InquiryByDesign



Middle School

PILOT PROGRAM MANUAL

Table of Contents

Who is Inquiry By Design 2
Four-Week Pilot: *Introduction to Interpretive Work* 3
Tips for a Successful Pilot. 4
  Relevant, Representative, and Affirming Texts 5
  Multiple Ways to Demonstrate Learning 5
  Embedded Scaffolds. 6
  Research-based vocabulary instruction. 6
  Online Supports. 6
Appendix . . . . .
  The Inquiry By Design Cycle of Work. 7
  Middle School Curriculum Overview 8
  Regular Schedule Implementation Maps 9

Inquiry By Design Staff Contact

Curriculum and Pilot Questions:
Skylar DeVos
skylar@inquirybydesign.com

Print Materials and Digital Resource Hub Questions:
Dean Guzman
dean@inquirybydesign.com

Who is Inquiry By Design

Inquiry By Design is committed to student-driven literacy marked by the reading, writing about, and discussion of complex, content-rich texts. We firmly believe that all students deserve equitable access to a rigorous, culturally relevant curriculum. Our units feature authors and texts that invite robust classroom conversation, support the intellectual work at hand, and expose students to worlds, voices, and experiences that they might otherwise not encounter.

Carefully selected texts are embedded in coherent courses built on sequenced units **designed to continually reinforce the integral relationship between reading and writing**—a distinguishing feature of our work. Key concepts and skills are revisited within units, within grades, and across grades 6-12 in developmentally appropriate ways and with increasingly difficult and complex texts and tasks.



Our curriculum and pedagogy are anchored by three deeply held beliefs:

- **We believe complexity is for everyone.**
  Inquiry By Design changes expectations about what all kids are capable of achieving in reading and writing—including kids who struggle academically or simply don't engage in more traditional ELA classes. Our inquiry-based approach combined with scaffolded tasks and repeating cycles of work provides many students with their first true sense of accomplishment in reading and writing.
- **We believe people get smarter together.**
  Kids don't grow minds and hearts in a room by themselves. They need to interact with other ideas, be pushed to explain and explore, to challenge their own ideas and others. Inquiry By Design creates language and literacy classes that are communities of active learners who, individually and together, explore content-rich, challenging texts through authentic writing tasks and respectful, student-driven conversation.
- **We believe students deserve authentic, meaningful work.**
  Our work begins with complex, engaging, idea-rich texts, extends through task sequences that scaffold, support and stretch practice, and features regular step-back moments informed by a practice of assessment that is actionable and personalized for each student. All this is nestled inside a language-rich environment that has students reading, writing, and talking often and daily.

Four-Week Pilot: *Introduction to Interpretive Work*

Unit Description

Introduction to Interpretive Work leads students through two literary selections, introducing both comprehension and interpretive moves, small- and whole-class discussion practices, and writing patterns that continue throughout the year. The pilot length for these units are relatively brisk, 7-10 days at middle school.

Introduction to Interpretive Work is designed to provide students with an opportunity to deepen their understanding of the kinds of work people do with texts in English. Specifically, the work in this unit provides students with an opportunity to experience the practices of close reading as well as interpretive work distinguished by clear interpretive statements that are supported by compelling explanations and anchored in specific moments in the text. This type of interpretive work falls under the category of argument, as students learn to stake out a clear position and build a careful case for it.



Duration	**~14-20 days** • 10 sessions • 2 writing tasks
Focus	Forming and writing about interpretations of literary texts, small- and whole-class discussion practices.
Text and Authors	**Student-selected independent reading** "Raymond's Run" by Toni Cade Bambara (6th) "Gryphon" by Charles Baxter (6th)
Summative Tasks	**Mid-Unit** Argument essay interpreting the text **Culminating** Argument essay interpreting the text
Standards Typically Addressed	**Reading Literature**: 1, 2, 3, 4, 5, 6, 10 **Writing**: 1, 4, 5, 9, 10 **Language**: 1, 2, 3

Tips for a Successful Pilot

First, *thank you* for taking the time to pilot Inquiry By Design materials in your classroom. We know how much time and effort is required to participate in this kind of work, and we truly appreciate your willingness to pick up something new. As you orient yourself to the work, we encourage you to skim through the resources provided in this guide and in the digital toolkit provided for your district. You may find that there is a specific document or video directly related to a question you have—or a question that might arise later.

