

# Those Shoes

## by Maribeth Boelts

**Title Of Text:** *Those Shoes* by Maribeth Boelts  
**Writing Type:** Opinion/ Argument W.1.1  
**Central Idea:** Students will understand that: an opinion is supported by accurate evidence.  
**FOCUSING QUESTION:** Should Jeremy buy the shoes?

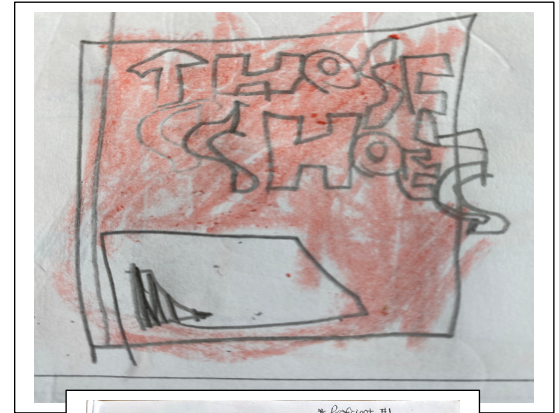
**POSSIBLE FOCUS STATEMENTS:**

- Jeremy should buy the shoes.
- Jeremy should *not* buy the shoes.

**Test Drive:** *The test drive is a tool to help you, the teacher, see if this piece of writing will work, and to see what it might look like.*

**TEACHERS AT WORK:**

*My desk was a mess of papers, books, pencils, good erasers and strong coffee. Writing a test drive yourself, that will never be seen by students, is a step I find hard. I know how to write, why do I have to write a test drive? Experience has shown me that my test drives tend to include advanced sentence structures, vocabulary an adult would use, and a tendency to be a bit verbose. How might I help myself retain high expectations while considering the realistic abilities of a first grader? With both the benchmark and a blank piece of student writing paper (for an extra reminder) I read and re-read **Cats are Easy** then started to compose. (see my test drive below)*



<b>Does my test drive reasonably match the proficient Grade 1 Benchmark?</b>	
Cats are Easy (Proficient Benchmark)	I Want Those Shoes (Test Drive)
<p>I don't have a pet but I think a cat is best. A cat I best. A cat is snuggly and you can pick it up. They also can take care of there self. They also even take there self for a walk. They even take there self to the litter box.</p> <p>Cats are best for us because we don't have time for a dog.</p>	<p>Jeremy needs boots but wants sneakers. I think he should buy the sneakers because he needs new shoes. His old shoes fell apart. He had to wear used baby shoes and the kids laughed at him. He wants to be like the other kids. He also wants to run fast in the race.</p> <p>He should buy them so he won't get laughed at.</p>

*Did this comparison help me? Yes, it did. This final test drive is my third draft. It's not perfect but it's "good enough." This experience of sitting down with pencil and paper gave me a better idea of how to plan instruction for all my students. And that's the whole point of a test drive. **Now the lesson!***

[Click here to download the "Test Drive" Tools](#)

## LESSON SEQUENCE: *Those Shoes* by Maribeth Boelts

### 1. STEP ONE: Write a Class Model

- How will students know what the writing looks like?
- How will they know how to build it? What about a model?

#### TEACHERS AT WORK:

*I knew I needed a model for our first-grade opinion/argument piece before launching the lessons on the book **Those Shoes** so I decided to write one with the students. Comparing the test drive I had written with the student first grade benchmark piece showed me what the model might look like, how it could be structured, composed and possibly taught.*

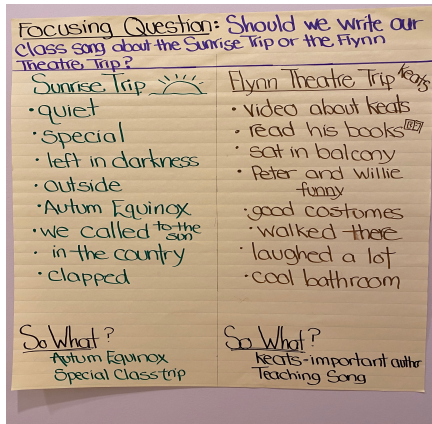
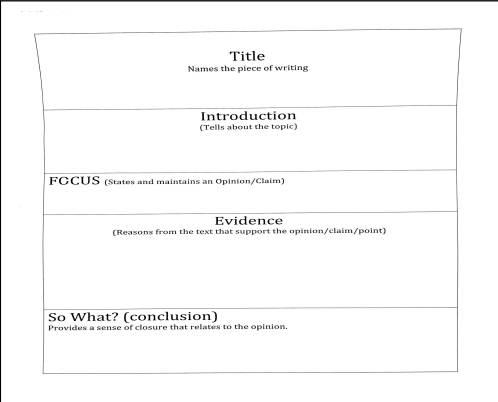
*The model would have a parallel focusing question and a similar structure for the piece of writing. The students would need to make a choice, giving thought to both sides. Because the content would need to be different, I chose an authentic experience from the classroom all students had participated in so we could review the content together. They would also have an opinion.*

