

## Scaffolding Suggestions for Helping Students Read Texts That Argue

STUDENTS' NEEDS	POSSIBLE SCAFFOLDS
<p><b>Identifies arguments:</b></p> <p>Finds selecting the arguments that support a position a challenge</p>	<ul style="list-style-type: none"> <li>• Reread aloud and then model how you first figure out the author's position, using Susan B. Anthony's speech.</li> <li>• Ask the student to find the author's position in the selection they read in Lessons 8 to 13. If the student has difficulty with this, point to the section in the text that states the position and have him paraphrase it.</li> <li>• Have the student find arguments that support the position. Continue practicing until the student can work independently.</li> </ul>
<p><b>Understands why writing to explain and argue work together:</b></p> <p>Is unable to show why it's important to include an explanation with some arguments</p>	<ul style="list-style-type: none"> <li>• Use the Susan B. Anthony speech (or another selection) and point out explanatory and informative parts such as the paragraph on oligarchy and the quote from the Preamble. Explain how these sections support the argument.</li> <li>• Have the student select explanatory and informative parts of a selection she's read and discuss how these sections support the arguments.</li> </ul>
<p><b>Author's purpose for arguing for a position:</b></p> <p>Has difficulty explaining how the author's position shapes the content</p>	<ul style="list-style-type: none"> <li>• Explain the author's purpose in Bush's speech or another selection and show how the purpose determines the information included and arguments presented.</li> <li>• Have the student explain the author's purpose in the selection he read for the assessment in Lessons 2.</li> <li>• Model and then ask the student to select details that relate to the author's purpose, so he sees how these work in concert.</li> </ul>