Addressing Three Modes of Writing
Kentucky Core Academic Standards
in the 21st Century

Tips for Understanding Standards, Instruction & Assessment

UNBRIDLED LEARNING
THE VISION FOR KENTUCKY'S FUTURE

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Introduction

This guidebook was developed to help Kentucky educators provide students with opportunities to develop into confident, independent and proficient writers who are prepared for college and/or careers.

The guidebook is organized around the three modes of writing in the *Kentucky Core Academic Standards* (KCAS). Within each of three sections, readers will see information about the standards, instruction to support the teaching of the standards and assessment. Information about the formative assessment process will be emphasized; however, readers also will find embedded details about Kentucky's on-demand writing assessment administered in grades 5, 6, 8, 10 and 11.

Since each section of the guidebook is organized around one of the modes of writing in KCAS, readers will read each section with the understanding that the modes of writing often are used in conjunction to communicate with an audience. A reader also might consider the way the modes can be intertwined to communicate with an audience. In elementary grades particularly, students work toward understanding story structure and developing pacing, dialogue, characters and other items. As they progress, students are expected to embed narrative in other modes. For instance, a student might be writing an argument about why she/he thinks violent video games are root causes for certain types of teen violence. In her/his argument the student might embed a narrative—a story—about a young man whose life was obviously affected by his addiction to video games.

It is important to note that a variety of forms are appropriate for any particular mode of writing. Additionally, some forms work for more than one mode. For example, articles, speeches and multi-media presentations all could be suitable for informational/explanatory writing as well as argumentative writing. Keep in mind the audience and purpose for the writing should be considered when deciding which form is most appropriate. Students need many opportunities to examine models of a variety of forms within all modes of writing. One way to do this is to provide a good model and ask students to identify the purpose, the audience and what in the writing makes it appropriate for the mode described in the Writing Standard 1, 2 or 3.

Although forms will not be emphasized in scoring for the state writing assessment, forms will be mentioned in the prompts to provide context for purpose and audience. Student writing will be scored based on a holistic four-point scoring rubric that contains the language of the writing standards and language found in the instructional writing rubric posted on the Kentucky Department of Education's (KDE's) website. Form is not part of the rubric; rather, students will be evaluated on their ability to communicate effectively with an audience by supporting complex ideas in a coherent structure. All papers for the state assessment will be scored with the understanding that they are "first drafts" because time and page space will be limited given that the goal of the assessment is to measure students' abilities to write independently and proficiently and demonstrate their mastery of the KCAS writing standards.

All pre-writing for the state assessment will happen within the student test booklet rather than on scrap paper. Students will have one page to brainstorm and pre-write before drafting their response to the prompt. For the 30/40-minute stand-alone prompt, students will be given a choice of two prompts, and they will have two pages in their test booklets for writing their responses. For the 90-minute passage-

based prompt, students will have four pages in their test booklets to write their responses to the one prompt offered.

Since this guidebook will focus on modes of discourse (opinion/argument, informational /explanatory, narrative) and will serve as a starting point for planning writing instruction, readers may note that best practices for in-class writing instruction include explicit writing strategy instruction focused on standards and learning targets as well as instruction about writing as a process. When students take the state writing assessment, they will be confident writers if they are provided multiple opportunities to work through the writing process throughout the school year.

The Writing Standards
Although this document focuses on the three text types, or modes, and purposes of the first three writing standards, Writing Standards 4 through 10 work together to support all three modes of writing.