Because the piloting process can often move very quickly and the amount of time provided for training can vary, we want to share a few recommendations based on our experience.

Begin by reading the **unit introduction** and the **at-a-glance summaries** of the sessions you'll be implementing, and then reading through the **writing task(s).** These will help give a quick, bird's-eye-view of the kind of work you can expect to do and the outcomes you'll be aiming for.



Next—and we cannot stress this enough—*please read the texts for the unit in advance!* You can find these in the student reader provided with your pilot; if you do not yet have physical copies, digital copies can be accessed through the digital toolkit. Familiarizing yourself with the texts will help you understand what to listen for during student discussions, anticipate potential challenges, and make sense of the interpretive question used for the writing task. It is completely normal to read the text and think, "This might be challenging." In fact, that's exactly what we are aiming for, because challenging texts provide learning opportunities, and all of the sessions that follow are built to help students unpack that text.

Having reviewed the introduction, the at-a-glance, the writing tasks, and the texts themselves, take some time to carefully read the sessions, paying special attention to how each session's work is meant to help students build their understanding of the text. You will see elements of the cycle of work shown on page X structured specifically for the text in question: a first read with opportunities to annotate, followed by some early comprehension work done in small groups and shared together as a class, which then leads into interpretive work, where students revisit the text with the specific interpretive question in mind.

We wish to highlight two key points here: one, students are building their understanding of the text *throughout* this *entire process*, from the first read to the writing task. At the end of the initial comprehension work, what matters is that students *generally* have an accurate understanding of the text at the literal level, not that they have a comprehensive understanding of each detail. They are likely to revise their views of the text several times over the course of the work. Second, and relatedly,

because the work pushes students back into the text multiple times over several days, it helps to keep the pace moving and to generally resist the urge to pre-teach. Completing a perfect list of characters and key events or an *ideal* retelling is not the goal; rather, each task along the way is building toward the interpretive discussion and writing tasks. Even then, the goal is not for students to arrive at some "best possible interpretation," but rather for them to own the process of building their *own* text-based stances.

If this style of work is a departure from what students are used to, you can expect a few bumpy moments— conversations may temporarily stall; interpretations may hover near the surface. These are not evidence of failure, but evidence of where students need further instruction and practice. They are exciting opportunities for growth as students "find their sea legs" with interpretive work.

Teachers may find additional information about how this work is designed to support a variety of learners in their classroom here.

Relevant, Representative, and Affirming Texts

Texts in the pilot units (from authors Toni Cade Bambara, Charles Baxter, Langston Hughes, Shirley Jackson, Alice Walker, and Tomás Rivera) represent a range of voices and experiences, some likely nearer to students' own and some likely to be new.


Toni Cade Bambara


Langston Hughes


Alice Walker

Each text addresses issues ranging from the local & immediate (such as navigating unspoken social norms as a recent immigrant) to the universal (such as intergenerational conflict, familial love, loneliness, and longing).

Multiple Ways to Demonstrate Learning

Learning and growth can be demonstrated in many ways at many stages:

- annotations, questions, and notes,
- small-group conversations and chunking work,
- whole-class discussion,
- reflections and informal quick writes,
- and, of course, the final writing response.



Students are demonstrating their understanding and their learning at each of these moments, and Inquiry By Design views all of these as important indicators–not just the final task. While the focus on language (oral and written, casual and formal) is deliberate, students have numerous opportunities to "show what they know," and self-assessment and goal-setting are important components of our full curriculum.

