## Step 4:



## Step 4:



# Evidence File Template



< fold >



Cut on solid lines.  
Fold on dotted line.

# Evidence File

## #1

1. Expert Blaire Lent (an experienced middle school educator) shared how cell-phone challenges affected her school and what they tried in lieu of banning phones: "Our school recently spent a "phone-free week", During the week it was observed that students were on task, more engaged, and more likely to contribute to class discussions.
2. It's generally easier to increase cell-phone usage and relax rules than to dial back extensive use. This may be worth considering as schools navigate the challenges associated with cell phone use.

# Lesson Framework -Argumentative introduction, body, conclusion







## Writing Process

6.10A, 6.10BiiCDi, 6.10DivDviiiDviii

### TEKS

- 6.10Bi Organize with purposeful structure, including an introduction...coherence within and across paragraphs, and a conclusion (R).
- 6.Bii Develop an engaging idea reflecting depth of thought with specific facts, details, and examples (R).
- 6.11C Compose multi-paragraph argumentative texts using genre characteristics and craft (R).

**Note:** This draft will be developed throughout the Lesson Framework. This lesson cluster serves as a review, new learning, and solidify writing with design.

Experience It	Learn It (revision)	Learn It (revision)	Learn It (revision)
<p>Students generate an idea for an argumentative text.</p>  <p>Students complete the Topic/Claim section.</p>	<p>Students prewrite, research, and write an argumentative text.</p>  <p>Students complete Claim It as a prewrite strategy.</p>	<p>Students revise a draft to ensure a connected introduction, body, and conclusion.</p>  <p>Think, Share, Respond</p>	<p>Students revise to ensure a clear claim and relevant evidence.</p> <ol style="list-style-type: none"> <li>1. Provide students a blank Claim It handout.</li> <li>2. Students exchange drafts.</li> <li>3. Using their classmates draft, students complete the blank handout adding notes if appropriate.</li> <li>4. Students return the draft and the completed Claim It to the writer.</li> <li>5. Students read the returned Claim It and make revisions (if needed).</li> </ol>
<p>Students generate an idea for an argumentative text.</p>  <p>Students complete the Topic/Claim section.</p> <p><b>Note:</b> A suggested topic list is provided. <b>Action:</b> Allow students to use their previous Idea cards (if needed).</p>	<p>Students prewrite, research, and write an argumentative text.</p>  <p>Students complete Claim It as a prewrite strategy.</p> <p><b>Note:</b> Allow students time and resources to gather evidence for their claim.</p>	<p>Students revise a draft to ensure a connected introduction, body, and conclusion.</p>  <p>Think, Share, Respond</p> <p><b>Note:</b> Writing engaging introductions will be addressed in Pathway Four-word choice and engagement.</p>	<p>Students revise to ensure a clear claim and relevant evidence.</p> <ol style="list-style-type: none"> <li>1. Provide students a blank Claim It handout.</li> <li>2. Students exchange drafts.</li> <li>3. Using their classmates draft, students complete the blank handout adding notes if appropriate.</li> <li>4. Students return the draft and the completed Claim It to the writer.</li> <li>5. Students read the returned Claim It and make revisions (if needed).</li> </ol>

# Lesson Framework - Argumentative evidence

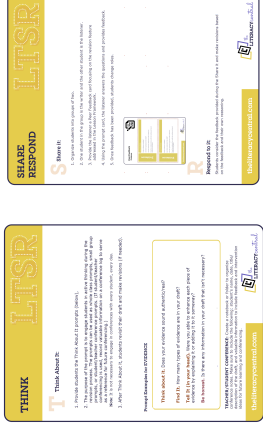
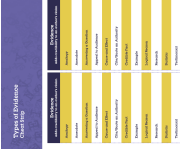
## Writing Process

6.10A, 6.10BiiCDj, 6.10DivDviiiDviii

### TEKS

- 6.10B Organize with purposeful structure, including an introduction...coherence within and across paragraphs, and a conclusion (R)
- 6.11C Compose multi-paragraph argumentative texts using genre characteristics and craft (R).