- CCR Anchor Writing Standard #4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- CCR Anchor Writing Standard #5: Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
- CCR Anchor Writing Standard #6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- CCR Anchor Writing Standard #7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCR Anchor Writing Standard #8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- CCR Anchor Writing Standard #9: Draw evidence from literary and informational texts to support analysis, reflection and research.
- CCR Anchor Writing Standard #10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

In particular, Standard 10 sets the stage for students to practice writing for a variety of purposes and audiences. Fletcher and Portalupi (2001) emphasize the notion of writing often in their description of an effective writing workshop. "Your students need time to write their hearts out; to explore many different subjects; to write deeply about a single one. They need to write for the fun of it, and at times they need coaches by their sides stretching them to write with more precision and craft" (p. 109). Fletcher and Portalupi (2001) further stress that when students are provided instruction alongside many opportunities to write, students will perform as desired on assessments. This is one connection between writing over extended time frames and in shorter time frames emphasized in Standard 10.

Students mastering Standard 10 are able to communicate clearly and will be prepared for Kentucky's writing assessment. Providing practice in timed situations, with writing prompts, helps students learn to respond effectively to writing situations for a variety of real-life audiences and purposes as well as for assessment purposes. Analysis of responses can include how well students address audience needs and how well responses adhere to the purpose of the writing. This formative assessment process will help both teachers and students be aware of the smaller targets for improving writing and informing

Using the Writer's Reference Sheet as an instructional tool can be a powerful way to help students learn to reflect on their own writing technique.

Even when faced with high-stakes assessments, teachers want students to learn and become better writers first and foremost.

Section 1: Opinion/Argument

CCR Anchor Writing Standard #1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Argumentation (both writing and evaluating) is a critical thinking skill necessary for students to be not only college- and career-ready, but also active participants in a global society. The importance of this standard is seen in its primary placement within the *Common Core State Standards for English Language and Literacy in History/Social Studies, Science, and Technical Subjects* (CCSS).

The Common Core State Standards for English/Language Arts list three purposes of an argument: to change the reader's point of view, to bring about some action on the reader's part or to ask the reader to accept the writer's explanation or evaluation of a concept, issue or problem using reason and logic to demonstrate the validity of the writer's claim.

Beginning in kindergarten, students are asked to communicate their opinions — a building block to writing effective arguments. There is a shift at 6th grade from opinion to argumentation. "Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument" (CCSS Appendix A).

For students to reach the college and career goal of writing effective arguments, they must support claims with sufficient **textual** evidence that is reasonable and relevant. It is important to note here that students should be offered multiple opportunities to write arguments with textual evidence, but they won't always have text to support their writing when they participate in Kentucky's on-demand writing assessment. Since the testing blueprint calls for a random rotation of writing prompts and modes each year, students should be taught each year to write arguments with and without text to support their writing. Students writing arguments or opinions without text will want to include details to support their arguments.

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- Students must be able to comprehend and use complex text to achieve this CCR goal.
- Students must be able to discern essential information that supports claims.
- Students must be able to use and cite evidence appropriately to avoid plagiarism.

Argument vs. Persuasion
"A logical argument convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer" (CCSS Appendix A).

While persuasive techniques often will be included in argumentative writing, they do not stand alone in reaching the full intent of the standard. Persuasion often relies on ethos, pathos and logos or stylistic choices such as the use of repetition or allusions to convince the audience to adopt the writer's viewpoint. "In a persuasive essay, you can select the most favorable evidence, appeal to emotions and use style to persuade your readers. Your single purpose is to be convincing" (Kinneavy and Warriner, 1993 as cited by Hillocks 2011). An effective argument does not necessarily have these types of persuasive techniques. Argumentation relies on evidence from substantive text to prove a claim through logic.

In Lunsfurd's (2010) *Everything's an Argument*, the distinction is made that "the point of argument is to use evidence and reason to discover some version of the truth. Argument of this sort leads audiences toward conviction — an agreement that a claim is true or reasonable or that a course of action is desirable. The aim of persuasion is to change a point of view or to move others from conviction to action. In other words, writers or speakers argue to discover some truth; they persuade when they think they already know it" (p. 7).