*Every year our music teacher creates a song with each grade around experiences in their classroom. Using the two field trips our class had in the fall, I set up the opportunity for students to choose the trip they might like to have made into a song. Using the structure of an opinion piece, I reviewed the trips with the class. The music teacher would make the final song choice from our pieces.*

*The focusing question would be: **Should we write our class song about the Sunrise Trip or the Flynn Theatre Trip?***

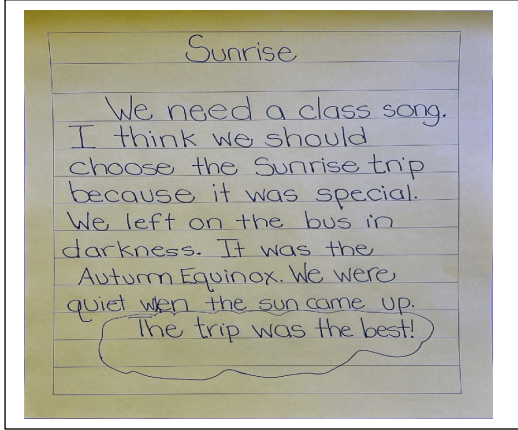
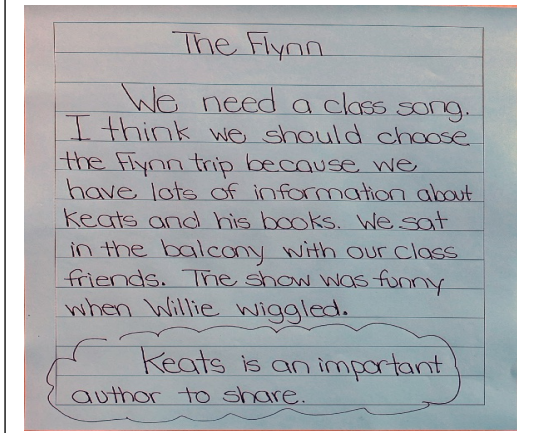
#### STUDENTS AT WORK:

> Discuss each field trip. Pose questions like: *what did you like best, what did you learn, what feelings did you have, why would that trip make a good song, etc.*

<p>&gt; Collect and record evidence in words or phrases after discussion. Set up the side-by-side chart to emphasize the concept of choice.</p>	<p>&gt;Introduce the structure of the final piece using the language of the opinion standard. &gt;Repeat this instruction during the school year.</p>
 <p>The chart is a handwritten table with two columns. The left column is titled 'Sunrise Trip' with a sun icon and lists: quiet, special, left in darkness, outside, Autumn Equinox, we called to the sun in the country, clapped. Below it is 'So What?' with 'Autumn Equinox' and 'Special Class trip'. The right column is titled 'Flynn Theatre Trip' with a key icon and lists: video about keats, read his books, sat in balcony, Peter and Willie funny, good costumes, walked there, laughed a lot, cool bathroom. Below it is 'So What?' with 'keats - important author' and 'Teaching Song'.</p>	 <p>The diagram shows a rectangular box divided into five horizontal sections. From top to bottom: 1. 'Title' (Names the piece of writing). 2. 'Introduction' (Tells about the topic). 3. 'FOCUS' (States and maintains an Opinion/Claim). 4. 'Evidence' (Reasons from the text that support the opinion/claim/point). 5. 'So What? (conclusion)' (Provides a sense of closure that relates to the opinion).</p>

> Compose each part of the model with the class using the planning page as a guide. Students work with a partner and practice composing a possible piece.

> Plan and write the two models using the frame planner and a lined piece of chart paper. Reread each piece as a whole. Then read one title, then the other, then both introductions, the focuses, the evidence (reasons) and the conclusions. Accept ideas about the similarities of the pieces and what the students notice.