**Note:** This draft will be developed throughout the Lesson Framework.

Experience It	Learn It (revision)	Learn It (revision)	Learn It (revision)
Students practice combining evidence into structured writing.	Students revise their draft for clarity and development of evidence.	Students revise a draft to ensure their evidence is developed.	Students revisit their drafts to identify types of evidence.
Present a claim and three to four pieces of evidence. Model for students how to chunk the evidence making sure to respond by telling why the evidence is important, how it supports the claim, the writer's interpretation, etc.	Students revisit their draft to chunk their evidence and respond to each piece of evidence. Provide sticky notes if more room is needed on the draft.	Think, Share, Respond	Evidence Type Cheat Strip
<b>Note:</b> Ask students to volunteer their claim and evidence for the modeling.	<b>Actions:</b> Organize student into groups of three. Each student shares their best evidence and response.		 <p>Student exchange drafts. Using the Evidence Type Cheat Strip (if needed), students identify the types of evidence in the draft, record the type on a sticky note, and place the sticky note next to the identified evidence. When complete, students return the draft and the writer checks the answers.</p>

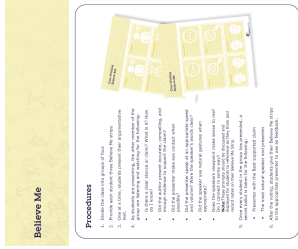

# Lesson Framework - Argumentative edit, publish, presentation

**Writing Process**  
6.10A, 6.10BiiCDi, 6.10DivDviiiDviii

**Note:** This draft will be developed throughout the Lesson Framework.

**TEKS**

6.1C Give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions to communicate ideas effectively.  
6.10D Edit drafts using the standard English conventions (R).

Experience It	Learn It (editing)	Apply It	Connect It
Students review editing resources.	Students edit their own and others' drafts..	Students publish and present their writing.	To be determined by campus and/or district.
Students review their completed Three Commonalities or editing checklist. <b>Note:</b> This provides an opportunity to practice editing multiple choice items as a review.	Pass the Draft 	Believe Me 	
<b>Ask Students:</b> What convention is most challenging for you?	<b>Note:</b> Make sure to call one convention at a time.	<b>Note:</b> Provide students time and opportunities to practice and perfect their presentations.	



# Possible Topics for Argumentative Writing

**Choose a side. Make a claim. Write!**

1. Are video games unhealthy?
2. Is homework necessary?
3. Should cell phone use be allowed in class?
4. Is social media bad for kids?
5. Should we have physical education (P.E.) at school everyday?
6. Does reality TV depict real life?
7. Should Internet access be free to everyone?
8. Should all families have a pet?
9. Should students be graded on their handwriting?
10. Does playing video games make you smarter?
11. Should grades be abolished?
12. Should students be able to bring their pet to school?
13. Do middle school students need recess?
14. Should football be played at school?
15. Should schools offer more electives?



# Claim It for Writing

Use this organizer to brainstorm for your argumentative writing.

## Author's Purpose

to get the reader/listener to acknowledge that your claim is valid and deserves consideration

## Topic/Claim

## Introduction

## Body

## Evidence (List 3-5)

## Conclusion

## Your Thoughts

Why did you select this topic for your argumentative writing?

# THINK

# LTSR



## Think About It

1. Provide students the Think About It prompts (below),
  2. The purpose of the prompt is to engage students in active thinking during the revision process. The prompts can be used as whole class prompts, small group prompts, or student/teacher conference prompts. (If student/teacher conferencing is used, record valuable information on a conference log to serve as a reference for future conferencing.)
- Note:** It is not necessary to engage in conferences with every student, every day.
3. After Think About it, students revisit their draft and make revisions (if needed).