When considering persuasion, propaganda also must be clearly defined. Read, Write, Think offers a chart that illustrates the differences among the three. You may access the chart here: http://www.readwritethink.org/files/resources/lesson_images/lesson829/Argument-Propaganda.pdf

To write an effective argument, it is also necessary for the writer to consider opposing viewpoints and address counterclaims. High-quality argumentative writing presents objections to the writer's claim and then responds to them logically. Writers may rebut with a straightforward refutation explaining why the counterclaim is invalid, or if it is true, not substantial enough to defeat the writer's claim.

Tips for Instruction and Assessment
A significant key to learning is student engagement. Argument is a natural vehicle for grabbing attention and providing a topic to talk about, research and write about — often with passion. Teaching skills to writing good arguments is a natural student engagement tool. Using best practices that encourage critical thinking and allow room for choice and inquiry, students develop a habit of mind that is powerful enough to propel them closer to college and career readiness.

George Hillocks, Jr., (2011) author of *Teaching Argument Writing: Supporting Claims with Relevant Evidence and Clear Reasoning*, knows that students need to write to become better writers, but he also values discussion and inquiry to grow the kind of thinking necessary to write a good argument. In his own classroom, he made good use of students' innate ability to talk and to write what they care about.
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He also designed his instruction around argument to begin with solving mysteries to teach simple arguments of fact. Once students were comfortable with establishing claims, rules and warrants, he progressed to more sophisticated forms of argument through making simple arguments of judgment and eventually arguments of policy. More detailed information about his instructional plan can be found in his book.

Students need many opportunities to practice writing arguments for different audiences and with different content. It is difficult to master a complex skill like writing a good argument with only minimal exposure. Writing Standard 10 calls for students to write routinely over long and short time frames for a range of tasks, purposes and audiences. In this category falls daily writing that is a part of a formative assessment process, classroom assessments and the Kentucky on-demand writing assessment.

In English/language arts, students practice using textual evidence to support their arguments. History/social studies students will use evidence from primary and secondary sources to advance their claim. In science, "students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims" (CCSS Appendix A).

Allowing students to be "experts" by discussing their thinking and challenging others' opinions and conclusions is an important step in learning how to think through a claim and an argument. This is a good pre-writing activity, but also a way to formatively gauge where students are in their thinking process as they are drafting arguments.

Since a key to effective argumentative writing is citing textual evidence that supports a claim, it is important to check student thinking often, especially as they begin the process. Students will either be given texts or will seek texts to use for support. On a regular basis, students need to systematically evaluate their resources as well as receive feedback from their teacher and peers regarding their progress. Early in the writing development process, students can more easily be redirected and assisted in understanding their arguments, thesis statements and supporting ideas.

As students are drafting an argument, one of the most powerful formative assessment tools is to periodically look at writing models — either student work, teacher-generated text or professional writing. As a class, the writing can be evaluated for specific elements, both strengths and areas of growth, that have already been established through a rubric and instruction/discussion that uses the same language. Some models of writing to use in instruction can be found at the NCTE Gallery of Writing, EdSteps and Kentucky Marker Papers.

Beyond the opportunities for longer and more sustained research, students also need to practice writing in shorter timeframes with shorter text to draw from (text might be print or non-print materials such as photographs, charts or graphics). This type of writing is often required in real-world college and career situations. These opportunities can be used formatively, as feedback can be given after these pieces are written and instruction is informed by the types of data gathered from the students' work.

A 10-15 minute quick-write as students enter the class is a good way to provide multiple opportunities to write to prompts. The goal of these quick-writes is for students to write for the entire time frame about one topic and not stop writing at all. They could include anything that comes to mind in the quick-write. Students can keep these quick-writes in their notebooks and choose one to develop more fully

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after writing about five different topics. Topics for writing arguments can be obtained from sites such as http://www.procon.org/, or teachers may project images that spark controversy, especially images on current event topics. An excellent site for images is http://www.buzzfeed.com/mjs538/the-most-powerful-photos-of-2011.

