**Strategy Lesson RI.6.8**

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.

**Reading An Argument.**

Students can use questioning to analyze an argument.

The following are some examples of the types of questions a teacher may ask

while modeling the process of reading through an argument.

(Students can record the following on sticky notes or on a graphic organizer).

1. Before You Read

What does the title suggest?

Who is the author and what are his or her qualifications?

What is the date of the publication?

What do I already know about the issue?

2. While You Read

Read once for an initial impression.

Read the argument several times.

Annotate as you read. (See below)

Highlight key terms.

Is there enough of the right kind of evidence to support the claim?

**Annotating a Text.**

Annotation is one of several cognitive literacy strategies

that are used to help students recognize structure, analyze ideas, derive

meaning, and communicate understandings. When students annotate texts

they are recognizing the ways authors make arguments and provide

supporting evidence or details for those arguments. Annotation is a

structured way to “mark up” text so that it is more manageable. Students use

annotation to highlight important information like main ideas (argument or

claim), supporting ideas (evidence), key content vocabulary words, definitions,

and transitions within the text. (Conley, 2008; Pressley, 2006)

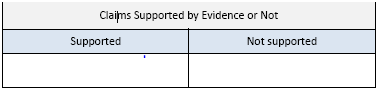
**Fact with Evidence or Not**.

After reading a selected text, have students

create a table listing claims supported with evidence from the text on one

side and claims not supported with evidence from the text on the other side.

Use classroom observations to determine mastery.



After identifying claims supported with evidence from the text, ask students

to identify and list the specific text that supports the claims made in the text**.**

**Progression Note.** A key progression in the writing standards is the need for

students to show competency in supporting claim(s) with clear reasons and

relevant evidence, using credible sources and demonstrating an

understanding of the topic or text (W.6.1b).

**References:**

Conley, M. (2008). Cognitive strategy instruction for adolescents: What we know about the promise, what we don’t know about the potential. *Harvard*

*Educational Review*, *78*(1) 84–108.

Pressley, M. (2006). *Reading instruction that works: The case for balanced instruction*. New York: Guilford.