Sunrise Planning Page	Sunrise Model					
<table border="1"> <tr> <td style="text-align: center;">Title Sunrise</td> </tr> <tr> <td>Introduction • need a class song topic</td> </tr> <tr> <td>FOCUS • Sunrise Field Trip</td> </tr> <tr> <td>Evidence • special • outside in darkness • Autumn Equinox</td> </tr> <tr> <td>So What? (conclusion) Best trip - one of a kind</td> </tr> </table>	Title Sunrise	Introduction • need a class song topic	FOCUS • Sunrise Field Trip	Evidence • special • outside in darkness • Autumn Equinox	So What? (conclusion) Best trip - one of a kind	
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Flynn Planning Page	Flynn Model					
<table border="1"> <tr> <td style="text-align: center;">Title Flynn Theatre fun</td> </tr> <tr> <td>Introduction • need a class song topic</td> </tr> <tr> <td>FOCUS • Flynn Theatre Field Trip</td> </tr> <tr> <td>Evidence • read his books • Peter &amp; Willie - funny • sat in balcony</td> </tr> <tr> <td>So What? (conclusion) Keats = important author</td> </tr> </table>	Title Flynn Theatre fun	Introduction • need a class song topic	FOCUS • Flynn Theatre Field Trip	Evidence • read his books • Peter & Willie - funny • sat in balcony	So What? (conclusion) Keats = important author	
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FOCUS • Flynn Theatre Field Trip						
Evidence • read his books • Peter & Willie - funny • sat in balcony						
So What? (conclusion) Keats = important author						

> Display the models in the classroom. Consider labeling the parts of the model with the words from the planning page. *Great job creating models for this lesson!*

[Click here to download the "Step 1: Write a Class Model" Tools](#)

THE POINT: *The single most important writing strategy we can use with kids is to show them (or make with them) a good, specific, well-structured model.*

## STEP TWO: Build Knowledge Through Close Reading and Discussion

- How will I help students navigate this text? What makes it challenging?
- What else will I plan for so that students will have the knowledge they need for this writing?

### TEACHERS AT WORK:

Composing text dependent questions that help students understand the text **and** answer the focusing question effectively in a piece of writing takes thought and multiple close reads that go deeper and deeper into the text. Reading and re-reading the same text for different purposes is helpful in building knowledge of the text in relation to the focusing question.

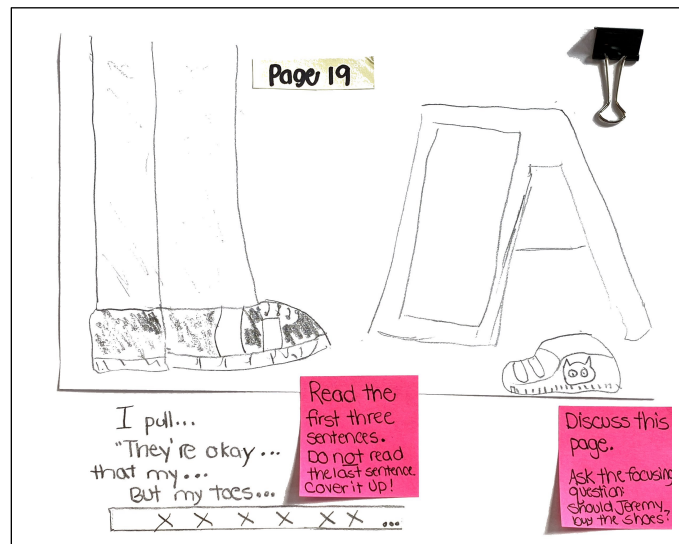
In preparation for the task, first I numbered the pages starting on the title page and ending on page 19, the page where Jeremy has to decide to either buy the shoes or leave the thrift store without the shoes. What will he do? Clip the pages after page 19 together and cover the last sentence on page 19 so no one will know his final decision or what happens next in the story.

I read through the text slowly thinking about questions that lend themselves to understanding the text in general, as well as the specific task of answering the focusing question with evidence from the text.

### STUDENTS AT WORK:

>First Read: Students listen to their teacher read aloud pages 1-19 STOPPING at page 19. Page 19 has the last sentence covered and a clip hiding the rest of the book. Pose the focusing question *Should Jeremy buy the shoes?* after the first read and hear what the students think so far.

NOTE: Due to copyright restriction, pictures from the actual text were not used for this lesson, they were used in the classroom.



>Second Read: Reread pages 1-19. Students interact with the text using these questions as a guide.