At this link (http://www.prometheanplanet.com/en-gb/Resources/Item/99451/ks3-english-app-writing#.TvtC3dTZBSQ) to a video about assessing pupil progress (APP), teachers can learn a few tips for working on the conventions of student writing within the context of writing about a specific topic. You will notice that the students talk about being more confident writers.

When students learn to be confident writers, they will be prepared for a variety of assessments, including Kentucky's on-demand writing assessment. This assessment will allow students an opportunity to demonstrate their ability to construct an effective argument. In this summative assessment, students will have a passage stand-alone prompt associated with a mode of writing (narrative, informational, argumentative). The mode will vary yearly, but in general assess students' abilities to write all of the modes. The writing for this assessment will be scored based on the thought that it's a first-draft. Knowing this fact should help students understand the importance of communicating their argument clearly to the intended audience.

Section 2: Informational/Explanatory

CCR Anchor Writing Standard #2: Write informational/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.

The *Common Core State Standards* recognize that in order for students to be college- and career-ready, they must use writing to "demonstrate understanding of subjects they are studying" among the other purposes for writing. This writing is closely related to the reading of complex and varied texts as they must "develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources." As the *New York Times* acknowledges, informational sources go beyond textbooks to "articles, essays, opinion pieces to 'diverse media and multimedia' such as photographs, infographics and video" (Schulten, "The Times and the Common Core Standards: Reading Strategies for 'Informational Text'"). College- and career-ready students will synthesize information from a variety of sources in their writing.

In Appendix A, the *Common Core State Standards* (CCSS) explain that informational/explanatory writing conveys information accurately. This kind of writing serves several purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. To produce this kind of writing, students draw not only from their own background knowledge, but from multiple print and non-print texts as well. With practice, students become better able to develop a thesis and to maintain focus on a topic. The proficient writer will be able to select and incorporate relevant examples, facts and details into his/her writing. Writers also are able to "use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point" (CCSS, Appendix A.) Note that the

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last part of that quote refers to incorporating narrative writing into informational/explanatory writing. This is an important skill that will be further discussed in the narrative writing section of this document.

The CCSS explain that informational/explanatory writing standards address issues such as types, components, size, function or behavior, how things work and why things happen. Informational/explanatory writing includes a wide array of genres and forms, including academic genres such as literary analyses, scientific and historical reports, summaries, and precise writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications and resumes (Appendix A). While Appendix A suggests traditional forms for academic writing, educators are encouraged to think more broadly at the way academic writing extends beyond traditional forms to speeches, documentaries, monographs, podcasts, blog posts, online journal articles and books. The form of communication always matches the intended audience and purpose for communicating. The tools used to communicate are not as important as the message being communicated because the tools continue to change. In Adolescents and Digital Literacies, Sara Kajder articulates what it means for students to be literate in 21st-century society "…they need to know how to make meaning from different text forms and communication modes and how to communicate through those modes" (2010). As students mature and develop their communication skills, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Tips for Instruction and Assessment

In a report entitled *Writing to Read: Evidence for How Writing Can Improve Reading* Graham, Harris and Hebert (2011) of Vanderbilt University assert that there are three proven writing practices that enhance students' reading: having students write about the text they read, teaching students the writing skills and processes that go into creating text and increasing how much students write. These practices lend themselves easily to a curriculum that includes informational/explanatory writing. Below are a few practical suggestions for integrating informational/explanatory writing into your classroom.

Journaling - Often a good "before reading activity", asking students to respond quickly about a topic of study by jotting down their thoughts is an excellent way to activate thinking and to formatively assess what students already know before beginning a unit (Schulten, 2011). Beyond recording their thoughts, students can record their "aha" moments, their questions and things that stand out as important. As the teacher, these responses can inform your next steps by identifying learning gaps as well as student interests and insights that they can capitalize on in a larger writing assignment.