Embedded Scaffolds

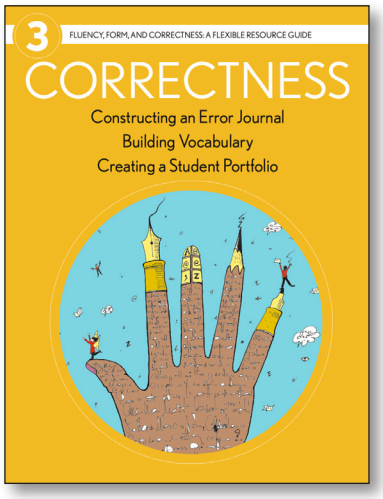
The most significant scaffolds are in the unit structure itself:

- Read-alouds (which transition to independent reading at upper grades)
- Built-in comprehension work and social scaffolding
- Repeated encounters with each text, using focusing questions to guide re-reading and annotation
- Ample time for small- and whole-group discussion
- Teacher-captured charts which allow students to review the ideas they have generated

Each of these is an opportunity to draw in all of the learners in the room, with natural opportunities for each student to work at their own highest level.

Additional scaffolds are located in the teacher manual and noted in the margins of each session.

Research-based vocabulary instruction



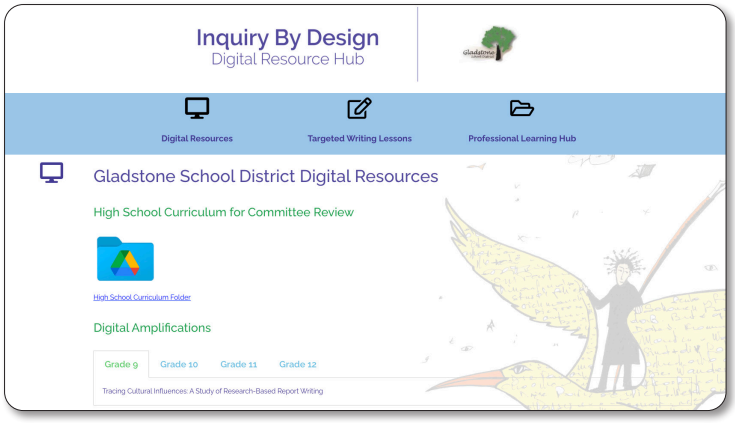
During the **first read** of each text, students are encouraged to mark new and unfamiliar words and teachers are supplied with a list of possible vocabulary words (with a preference for student selections).

Our year-long approach to vocabulary instruction is developed fully in our *Building Vocabulary* guide, found in *Guidebook 3: Correctness*. Exercises include semantic mapping, linear arrays, Frayer squares, and other research-based methods of developing meaningful understanding of new words and new word forms.

Online Supports

Visit the your district's personalized digital resource hub for additional support throughout the pilot. Resources include:

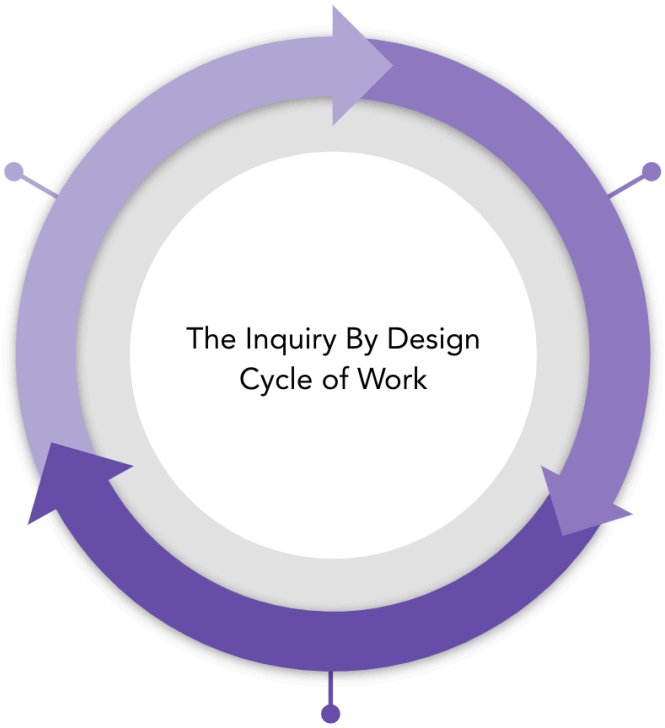
- pilot specific digital amplifications
- student reader text audio
- question and answer form with the Inquiry By Design team