### Prompt Examples for INTRODUCTION, BODY, CONCLUSION

**Think about it.** Does your writing flow/sound the way you intended?

**Find it.** Where is the beginning? Where is the middle? Where is the end?

**Tell it (in your head).** How did you introduce and conclude your writing?

**Be honest.** Does your introduction and conclusion connect?

**TEACHER/STUDENT CONFERENCE:** Create a notebook or folder to organize conference notes. Make sure to include the following: student's name, date, title/description of the draft, and valuable information to include feedback and intervention ideas for future learning and conferencing.

# SHARE RESPOND

# L T S R

## S Share it

1. Organize student into groups of two.
2. One student in the group is the writer, and the other student is the listener.
3. Provide the listener a Peer Feedback card focusing on the revision feature addressed in the Lesson Framework.
4. Using the prompts, the listener answers the questions and provides feedback.
5. Once the feedback has been provided, students change roles.

**Peer Feedback**  
Introduction, Body, Conclusion

coherent, purposeful, focused, and organized

**Introduction**  
Does the writing flow?  
Is your claim clear and strong?  
How is the writing introduced?

**Body**  
Does the conclusion signal the end of the writing?  
Does the evidence support your claim?  
Is the evidence factual and interesting?

**Conclusion**

coherent, purposeful, focused, and organized

**Introduction**  
Does the writing flow?  
Is your claim clear and strong?  
How is the writing introduced?

**Body**  
Does the conclusion signal the end of the writing?  
Does the evidence support your claim?  
Is the evidence factual and interesting?

**Conclusion**

theliteracycentral.com

## R Respond to it

Students consider the feedback provided during the Share it and make revisions based on the feedback and their own reasoning.

# Peer Feedback

## Introduction, Body, Conclusion



Introduction  
Body  
Conclusion

**coherent, purposeful, focused, and organized**

- Does the writing flow?
- Is your claim clear and strong?
- How is the writing introduced?
- Does the conclusion signal the end of the writing?
- Does the evidence support your claim?
- Is the evidence factual and interesting?

Introduction  
Body  
Conclusion

**coherent, purposeful, focused, and organized**

- Does the writing flow?
- Is your claim clear and strong?
- How is the writing introduced?
- Does the conclusion signal the end of the writing?
- Does the evidence support your claim?
- Is the evidence factual and interesting?

# THINK

# LTSR



## Think About It

1. Provide students the Think About It prompts (below),
2. The purpose of the prompt is to engage students in active thinking during the revision process. The prompts can be used as whole class prompts, small group prompts, or student/teacher conference prompts. (If student/teacher conferencing is used, record valuable information on a conference log to serve as a reference for future conferencing.)  
**Note:** It is not necessary to engage in conferences with every student, every day.
3. After Think About it, students revisit their draft and make revisions (if needed).

### Prompt Examples for EVIDENCE

**Think about it.** Does your evidence sound authentic/real?

**Find it.** How many types of evidence are in your draft?

**Tell it (in your head).** Were you able to enhance each piece of evidence by explaining it or adding it to it some way?

**Be honest.** Is there any information in your draft that isn't necessary?

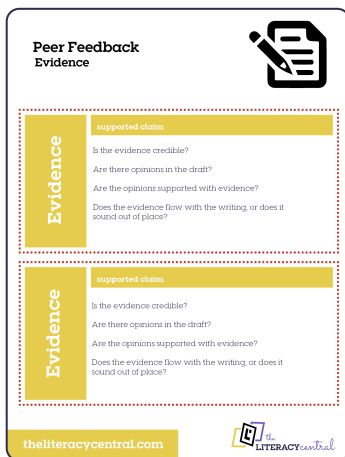
**TEACHER/STUDENT CONFERENCE:** Create a notebook or folder to organize conference notes. Make sure to include the following: student's name, date, title/description of the draft, and valuable information to include feedback and intervention ideas for future learning and conferencing.