Collaborative Writing - Good writing does not occur in a bubble. 21st-century learners must be able to work with others to prepare for an increasingly interpersonal global environment. Collaborative writing involves peers writing as a team with a higher-achieving student as Helper and lower-achieving student as Writer. These students work together throughout the writing process to the creation of a final product, with the teacher serving to monitor, prompt and praise their efforts (Yarrow and Topping, 2001). Such arrangements have a strong impact on quality (Graham and Perin, 2007).

The One-Pager - Tap into the creativity of the 21st-century learner with this suggestion from the *New York Times*. It involves responding to a text by creating one page that "shows an illustration, question and quote that sum up some key aspect of what the student learned." This very simple strategy embraces multiple literacies and is accessible to students of various skill levels. It could easily be adapted into a larger assignment if one so desired.

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Extended Writing - In *Writing to Read: Evidence for How Writing Can Improve Reading,* Graham and Hebert (2011) cite Langer and Applebee saying "newer and better understandings of textual material are likely to occur when students write about text in extended ways involving analysis, interpretation, or personalization" (p.14). They provide an example of having students write an analytic essay in response to given reading material. "For instance, after reading about the history of the industrial revolution, students might be asked to write an essay in which they identify the three most important reasons for industrial growth during the nineteenth and twentieth centuries and explain the reasons for each of their choices" (p. 14). Extended writing opportunities also could familiarize students with the on-demand writing process. In this situation, students respond to a prompt that may include one or two supporting passages. As in the earlier example, students will be expected to synthesize information from the text in their responses. Such writing opportunities can help a teacher assess not only whether students understand given reading material, but also if they are able to communicate that understanding to others. This type of writing activity works in many disciplines, and writing in the disciplines is necessary to ensure the increase in writing time recommended by educational researchers to improve the writing skills of students. In a report, *The Neglected 'R': The Need for a Writing Revolution,* the National Commission on Writing recommends that teachers double the amount of time students spend writing.

Utilize Non-Print Sources - Students must respond to a variety of texts. The 21st-century learner gathers information from a variety of sources. Consider this example from the January 2012 issue of the Kentucky Department of Education's *Literacy Link* newsletter:

> As part of a study of various cultures from around the world, examine two photographs from the series *What the World Eats* and read two entries of text about two families. Write to inform our class blog readers about what you learn as you compare and contrast what the two families eat.

Section 3: Narrative Writing

CCR Anchor Writing Standard #3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

As noted in the *Common Core State Standards* (CCSS), in order to build a foundation for college and career readiness, "students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and ***conveying real and imagined experiences and events***" (p.18). Proficient writers recognize the importance of communicating clearly to an audience and adapting their writing to accomplish a specific purpose. Students also must learn how to combine elements of different kinds of writing — for example, to use narrative strategies within argument and explanation within narrative — to produce complex and nuanced writing.

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade or entertain. Personal narrative is only one form narratives can take. There are many others. In English/language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes and autobiographies. As defined in the CCSS, the narrative category does not include all of the possible forms of creative writing,

such as many types of poetry. The standards leave the inclusion and evaluation of other such forms to teacher discretion.

Over time, students learn to provide visual details of scenes, objects or people; to depict specific actions (for example, movements, gestures, postures and expressions); to use dialogue and interior monologue that provide insight into the narrator's and characters' personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. For an example of a young writer talking about her process of writing creative narrative text, try this link http://evasart.wordpress.com/eva-on-writing . With practice, students expand their repertoire and control of different narrative strategies.

As students progress through school, narrative writing as a stand-alone diminishes. Students should be taught to embed narrative writing into argumentative and informational/explanatory writing. Conversely, informational writing also should begin to be embedded in narrative writing. (For example, *The Longitude Prize*, included in the English/Language Arts Appendix B of the CCSS, embeds narrative elements within a largely expository structure. Effective student writing also can cross the boundaries of type, as does the grade 12 student sample "Fact vs. Fiction and All the Grey Space In Between" found in Appendix C.)