<p style="text-align: center;"><b>Should Jeremy Buy the Shoes?</b>  <i>“Let’s discuss the text page by page starting on Page 1, the title page. ”</i></p>		
Page #	The Close Read (Text-Dependent Questions)	Possible Answers
1	The title is called <i>Those Shoes</i> . Why is this a good title for the text?	*title matches the point of the story *return to the title <b>after</b> discussion
2-3	What do you notice on these pages?	<i>Note: the commercial for the shoes, the title in the first sentence and the look on Jeremy’s face</i>
4-5	Grandma says he <i>needs</i> boots for winter. What do want and need mean? What does Grandma mean when she says “There’s no room for <i>want</i> around here-just need.”	*Jeremy wants the shoes but he needs boots Want=something desired, not necessary Need=something necessary
6-7	What reasons might Jeremy want <i>those shoes</i> ?	*wants to be the fastest runner *jealous of his classmates
8-9	What’s happening on this page?	*shoes for students that need them *baby shoes are offered
10-11	What happened when Jeremy returned to class with the Mr. Alfrey shoes? Note: One boy did NOT laugh. Significant?	*almost everyone laughed at him *he was upset=gripped his pencil *saw the word shoes in his spelling
12-13	<i>“Grandma turns those shoes over so she can check the price. When she sees it, she sits down heavy.”</i> What do these sentences mean?	*Grandma is disappointed *shoes cost too much and she wants to make her grandson happy
14-15	What is a thrift shop?	*sells used items for less money
16-17	The words <b>THOSE SHOES</b> are bolded and written in capital letters. Why might the author have done that to these words?  What happens when Jeremy tries on the shoes?	*Bold=significant, pay attention  *shoves his foot into the shoes, hikes up his socks, and curls his toes
18-19	Should Jeremy buy the shoes?	Turn and talk with your partner. What are the reasons why he should by the shoes? What are the reasons he should not buy the shoes?

[Click here to download “Step 2: Build Knowledge” Tools](#)

THE POINT: *The purpose of Building Knowledge is to make the text truly accessible for all students.*

## STEP THREE: Gather Evidence to Support the Focusing Question

- How will students gather specific evidence they need to write this opinion piece?

### TEACHERS AT WORK:

The third read of pages #1-19 gathers and records evidence to answer the focusing question (Should Jeremy buy the shoes?). I hung a large piece of chart paper on the board by my read aloud chair. Markers, and blue and yellow labeled sticky notes stand ready to mark pages that contain evidence the children might use in their opinion pieces. (blue for not to buy the shoes, yellow for buy the shoes)

The class bunches up on the rug like a grape so they can see the subtleties in the illustrations, then I make sure everyone can see the text. I read one or two pages at a time, stop, then ask the children if this page contains evidence that answers the question, "Should Jeremy buy the shoes?" I mark the place on the page where the students found the evidence in the text, a section of the picture, or, the whole page.

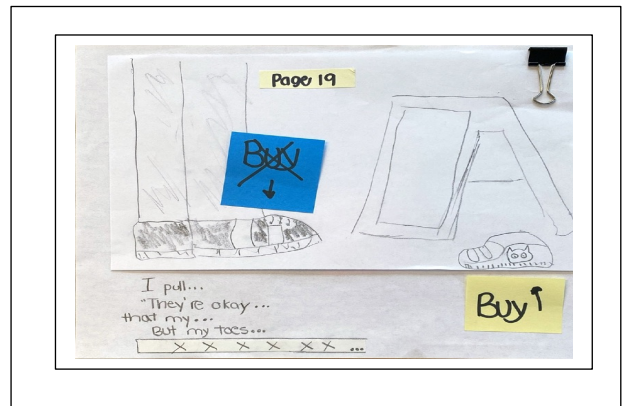
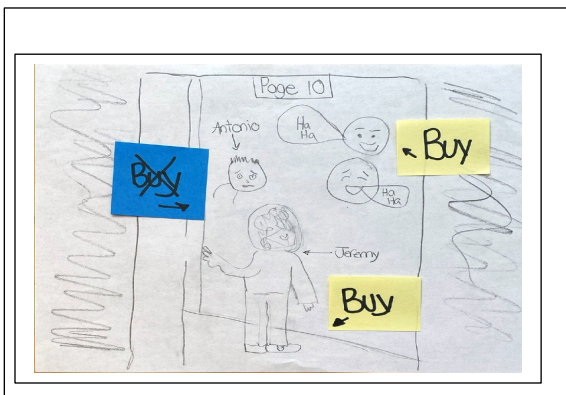
Construct the chart as you read, or, ask each student to illustrate a piece of evidence for the chart which you would then label and glue on chart paper. Both examples are illustrated below.

### STUDENTS AT WORK:

>Third Read: Reread pages #1-19 page by page stopping to mark evidence with sticky notes. See examples of two pages below marking evidence in the text to support the focusing question: Should Jeremy buy the shoes?

