1. Find an article that ties to your curriculum.
2. Read through it once, having students make notes in the margins or on the document.
   1. Underline key ideas
   2. Circle unfamiliar words
   3. Put an exclamation mark next to ideas that are strange, new, exciting, or weird.
   4. Put a question mark next to ideas that don’t make sense or you want to know more about.
3. Now, read through it again, looking for elements from the Close Reading Rubric. (attached)
   1. Key Ideas and Details
   2. Craft and Structure
   3. Integration of Knowledge and Ideas
4. Have a class discussion on these elements. Pair 🡪small group🡪whole class🡪teacher led.
5. After discussion, make this topic into an argument by introducing “the other side.”
   1. What could be a problem with this?
   2. Who could be negatively affected by this?
   3. What safeguards should we take when using this?
6. Now, write a 2-3 paragraph response using the following prompts and sentence stems.

~~I believe that~~\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (claim, thesis)

~~I believe this because~~ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (value statement from our shared, common, culture)

~~The evidence for what I believe is~~ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (evidence from text)

However, others may claim that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (counter-argument)

When students write the short essay response, use “I believe” statements at first, just to get started, then ~~take them out~~. Without the “I” the sentence will now be third person, more formal and acceptable.