Tips for Instruction and Assessment
In his book *Story Proof*, Kendall Haven (2007) emphasizes that stories are a powerful tool. We have passed along history, news, values, culture and attitudes through stories, from person to person and from generation to generation for over 10,000 years. We remember stories (and the information presented therein) better and longer than the same information presented in any other form. Teaching students to harness the power of storytelling in their writing will make them much more effective communicators.

As a teacher focuses on the elements of narrative writing, he/she will explicitly teach students strategies for strengthening their narratives (e.g. using dialogue and descriptive language) Teacher-friendly websites like Thinkfinity.org have hundreds of standards-based lesson plans one can access for free. An example of a great lesson on dialogue can be found here. As one teaches the elements of a good narrative, this would be a great place to search for resources. Perhaps from there a teacher might consider showing the class authentic student work that effectively utilizes the strategies taught and allows students to analyze and discuss this work. Try the National Council of Teachers of English's (NCTE's) Gallery of Writing , Edsteps.org or the Kentucky Marker Papers on the KDE website. Students can use the Writer's Reference Sheets as a tool to approach analyzing such pieces. This practice can prepare them to apply the same tool in collaborating to analyze the work of peers and give feedback and, finally, promote self-analysis of their own work.

In addition to teaching the elements of narrative writing and, of course, the overall writing process, teachers must give students opportunities to practice the type of writing they might encounter in a testing situation. While the writing process is a necessary part of a balanced writing curriculum, this type of writing is not assessed as a finished product. One might give students a prompt asking for a response.
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For instance: "You've heard the old saying 'never judge a book by its cover'. Have you ever judged someone based on appearance? Have you ever been in a situation where you decided you didn't like something before you gave it a proper chance (like a class or a food)? Write about a time when you prematurely judged someone or something. Be sure to tell what you learned from the situation."

There is no end to the possibilities of "a time when" pieces. The key is to make the prompt relevant and appropriate to a student population. One also could instruct students to apply a specific strategy, as in "Remember how we discussed using descriptive language in your writing? Be sure to apply that to this writing situation." This would then inform the next steps for instruction in student responses and determine whether or not students were able to understand and apply the previously taught strategy. This memoir from the NCTE gallery demonstrates a time when a student learned a valuable lesson. A savvy teacher would recognize the student's strong awareness of audience and purpose and audience and his efficient use of descriptive language, while noting that next steps might be learning to incorporate dialogue. Such intentional formative assessment will strengthen your instruction and, consequently, positively impact student learning.

Teachers will want to provide opportunities for students to embed narrative into other forms of writing and vice-versa. In *Teaching Argument Writing, Grades K-12*, Hillocks, Jr. (2011) demonstrates the importance of integrating the modes by carefully embedding anecdotes that illustrate his points into his otherwise informative text. Haven (2007) corroborates this approach with an argumentative example: "Argue either case of two opposing positions with facts, statistics and charts and we … nod off to sleep. Argue either side of that case with powerful stories of hungry children … and we will storm the barricades."   Consider teaching students to use narrative writing to strengthen other modes. For example, after reading several relevant texts, students could write an informative piece about the democratic process including humorous or otherwise memorable stories of odd, interesting or close elections. In this situation, students would be synthesizing information from multiple sources as well as integrating the modes -- all very necessary skills for the college- and career-ready individual.

Conclusion

Students have received quality writing instruction in Kentucky for over 20 years. Initiatives are launched; changes come, but effective instruction should remain a constant.   The hope for this guidebook is to alleviate and recognize some of the unease associated with change by focusing on best instructional practices.

A focus on teaching students to write for a wide variety of audiences and purposes remains best practice for writing instruction. The *Kentucky Core Academic Standards* focus on preparing students to be literate individuals who can, for instance, write and discern an effective argument. Ultimately, complex literacy instruction in all disciplines will lead to students who are college and career ready.

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