Inquiry By Design District Digital Resource Hub

Appendix

The Inquiry By Design Cycle of Work



1. COMPREHENSION

First read and annotation
Chunking and retelling
Small- and whole-group discussion
Charting

2. INTERPRETATION AND ANALYSIS

Rereading and annotating
Quick write
Small- and whole-group discussion
Charting

3. GENRE-BASED WRITING

Drafting from charts and quick writes
Modeling and student examples
Genre-based lessons
Revision and reflection

Middle School Curriculum

At middle school, each Inquiry By Design course of study is made up of seven units featuring detailed, flexible lesson plans, challenging texts, and spiraling cycles of work marked by reading, writing, and collaborative small-group and whole-class discussion.

Teaching Focus	1—Creating a Text-Based Culture	2—Introduction to Argument: Writing About Literature	3—Reading and Writing About Informational Texts	4—Reading and Writing About Literary Nonfiction	5—Analysis, Explanation, and Argument: Reading Nonfiction Like a Detective	6—Writing Across the Types: Narrative, Exposition, and Argument	7—Reading and Writing About Poetry
Grade 6	Introduction to the Reading and Writing Life	Introduction to Interpretive Work (Bambara and Baxter)	Story and the Brain	Dealing With Difficulty (Doyle and Dickinson)	Reading Nonfiction Like a Detective	Reading and Writing Fairy Tales	How Poems Are Built
Grade 7	Exploring the Reading and Writing Life	Introduction to Interpretive Work (Hughes and Jackson)	Addicted to Screens: Analyzing a Debate	Dealing With Difficulty (Cummings and Dillard)	Investigative Report Writing: Explanations and Arguments	Growing Up: Thinking With Literature	Creating Characters in Poetry: A Study of Two Poets
Grade 8	The Habits of Lifelong Readers and Writers	Introduction to Interpretive Work (Walker and Rivera)	Superstitions, Patterns, and Control	Dealing With Difficulty (Reed and Thomas)	Metaphorically Speaking: Reading Nonfiction Like a Cognitive Linguist	Faces of the Essay: An Orientation to the Form	Poems as Puzzles: A Pair of Poets Study

Creating a Text-Based Culture
These foundational studies establish classroom routines that support students in developing the habits of lifelong readers and writers. Topics include setting up literacy notebooks, establishing independent reading projects, and exposing students to the problem-solving strategies and practices of avid readers and accomplished authors.

Introduction to Argument: Writing About Literature
These introductory studies provide students with an in-depth orientation to the development of text-based arguments about literature. Students engage in carefully sequenced cycles of reading, writing, and discussion that culminate in formal, written arguments about engaging short fiction.

Reading and Writing About Informational Texts
Students work with thematically linked pairs of complex informational texts to determine the central ideas, how they unfold, and the methods writers employ to develop content. Students experience sequences of reading, writing, and discussion that culminate in formal informational/explanatory writing tasks.

Reading and Writing About Literary Nonfiction
Students work with complex literary nonfiction to develop the skills, tenacity, and mindset that can only be acquired through thoughtful encounters with difficult texts. Students end the study with the confidence and skills to make formal written arguments about challenging texts.

Analysis, Explanation, and Argument: Reading Nonfiction Like a Detective
These units invite students to craft, test and refine "reading below the surface" theories for reading nonfiction. Driven by detective fiction and award- winning reportage, students read and write about texts in ways that push beyond superficial comprehension into the realm of inference, analysis, and inquiry.

Writing Across the Types: Narrative, Exposition, Argument
These writing-intensive units invite students to participate in "conversations" about ideas that matter—whether it's wrestling with questions about why fairy tales matter, exploring how other people's stories can shape their own experience of growing up, or investigating how and why authors might choose to reveal or obscure their voice in a text. In addition to text-based argument tasks, students also take on significant writing projects in each study.

Reading and Writing About Poetry
These units center on clusters of poems from different times and traditions. The studies feature sequences of work designed to stimulate collaboration, while, at the same time apprenticing students to the close reading of poetry. In addition, students practice writing text-based arguments about literature and take on poetry writing tasks where they try writing poems like those written by the poets they study.