# SHARE RESPOND

# L T S R

## S Share it

1. Organize students into groups of two.
2. One student in the group is the writer, and the other student is the listener.
3. Provide the listener a Peer Feedback card focusing on the revision feature addressed in the Lesson Framework.
4. Using the prompts, the listener answers the questions and provides feedback.
5. Once feedback has been provided, students change roles.



The image shows a template for a 'Peer Feedback Evidence' card. It features a title 'Peer Feedback Evidence' and an icon of a notepad with a pencil. The card is divided into two identical sections, each with a vertical 'Evidence' label on the left. Each section contains a 'supported claim' box followed by four questions: 'Is the evidence credible?', 'Are there opinions in the draft?', 'Are the opinions supported with evidence?', and 'Does the evidence flow with the writing, or does it sound out of place?'. At the bottom, there is a footer with the website 'theliteracycentral.com' and the logo for 'the LITERACYcentral'.

## R

### Respond to it:

Students consider the feedback provided during the Share it and make revisions based on the feedback and their own reasoning.

# Peer Feedback Evidence



## Evidence

### supported claim

Is the evidence credible?

Are there opinions in the draft?

Are the opinions supported with evidence?

Does the evidence flow with the writing, or does it sound out of place?

## Evidence

### supported claim

Is the evidence credible?

Are there opinions in the draft?

Are the opinions supported with evidence?

Does the evidence flow with the writing, or does it sound out of place?



# Types of Evidence

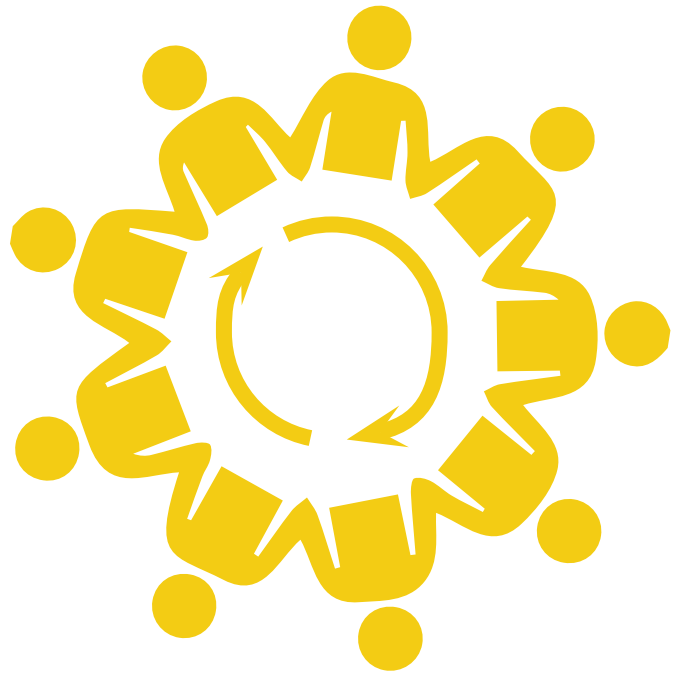
## Cheat Strip

<b>Evidence</b> adds credibility to an author's claim	<b>Evidence</b> adds credibility to an author's claim
<b>Analogy</b>	<b>Analogy</b>
<b>Anecdote</b>	<b>Anecdote</b>
<b>Answering a Question</b>	<b>Answering a Question</b>
<b>Appeal to Audience</b>	<b>Appeal to Audience</b>
<b>Cause and Effect</b>	<b>Cause and Effect</b>
<b>Cite/Quote an Authority</b>	<b>Cite/Quote an Authority</b>
<b>Credible Fact</b>	<b>Credible Fact</b>
<b>Example</b>	<b>Example</b>
<b>Logical Reason</b>	<b>Logical Reason</b>
<b>Research</b>	<b>Research</b>
<b>Statistic</b>	<b>Statistic</b>
<b>Testimonial</b>	<b>Testimonial</b>

# Pass the Draft Procedures

## Procedures

1. Organize students into groups of four to six. Each student brings their draft to the group.
2. Students pass their draft to the person on their right.
3. Call out a convention on the completed Three Commonalities or editing checklist.
4. Students edit the draft for the one convention and pass the draft to the person on their right.
5. Continue this process for as long as time allows.
6. When finished, students gather their drafts and note/make changes to their draft (if needed).



