TEXT-CENTERED DISCUSSION CHECKLIST	✓	COMMENTS
I. PREPARING — **Reading & Research:** I come to the discussion prepared, having read the text and/or research the topic we are studying.		
II. ENGAGING AND PARTICIPATING — **Engaging Actively:** I pay attention to, respect, and work with all other participants in the discussion.		
Participating Responsibly: I take a variety of roles in the discussion, and follow the guidelines or agreements we have set for the conversation.		
Recognizing Purpose & Goals: I understand the purpose and goals of our discussion or work, and I contribute to our progress.		
III. COMMUNICATING IDEAS, CLAIMS, AND EVIDENCE — **Presenting Ideas Coherently:** I present my ideas and claims clearly, using relevant evidence and well-chosen details from the text.		
Communicating Clearly: When I talk with others, I make eye contact and speak in a clear, respectful voice so they can understand me.		
IV. QUESTIONING — **Posing Questions:** I pose good questions that are centered on the text or topic and that help us think more deeply.		
Responding to Questions: I respond to others' questions or comments by citing specific, relevant evidence and ideas.		
Making Connections: I make valid and thoughtful connections and comparisons among my ideas and those of others.		
V. LISTENING RESPECTUFLLY — **Acknowledging Others:** I pay attention to, acknowledge, and consider thoughtfully new information and ideas from others.		
Qualifying or Justifying Views: I modify or further justify my ideas in response to evidence and ideas I have heard from others.		

FORMING EVIDENCE-BASED CLAIMS

FINDING DETAILS	As I read, I notice authors use a lot of details and strategies to develop their points and arguments. I might then ask myself: What details should I look for? How do I know they are important? Below are examples of types of details authors often use in important ways.		
I find interesting details that are related and that stand out to me from reading the text closely.	**Author's Facts and Ideas** • Statistics • Examples • Vivid Description • Characters/Actors • Events	**Author's Words and Organization** • Repeated words • Strong Language • Figurative language • Tone • Organizational Structure/Phrases	**Opinions and Point of View** • Interpretations • Explanation of ideas or events • Narration • Personal reflection • Beliefs

CONNECTING THE DETAILS	By reading closely and thinking about the details that stand out to me, I can make connections among them. Below are some ways details can be connected.		
I re-read and think about the details, and explain the connections I find among them.	**Facts and Ideas** • Authors use hard facts to illustrate or dene an idea. • Authors use examples to express a belief or point of view. • Authors use vivid description to compare or oppose different ideas. • Authors describe different actors or characters to illustrate a comparison or contrast. • Authors use a sequence of events to arrive at a conclusion.	**Words and Organization** • Authors repeat specific words or structures to emphasize meaning or tone. • Authors use language or tone to establish a mood. • Authors use figurative language to infer emotion or embellish meaning. • Authors use a specific organization to enhance a p	**Opinions and Point of View** • Authors compare or contrast evidence to help define his or her point of view. • Authors offer their explanation of ideas or events to support their beliefs. • Authors tell their own story to develop their point of view. • Authors use language to reveal an opinion or feeling about a topic.

MAKING A CLAIM	
I state a conclusion that I have come to and can support with evidence from the text after reading and thinking about it closely.	As I group and connect my details, I can come to a conclusion and form a statement about the text.

*adapted from Odell Education and EngageNY

FORMING EVIDENCE-BASED CLAIMS

FINDING DETAILS *I find interesting details that are related and that stand out to me from reading the text closely.*	Detail 1:	Detail 2:	Detail 3:

CONNECTING THE DETAILS *I re-read and think about the details, and explain the connections I find among them.*	What I think about detail 1:	What I think about detail 2:	What I think about detail 3:
	How I connect the details:		

MAKING A CLAIM *I state a conclusion that I have come to and can support with evidence from the text after reading and thinking about it closely.*	My claim about the text:

MAKING EVIDENCE-BASED CLAIMS

Claim:

Supporting Evidence	Supporting Evidence	Supporting Evidence
CITATION:	CITATION:	CITATION:

Claim:

Supporting Evidence	Supporting Evidence	Supporting Evidence
CITATION:	CITATION:	CITATION:

*adapted from Odell Education and EngageNY

ORGANIZING EVIDENCE-BASED CLAIMS 2 POINTS

Claim:			