Grade 6, Unit 2: *Introduction to Interpretive Work*
Regular Schedule Implementation Map for Sessions 1-10

Introduction to Interpretive Work is designed to provide students with an opportunity to deepen their understanding of the kinds of work people do with texts in English. Specifically, the work in this unit provides students with an opportunity to experience the practices of close reading as well as interpretive work distinguished by clear interpretive statements that are supported by compelling explanations and anchored in specific moments in the text. This type of interpretive work falls under the category of argument, as students learn to stake out a clear position and build a careful case for it.

Included below is an overview of each session's work, along with a few additional planning notes. Because of a number of variables (text length, class size, etc.), and because it will be your (and your students') first encounter with the curriculum, you may find that an individual session takes a little more time than initially expected. This is normal during early implementation.

Grade 6: Unit 2				
Day 1: Session 1 – Introducing "Raymond's Run": Comprehension Work				
Notes	**Primary Goals and Key Standards**	**Agenda**	**What to Watch For/ Assess**	**Resources and Supports**
One thing to remember about comprehension work in this and in all other IBD studies: *brief is best.* Students will spend a significant amount of time reading (and rereading), discussing, and writing about the stories in this unit. A brisk pace during the comprehension phase is an essential part of keeping this work fresh and engaging.	• Students will read and demonstrate a basic understanding of the characters and events in "Raymond's Run." RL.6.2 RL.6.3 RL.6.4 RL.6.10 SL.6.1 L.6.4 L.6.5	• Students will listen to "Raymond's Run" and read along silently, marking the text and making notes in the margin of their student reader. • Students will work with partners to craft a synopsis of the story that accounts for "characters, key moments, and basic plot development."	• Do the conversations (small and whole group) show a decent understanding of the characters and events of the text? • Teacher may review notebooks *if necessary*.	• Teacher read-aloud • Text can be chunked (2-4 chunks, not too many) • Set clear goals, expectations, time limits in group work • See additional scaffolds named in lessons; all scaffolds are described in the unit's appendix.

Grade 6: Unit 2				
Day 2-3: Session 2 – "Raymond's Run": Wrapping Up the Comprehension Work				
Notes	**Primary Goals and Key Standards**	**Agenda**	**What to Watch For/ Assess**	**Resources and Supports**
It is often the case that students will benefit from a second reading of a story. There are different ways this can be done effectively, including placing students in groups of twos or threes to reread the story, giving students time to reread it independently, or simply rereading the story aloud to the whole class again. Students can use this second reading to check for gaps in the comprehension work they did in the previous session.	• Students will demonstrate a basic understanding of the characters and events in "Raymond's Run." • Students will describe the process for working to comprehend a short story. RL.6.2 RL.6.3 RL.6.10 SL.6.1 L.6.4 L.6.5	• Students will reread "Raymond's Run." • Students will work first in small groups and then as a whole class to confirm or revise their responses to the questions about characters, key moments, and basic plot development. • Students will identify and share moments in the text they consider important. • Students will reflect on the comprehension work they have been doing by quick-writing and discussing their answers to the following questions: "What are the things you did to answer this question and what was the order––as best you can remember––in which you did them?"	• Do the conversations (small and whole group) show a decent understanding of the characters and events of the text? • Inquiry reflection: How do students describe their processes of moving through comprehension work? • Teacher may review notebooks *if necessary.*	• Text can be chunked (2-4 chunks, not too many) • Set clear goals, expectations, time limits in group work • See additional scaffolds named in lessons; all scaffolds are described in the unit's appendix.