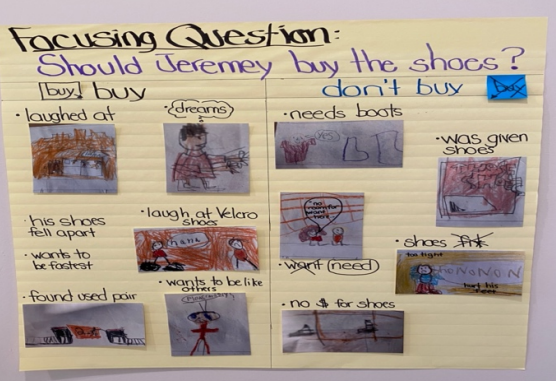
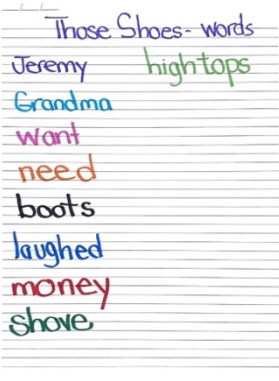
**Yellow:** reasons for buying the shoes

**Blue:** reasons for not buying the shoes



>Sort (in small groups) a set of evidence pictures (copied from the text or drawn by the students) identified in the third close read. The pictures are a collection of reasons why Jeremy should and should not buy the shoes. *Prep: Make smaller sets of pictures for pages 1-19 so small groups can sort into buy/don't buy piles and discuss the evidence. Travel the room and instruct/clarify as necessary.)*

>Create a note-catcher (evidence chart below) of the reasons for and against buying the shoes in addition to a list of helpful words students might use in their writing. See the two samples below. If you have time, it's great fun to "create the scene" with students acting out evidence for reasons why Jeremy should or should not buy the shoes.

<p>Paste one set down to create public notes. The note-catcher is written in bullets, <i>not sentences</i>. Note: A concluding section is missing on this chart, so please add one.</p>	<p>Add key words to the word wall and/or on another chart.</p>
 <p><b>Focusing Question:</b> Should Jeremy buy the shoes?</p> <p><b>buy</b> (checkmark)      <b>don't buy</b> (X)</p> <ul style="list-style-type: none"> <li>laughed at</li> <li>his shoes fell apart</li> <li>wants to be fastest</li> <li>found used pair</li> <li>dreams</li> <li>laugh at Kairo shoes</li> <li>wants to be like others</li> <li>needs boots</li> <li>WAS GIVEN shoes</li> <li>want (need)</li> <li>no \$ for shoes</li> <li>shoes fit</li> </ul>	 <p>Those Shoes - words</p> <p>Jeremy high tops</p> <p>Grandma</p> <p>want</p> <p>need</p> <p>boots</p> <p>laughed</p> <p>money</p> <p>shove</p>

> Orally practice composing a **focus statement** with **evidence** to support your claim with a partner. Share with the class. *Jeremy should buy the shoes so he won't get laughed at in school. Jeremy should NOT buy the shoes because he needs winter boots, not shoes.*

> Sort the children into pro/con groups. Pairs discuss their thinking and then compose their focus statement with evidence.

> Introduce the thinking of the **conclusion** by presenting and discussing possible answers from class discussion. Pose the questions: So what if he gets the shoes? So what if he doesn't get the shoes? to support conclusion thinking.

**Note-Catcher (Evidence Chart) Example:** *Note: Student pictures could easily be added to the evidence bullets*

Focusing Question: Should Jeremy buy the shoes?	
Jeremy should buy the shoes.	Jeremy should not <i>buy</i> the shoes.
Dreams about shoes	No money for shoes
Be like other kids	Needs boots
Shoes fell apart	Given shoes from school
Be fastest runner	Grandma frowns
Gets laughed at	Too small Curls toes, Shoves feet in
<p><b>So What:</b></p> <ul style="list-style-type: none"> <li>Will feel happy</li> <li>Fits in</li> <li>Can give the other sneakers back to school counselor</li> <li>Stays the fastest runner</li> </ul>	<p><b>So What:</b></p> <ul style="list-style-type: none"> <li>Save money for living</li> <li>Should think of his Grandmother</li> <li>Waste of money</li> <li>Will have boots for winter</li> <li>Can still run</li> </ul>

[Click here to download "Step 3: Gather Evidence" Tools](#)

THE POINT: *Students using accurate evidence from the text to support their thinking is essential for writing with understanding.*



## 4. STEP FOUR: Work with a Model to Understand Structure and Craft

- How will students know what the writing looks like?
- How will they know how to build it? What about a model?