Point 1		**Point 2**	
Supporting Evidence A	**Supporting Evidence B**	**Supporting Evidence A**	**Supporting Evidence B**
CITATION:	CITATION:	CITATION:	CITATION:
Supporting Evidence C	**Supporting Evidence D**	**Supporting Evidence C**	**Supporting Evidence D**
CITATION:	CITATION:	CITATION:	CITATION:

*adapted from Odell Education and EngageNY

	HIGH PROFICIENCY	BASIC PROFICIENCY	APPROACHING PROFICIENCY	NOT PROFICIENT
CONTENT & ANALYSIS	• Contains a clear, compelling claim. • Claim demonstrates insightful comprehension and valid precise inferences. • Overall analysis follows logically from the text.	• Contains a clear claim. • Claim demonstrates sufficient comprehension and valid basic inferences. • Overall analysis follows logically from the text.	• Contains a claim, but it is not fully articulated. • Claim demonstrates basic literal comprehension and significant misinterpretation. • Major points of textual analysis are missing or irrelevant to accomplish purpose.	• Contains a minimal claim that is not beyond correct literal repetition. • Minimal inferential analysis serving no clear purpose.
COMMAND OF EVIDENCE	• Central claim is well-supported by textual evidence. • Use of relevant evidence is sustained throughout the entire analysis. • The core reasoning follows from evidence.	• Central claim is well-supported by textual evidence. • Use of relevant evidence is generally sustained with some gaps. • The core reasoning follows from evidence.	• Central claim is only partially supported by textual evidence. • Analysis is occasionally supported with significant gaps or misinterpretation. • The core reasoning is tangential or invalid with respect to the evidence.	• Demonstrates some comprehension of the idea of evidence, but only supports the claim with minimal evidence which is generally invalid or irrelevant.
COHERENCE & ORGANIZATION	• The organization strengthens the exposition. The introduction establishes context; the organizational strategies are appropriate for the content and purpose. • There is a smooth progression of ideas enhanced by proper integration of quotes and paraphrase, elective transitions, sentence variety, and consistent formatting.	• The organization supports the exposition. The introduction establishes the context; the organizational strategies are appropriate for the content and purpose. • The ideas progress smoothly with appropriate transitions, but evidence is not always integrated properly. Sentences relate relevant information and formatting is consistent.	• Some attempt has been made at a sustained organization, but major pieces are missing or inadequate. The introduction does not establish the context; The organizational strategy is unclear and impedes exposition. • Paragraphs do contain separate ideas, but the relationships among them are not indicated with transitions. Quotes and paraphrases may be present, but no distinction is made between the two and they are not effectively integrated into the exposition. Sentences are repetitive and fail to develop ideas from one to the next.	• There is no sustained organization for the exposition. Organization does not rise above the paragraph level. The essay does contain discrete paragraphs, but the relationships among them are unclear. • Ideas do not -ow across paragraphs and are often impeded by erroneous sentence structure and paragraph development.
CONTROL OF LANGUAGE & GRAMMAR	• Contains precise and vivid vocabulary, which may include imagery or figurative language and appropriate academic vocabulary. The sentence structure draws attention to key ideas and reinforces relationships among ideas. • Successful and consistent stylistic choices have been made that serve the writing purpose. • Illustrates consistent command of standard, grade-level-appropriate writing conventions. Errors are so few and so minor that they do not disrupt readability or affect the force of the writing.	• Contains appropriate vocabulary that may lack some specificity, including some imagery or figurative language and appropriate academic vocabulary. The sentence structure supports key ideas and relationships among ideas, but may lack some variety and clarity. • There is some evidence of stylistic choices that serve the purpose of the essay. • Illustrates consistent command of standard, grade-level-appropriate writing conventions. Minor errors do not disrupt readability, but may slightly reduce the force of the writing.	• Contains vague, repetitive and often incorrect word choice. Sentence structure is repetitive, simplistic and often incorrect, disrupting the presentation of ideas. • There are few or no attempts to develop an appropriate style. • Illustrates consistent errors of standard, grade-level-appropriate writing conventions. Errors disrupt readability and undermine the force of the writing.	• Contains very limited and often incorrect word choice. Sentence structure is repetitive, simplistic and often incorrect, resulting in a minimal expression of a few simplistic ideas. • Illustrates consistent errors of standard, grade-level-appropriate writing conventions. Errors impede readability and comprehension of the writing.

*adapted from Odell Education and EngageNY