Grade 6: Unit 2				
Day 3-4: Session 3 – Introducing Interpretive Assignment #1				
Notes	**Primary Goals and Key Standards**	**Agenda**	**What to Watch For/ Assess**	**Resources and Supports**
In this session, the class begins to spend more time in small- and whole-group interpretive discussion, a cycle that will continue throughout the year. Strategies for "Establishing a Strong Culture of Discussion" are included at the end of this session. Be sure to review these in advance of class discussions.	• In small groups, students will generate an initial attempt at a claim in response to the interpretive question and mark supporting moments in the text. RL.6.1 RL.6.2 RL.6.5 RL.6.6 SL.6.1 SL.6.3 SL.6.6	• Students will form and discuss an interpretation of "Raymond's Run" in small groups, responding to the question "What does the phrase that Squeaky uses at the end of the story, 'like being people,' mean to her?" • Students will reference the text to support their interpretations. • Students will take notes about their own and their classmates' interpretations, to help them with the interpretive writing to come.	• Are students consistently working from the text in their conversations? Are they taking notes/ jotting down ideas during this time? • Teacher may review notebooks *if necessary.*	• Set clear goals, expectations, time limits in group work - in particular, setting discussion norms can be helpful. • See additional scaffolds named in lessons; all scaffolds are described in the unit's appendix.

Grade 6: Unit 2				
Day 5: Session 4 – Interpretive Assignment #1: Whole-Class Discussion				
Notes	**Primary Goals and Key Standards**	**Agenda**	**What to Watch For/ Assess**	**Resources and Supports**
The whole-class discussion in this session is an ideal time to draw students' attention to the idea of competing claims. If this is the first time you are asking your students to work with counterclaims, be sure to mention the following: During the discussion, several possible claims will be made in response to the question . Some may be very similar, while others may be quite different.	• Students will share and support their responses to the interpretive question, clarifying, specifying, and modifying as needed. RL.6.1 RL.6.2 RL.6.5 RL.6.6 W.6.1 SL.6.1 SL.6.3 SL.6.6	• Students will quickly compose an initial written response to the question: *"What does the phrase that Squeaky uses at the end of the story, 'like being people,' mean to her?"* • Students will review the criteria for a whole-class discussion and will then participate in a whole-class discussion, trying to answer the same question. • Students will take notes about the points and ideas raised during the discussion. • Students will think about and identify what they learned about the text that they didn't know before the discussion. • Students will reflect upon and share out their ideas regarding the process of forming interpretations.	• How do students use the opportunity for the quick write? • What works well in the discussion, and what might be a reasonable goal for the next one? • Are students making "interpretive moves" in the conversation? Are they supporting their responses with the text? • Inquiry reflection: How do students describe the process of forming an interpretation? • Teacher may review notebooks *if necessary.*	• "Criteria for a Good Discussion" can be found as a Google Doc and a PDF in the digital toolkit • Whole-class discussions that have gone quiet for an extended time can be refocused with a question and time to turn and talk (for example, "So far we've been saying X. Let's see if we can come up with at least one or two other possible interpretations. With a partner, take 3 minutes to see what additional ideas you can generate based on the text.")

Grade 6: Unit 2				
Day 6-7: Session 5 – Interpretive Assignment #1: Drafting Interpretations				
Notes	**Primary Goals and Key Standards**	**Agenda**	**What to Watch For/ Assess**	**Resources and Supports**

Session 5 introduces a formal writing task. IBD embraces a coaching model of instruction that seeks to help teachers address the specific needs students are demonstrating in their writing; thus, rather than specifying the exact skills to be taught and practiced in each assignment, IBD aims to provide guidance and resources for teachers to make the most effective and timely instructional choices for their students.
 	
*Teachers may wish to extend this session across two class periods to allow additional time for writing.
	• Students will demonstrate an understanding of the basic features of an argument (claim, evidence, explanation, counterclaim) as they draft a response to the interpretive question.
	
	RL.6.1
	RL.6.2
	RL.6.5
	RL.6.6
	W.6.1
	W.6.4
	W.6.5
	W.6.9
	SL.6.1
		• Students will discuss in small groups "How is forming an interpretation different from responding to a comprehension question?"
		• Students will learn that a good written interpretation has four parts:
		  • A clear interpretive claim.
		  • Textual evidence that supports the claim.
		  • A compelling explanation that says how the evidence supports the claim.
		  • A response to other possible arguments or counterclaims.
		• Students will write interpretive papers.
		• Students will reflect upon the progress they make with the interpretive papers.
			• Confer with students during this writing work. What are they already able to do? What coaching do they need?
			• Examine students' writing afterward, using the rubric as a lens (but not, in our recommendation, as a grading tool for this round!). Consider what descriptions match student work and what instructional moves might be appropriate in future work.
				• The student checklist and the argument writing rubric are included alongside the task sheet in the digital toolkit.
				• Additional writing resources can be found in the targeted writing lessons in the digital toolkit. These can be used during the drafting or the revision process.