### TEACHERS AT WORK:

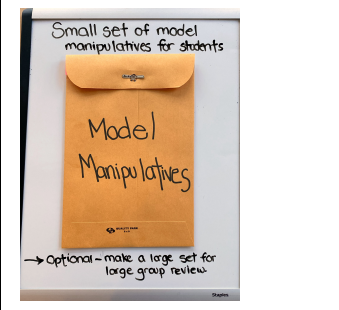
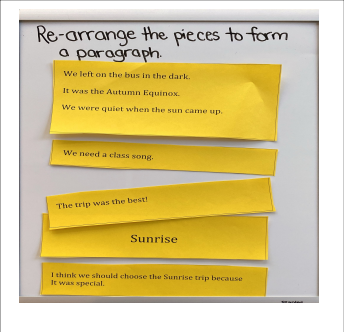
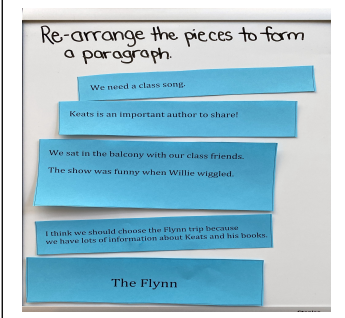
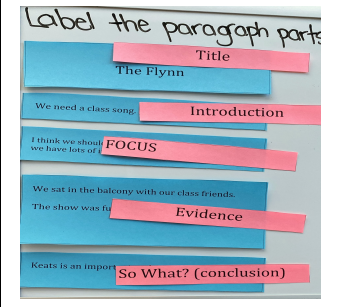
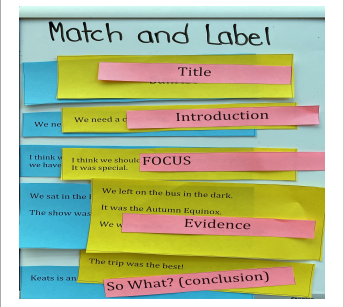
*I never thought about using manipulatives in writing like I do in math until my colleague at the Writing Collaborative showed me how to create, use, and teach with writing manipulatives. The words and sentences become tools to order, organize, re-organize, and especially, assess student readiness to move to the next step.*

*I was happy that I already had a class model to turn into manipulatives. Our model is hanging in the classroom as an example of first grade opinion writing.*

*Creating manipulatives was just a matter of deconstructing the models into pieces, cutting the labels and parts of a paragraph into sections and setting up sorting and organizing activities. No model? This session would be the time to write a model with the class.*

### STUDENTS AT WORK:

>Cut and sort manipulatives in simple and more complex ways always reading the finished product to see if it makes sense. Examples of the sorts are shown below.

		
		<p>Other Sorts:</p> <ul style="list-style-type: none"> <li>&gt;what piece is missing?</li> <li>&gt;what piece comes from the text?</li> <li>&gt;match definitions with labels</li> <li>&gt;hold up the piece that focuses the piece, hold up the piece that's also called a claim ETC.</li> </ul>

[Click here to download "Step 4: Understanding Structure and Craft" Tools](#)

THE POINT: *Mental structures are now recognized to be a critical feature of cognitive growth-in short, of learning, of understanding, of constructing meaning.*

## 5. STEP FIVE: Students Plan and Compose Their Opinion Piece

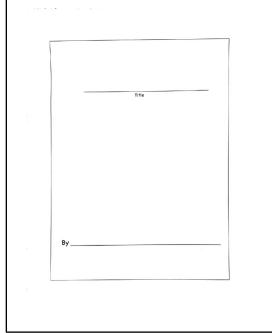
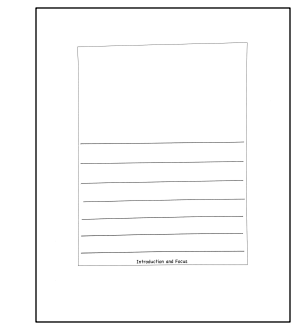
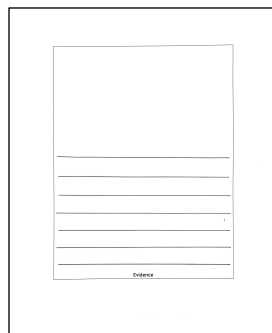
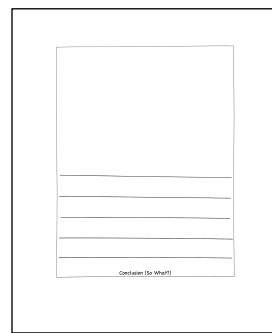
- How will students know what the writing looks like?
- How will they know how to build it?
- What about a model?

### TEACHERS AT WORK:

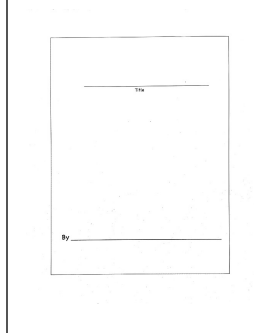
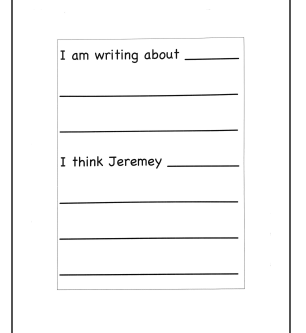
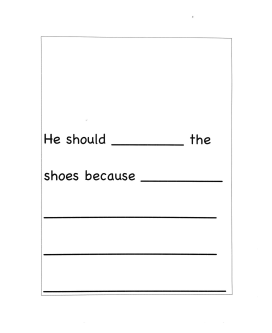
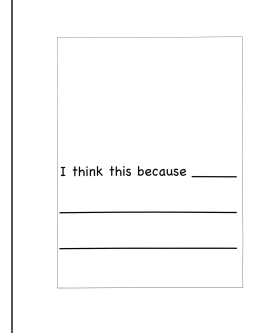
*I'm nervous about this next session. How do I plan so that all students find planning and composing accessible and successful?*