# Believe Me

## Procedures

1. Divide the class into groups of four.
  2. Provide each student three Believe Me strips.
  3. One at a time, students present their argumentative text.
  4. As students are presenting, the other member of the group are listening and watching for the following:
    - Is there a clear stance or claim? What is it? How do I know?
    - Did the author present accurate, compelling, and enough evidence to support the claim?
    - Did the presenter make eye contact when possible?
    - Did the presenter speak at an appropriate speed and volume? Were the speaker's words clear?
    - Did the speaker use natural gestures when appropriate?
    - Does the speakers viewpoint make sense to me? Do I connect in some way?
- Note:** These prompts should be discussed and displayed for students to reference as they think and record notes on their Believe Me Strip.
5. Once every student in the group has presented, a secret ballot is taken for the following:
    - Presenter with the Best supported claim
    - The most natural speaker and presenter
  6. After the voting, students give their Believe Me strips to the appropriate presenter to use as feedback.



# Believe Me Strip

Stance/Claim



Stance/Claim



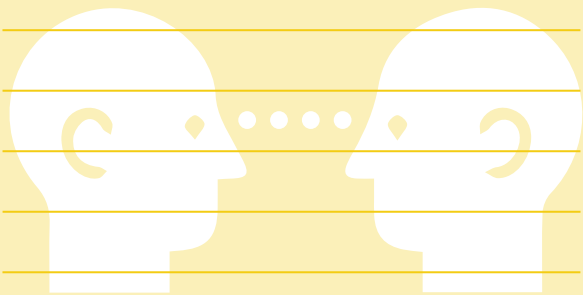
Evidence



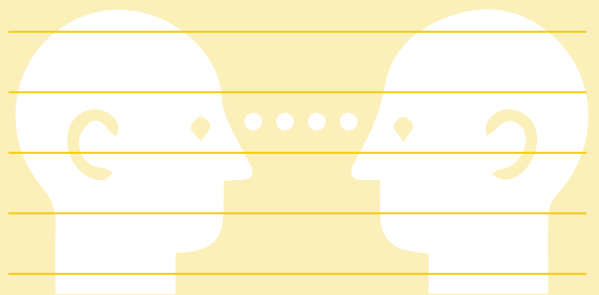
Evidence



Eye Contact



Eye Contact



# Believe Me Cards

Speaking



Speaking



Natural Gestures



Natural Gestures



Do I see the speaker's point?

---

---

---

---

---

Do I see the speaker's point?

---

---

---

---

---

# Writing

## Application for Coherence, Purpose, Focus/Evidence, Structure, and Conventions

### WRITING RUBRIC

	Mastered It	Made It	Almost There	Getting Started	NOTES:
Coherence	Introduction, body, and conclusion are connected	Easy to follow	Difficult to follow	Confusing	
Purpose	Clear and concise claim	Obvious claim	Unclear claim (attempted)	Claim not recognized	
Focus/Evidence	All evidence supports claim	Most evidence supports claim	Claim is not supported	Claim and/or evidence is random	
Structure	Creative organization/structure	Multiple types of evidence support overall organization/structure	Organization/structure is disconnected	Incomplete or random	

### CONVENTIONS RUBRIC

	Mastered It	Made It	Almost There	Getting Started	NOTES:
Correct sentence structure.	Consistent	Adequate	Partial	Not evident	
Capitalization	Consistent	Adequate	Partial	Not evident	
Punctuation	Consistent	Adequate	Partial	Not evident	
Grammar	Consistent	Adequate	Partial	Not evident	
Spelling	Consistent	Adequate	Partial	Not evident	