Grade 6: Unit 2				
Day 8: Session 6 – Introducing "Gryphon": Comprehension Work				
Notes	**Primary Goals and Key Standards**	**Agenda**	**What to Watch For/ Assess**	**Resources and Supports**
Explain to students that this is the other story they will work with during this unit. Point out that the work with each text follows a pattern—comprehension work followed by interpretive work—and that, as such, this session will be devoted to a "getting oriented" reading of the story.	• Students will read and demonstrate a basic understanding of the characters and events in "Gryphon." RL.6.2 RL.6.5 RL.6.6 SL.6.1 L.6.4 L.6.5	• Students will listen to "Gryphon" and read along silently, marking the text and making notes in the margin of their student reader. • Students will work with partners to craft a synopsis of the story that accounts for characters, key moments, and basic plot development.	• Do the conversations (small and whole group) show a decent understanding of the characters and events of the text? • Teacher may review notebooks *if necessary*.	• Teacher read-aloud • Text can be chunked (2-4 chunks, not too many) • Set clear goals, expectations, time limits in group work • See additional scaffolds named in lessons; all scaffolds are described in the unit's appendix.

Grade 6: Unit 2				
Day 9-10: Session 7 – "Gryphon": Wrapping Up the Comprehension Work				
Notes	**Primary Goals and Key Standards**	**Agenda**	**What to Watch For/ Assess**	**Resources and Supports**
Once again, consider incorporating a second reading of the story into the beginning of this session's work. Students can use this second reading to check for gaps in the comprehension work they did in the previous session.	• Students will demonstrate a basic understanding of the characters and events in "Gryphon." • Students will add to their list of processes for working to comprehend a short story. RL.6.2 RL.6.3 SL.6.1 L.6.4 L.6.5	• Students will reread "Gryphon." • Students will work with partners to confirm or revise their synopsis of the story that accounts for characters, key moments, and basic plot development. • Students will share their understanding of the story by sharing out their answers to the comprehension questions in a whole-class setting. • Students will reflect on the comprehension work they have been doing by quick-writing and discussing their answers to the following questions: "What are the things you did to answer this question and what was the order—as best you can remember—in which you did them?"	• Do the conversations (small and whole group) show a decent understanding of the characters and events of the text? • Inquiry reflection: How do students describe their processes of moving through comprehension work? • Teacher may review notebooks *if necessary.*	• Text can be chunked (2-4 chunks, not too many) • Set clear goals, expectations, time limits in group work • See additional scaffolds named in lessons; all scaffolds are described in the unit's appendix.

Grade 6: Unit 2				
Day 10-11: Session 8 – Introducing Interpretive Assignment #2				
Notes	**Primary Goals and Key Standards**	**Agenda**	**What to Watch For/ Assess**	**Resources and Supports**
In this session, the class begins to spend more time in small- and whole-group interpretive discussion, a cycle that will continue throughout the year. Strategies for "Establishing a Strong Culture of Discussion" are included at the end of this session. Be sure to review these in advance of class discussions.	• In small groups, students will generate an initial attempt at a claim in response to the interpretive question and mark supporting moments in the text. RL.6.1 RL.6.2 RL.6.3 RL.6.6 SL.6.1 SL.6.3	• Students will form and discuss an interpretation of "Gryphon" in small groups, responding to the question *"Why does Tommy defend Miss Ferenczi?"* • Students will reference the text to support their interpretations. • Students will take notes about their own and their classmates' interpretations to help them with the interpretive writing to come. • Students will reflect upon and share out their ideas about the process of conducting interpretive discussions.	• Are students consistently working from the text in their conversations? Are they taking notes/ jotting down ideas during this time? • Teacher may review notebooks *if necessary.*	• Set clear goals, expectations, time limits in group work - in particular, setting discussion norms can be helpful. • See additional scaffolds named in lessons; all scaffolds are described in the unit's appendix.