*First, I need to differentiate the pages used for the writing. Some students will be fine with the page of lines like we used when writing the model, others will benefit from booklets with each page a labeled part of the opinion piece, while still others will need a more complete frame that structures the writing and thinking a bit more. Below are some samples of what paper might look like for different students. Clear **dark** copies are in the TOOLS folder linked below.*

Pages for students ready for a booklet of pages. (provide extra **evidence** pages)

			
------------------------------------------------------------------------------------	------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------

Pages for students that might benefit from more support.

			
-------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------

*Next, I'll reuse the planning page (ex. below) from the lesson on models, the one without the definitions, and with the spaces between the parts for their notes. See TOOLS for a completed copy.*

<p>Title Introduction Focus Evidence (reasons) Conclusion</p>
-------------------------------------------------------------------------------

*How will I differentiate the composing? One helpful way I've tried before is to chunk the writing into manageable parts. For example, I start my instruction by reviewing the role of the introduction by rereading the introductions on our two models. Then with a partner, students orally compose their introductory sentence like they might write it. I continue to chunk the instruction for each part of the opinion/argument paragraph.*

*Collect and read written work after each chunk to guide your instruction as needed.*

Review the role of the chunk you're on.  
Read aloud the model's corresponding section.

Orally compose your chunk with a partner like you might write it.

Write that chunk. Draw.  
Reread the whole piece so far. Start over.

### STUDENTS AT WORK:

>Listen to the **introductions** in the two models and hear about the its role. *"The job of the introduction is to give some background information so the reader can understand what the piece of writing is about."* With their partner, students compose sentences orally and then write their sentence/sentences on the page. Pictures can be drawn first or last. Reread.

>Listen to the **Focusing Question** (*Should Jeremy buy the shoes?*). Raise your hand if you think he should buy the shoes. Raise your hand if you think he shouldn't buy the shoes.

>Reread the evidence chart and hear about the role of the **focus**. *"The focus (focus statement) is the answer to the focusing question. It's the most important sentence in the piece because it tells the main idea of the writing."*

Share your focus with a partner (answer and a reason why). Ex. *Jeremy should buy the shoes because \_\_\_\_\_*. Students then write their focus, draw, then reread.

>Choose **evidence (reasons)** from the chart to support the focus. *The role of evidence is to accurately support the focus.* Orally compose sentences with a partner, then write and reread. *A long chunk of time is provided to complete this chunk with extra paper and days as needed.*

>Reread all your pages and think about a **conclusion**. *The job of the conclusion is to wrap up and end the piece. Think about why what you said is important. Ask why it's so important that Jeremy buys the shoes? Why is it important if he doesn't buy the shoes. What are you thinking?* Write your conclusion, make your picture and complete the title page. Staple pages together, read your piece to and with a partner.

**Read and reread the rest of *Those Shoes* for the BIG REVEAL. Discuss.**

[Click here to download "Step 5: Planning and Composing" Tools](#)

POINT: *Mental structures are now recognized to be a critical feature of cognitive growth-in short, of learning, of understanding, of constructing meaning.*

## 6. SESSION SIX: Look at and Learn from Student Work


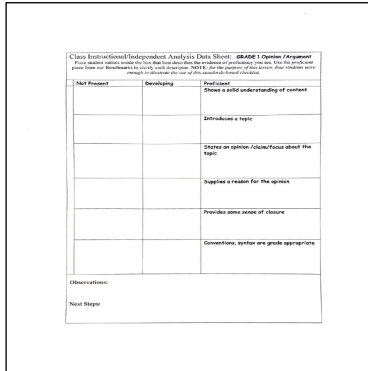
- How will I assess this work?
- How will I use the assessment information to drive instructional next steps?

### TEACHERS AT WORK:

*I dropped the children at their morning special and have a few minutes to assess their writing pieces.*

*On the left side of my desk is the proficient benchmark piece **Cats are Easy**, the same one that showed me how to write the test drive during planning and will now help me assess realistically and quickly. The student work is in a stack about a foot high due to the multiple pages in their booklets which they love. Flynn's piece is on top as a task specific benchmark I chose when the students finished writing. The most important assessment tool is on the right and it's only one page! I'm ready to begin.*

*First, I reread **Cats are Easy**. Next, I read the first piece of student work and as I read, I put this child's initials (in some cases their names) in the appropriate column on the class checklist. Note: A sample of this work is on the next page.*

Proficient Benchmark from the VT Writing Collaborative	Student Work Flynn's piece is on top as an example of the class benchmark.	Class Instructional/Independent Analysis Data Sheet
<p><b>Cats are Easy!</b></p> <p>I don't have a pet but I think a cat is best. A cat I best. A cat is snuggly and you can pick it up. They also can take care of there self. They also even take there self for a walk. They even take there self to the litter box.</p> <p>Cats are best for us because we don't have time for a dog.</p>		

### Benefits of this kind of whole class diagnostic formative assessment:

- It begins with an emphasis on showing understanding.
- The emphasis is also on problem solving. "What's next instructionally?"
- The process relies on benchmarks drawn from the student work and one from published Benchmarks. LINK TO BENCHMARKS ON OUR WEBSITE: <https://www.vermontwritingcollaborative.org/wp-content/uploads/2018/11/Opinion-Argument-Benchmark-Gr-1.pdf>
- The checklist efficiently shows the whole class "at a glance".
- The checklist allows for identification of small and whole class patterns of strengths and needs.
- Derives from the standard for that type of writing at that specific grade level.
- Supports realistic teacher expectations.

**Class Instructional Analysis Data Sheet: GRADE 1 Opinion /Argument DRAFT**

Place student initials inside the box that best describes the evidence of proficiency you see. Use the *proficient* piece from our Benchmarks to clarify each descriptor. **NOTE:** for the purpose of this lesson, four students were enough to illustrate the use of this standards-based informal checklist.

	<b>Not Present</b>	<b>Developing</b>	<b>Proficient</b>
<p align="center"><b>Those Shoes by Cooper</b></p> <p>He went's to have the shoes. He shoted not buy the shoes becauld they bo't fited. The boy should not buy the shoes.</p>		<p><i>K. V.</i></p> <p><i>Cooper</i></p>	<p>Shows a solid understanding of content</p> <p><i>Flynn</i></p> <p><i>Kalia</i></p>
<p align="center"><b>those Shoes by Kalia</b></p> <p>We read the book those shoes. It is about a kidd wanted shoes so the kids will stop lathgh at him. The other is name is Maribeth boelts. Jeremy shoud not buy the shoes. because they are too small. another reason he needs winter boots insted. Now you know about the book those shoes. If Jeremy Does not buy the shoes he will save mony to buy winter boots.</p>	<p><i>K. V.</i></p>	<p><i>Cooper</i></p>	<p>Introduces a topic</p> <p><i>Kalia</i></p> <p><i>Flynn</i></p>
<p align="center"><b>Biy SHOES by K. V.</b></p> <p>He should Biy the SHOES. he shou fin the pir wut is his siz. He might bust if he can't have.</p>	<p><i>K. V.</i></p>	<p><i>Cooper</i></p>	<p>States an opinion /claim/focus about the topic</p> <p><i>Cooper</i></p> <p><i>K. V.</i></p> <p><i>Kalia</i></p> <p><i>Flynn</i></p>
<p align="center"><b>this is my ipinion by Flynn</b></p> <p>We read the book those shoes. It is about a kid who wants some shoes that have too white stripes. I think he should buy the shoes! because he is getting laufed at. He shoulb buy the shoes so he wouldn't get left out! so now why he should buy the shoes!</p>			<p>Supplies a reason for the opinion</p> <p><i>Kalia</i></p> <p><i>Flynn</i></p>
			<p>Provides some sense of closure</p> <p><i>K. V.</i></p> <p><i>Cooper</i></p> <p><i>Kalia</i></p> <p><i>Flynn</i></p>
		<p><i>Cooper</i></p> <p><i>K.V.</i></p>	<p>Conventions, syntax are grade appropriate</p> <p><i>Kalia</i></p> <p><i>Flynn</i></p>

**Observations:** Every child made a claim and answered the focusing question. The relationship between the focusing question and the focus statement supported this thinking for sure. Every child provided some sense of closure. K.V. and Kalia did more than restate the focus; they were able to address the complex so what thinking, good for them. Content-based writing is challenging, but for the first mostly independent argument piece, the students did a great job.

**Next Steps:** Continue working toward totally independent, evidence-based writing, review introductions, work on the language and thinking of argument during the classroom day, continue close-reading of complex text never underestimating the time it takes to build understanding. Good Luck!

*POINT: Use your observations to decide the instructional next steps for your students.*

[Click here to download "Step 6: Learning from Student Work" Tools](#)