Grade 6: Unit 2				
Day 12: Session 9 – Interpretive Assignment #2: Whole-Class Discussion				
Notes	**Primary Goals and Key Standards**	**Agenda**	**What to Watch For/ Assess**	**Resources and Supports**
The whole-class discussion in this session is an ideal time to draw students' attention to the idea of competing claims. If this is the first time you are asking your students to work with counterclaims, be sure to mention the following: During the discussion, several possible claims will be made in response to the question . Some may be very similar, while others may be quite different.	• Students will share and support their responses to the interpretive question, clarifying, specifying, and modifying as needed. RL.6.1 RL.6.2 RL.6.3 RL.6.6 W.6.1 SL.6.1 SL.6.3	• Students will quickly compose an initial written response to the question: *"Why does Tommy defend Miss Ferenczi?"* • Students will participate in a whole-class discussion, trying to answer the same question. • Students will take notes about the points and ideas raised during the discussion. • Students will think about and identify what they learned about the text that they didn't know before the discussion. • Students will reflect upon and share out any new things they learned today about forming interpretations, as well as review the major differences between comprehension and interpretive work.	• How do students use the opportunity for the quick write? • What works well in the discussion, and what might be a reasonable goal for the next one? • Are students making "interpretive moves" in the conversation? Are they supporting their responses with the text? • Inquiry reflection: How do students describe the process of forming an interpretation? • Teacher may review notebooks *if necessary.*	• "Criteria for a Good Discussion" can be found as a Google Doc and a PDF in the digital toolkit • Whole-class discussions that have gone quiet for an extended time can be refocused with a question and time to turn and talk (for example, "So far we've been saying X. Let's see if we can come up with at least one or two other possible interpretations. With a partner, take 3 minutes to see what additional ideas you can generate based on the text.")

Grade 6: Unit 2				
Day 13-14: Session 10 – Studying Drafts, Composing Drafts				
Notes	**Primary Goals and Key Standards**	**Agenda**	**What to Watch For/ Assess**	**Resources and Supports**

Prior to this session, pull together a set of interpretive papers on "Raymond's Run" from "Interpretive Assignment #1." To do this, look for places where students interpret, or attempt to interpret, the text or look for interesting fragments of interpretative work that will help you illustrate the following items:
• Clearly stated positions/ interpretive statements.
• Compelling explanations grounded in specific passages in the story.
• Elegant phrases, transitions, or citations, including phrases used to reference or cite a passage from the text.
 	
The easiest way to conduct the work in this session is to project excerpts of papers on the board or screen. As always, be sure to obtain permission from students to use their work.
 	
*Teachers may wish to extend this session across two class periods to allow additional time for writing.
	• Students will clarify the traits of strong interpretive/argument writing after examining samples of student work.
	• Students will demonstrate an understanding of the basic features of an argument as they draft a response to the interpretive question.
	
	RL.6.3
	RL.6.6
	W.6.1
	W.6.4
	W.6.5
	W.6.9
	W.6.10
	L.6.3
		• Students will study effective interpretive writing.
		• Students will see examples and non-examples of:
		  • Clearly stated interpretive positions.
		  • Compelling explanations that are grounded in the text.
		  • Exemplary phrases, transitions, citations, and other writing moves.
		• Students will learn about the importance of demonstrating an authoritative interpretive disposition in their writing—in other words, "sounding like you know what you're talking about."
		• Students will write their interpretive papers about "Gryphon."
			• Confer with students during this writing work. What are they already able to do? What coaching do they need?
			• Examine students' writing afterward, using the rubric as a lens (but not, in our recommendation, as a grading tool for this round!). Consider what descriptions match student work and what instructional moves might be appropriate in future work.
				• The student checklist and the argument writing rubric are included alongside the task sheet in the digital toolkit.
				• Additional writing resources can be found in the targeted writing lessons in the digital toolkit. These can be used during the drafting or the revision process.