

Research-Based Design Principles & Assumptions Guiding *Read.Inquire.Write.* Curriculum

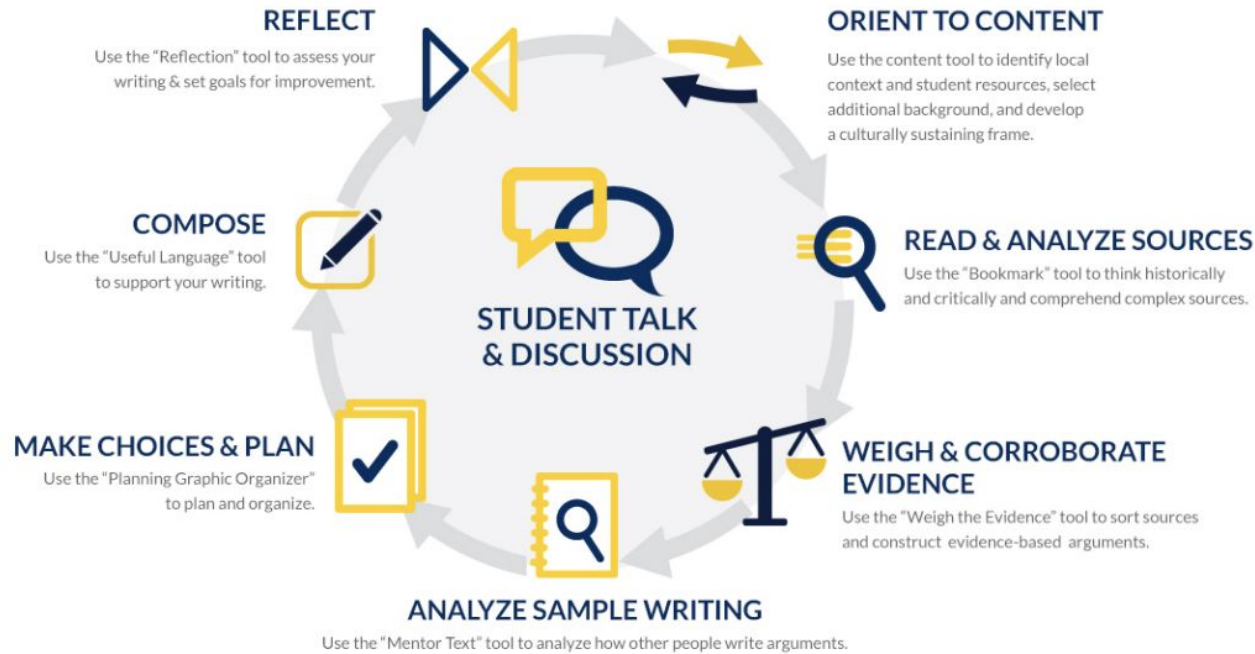
Research-based principle for supporting students' social studies argument writing	Curriculum or teaching resource	Timing in a Unit	Supporting Literature
Orient students to history as inquiry (e.g., pursue debatable compelling questions with multiple sources that have diverse, contrasting perspectives)	<ul style="list-style-type: none"> • <i>Read.Inquire.Write.</i> investigations 	<ul style="list-style-type: none"> • Initial planning & decisions about unit materials • Asking questions and responding to students' ideas throughout 	De La Paz, 2005; Monte-Sano, 2008, 2011; Monte-Sano & Allen, 2019; Reisman, 2012
Make connections with students' incoming knowledge, interests, and experiences + Extend students' background knowledge of the topic, language, or concept	<ul style="list-style-type: none"> • Teacher knowledge of students and culturally responsive pedagogy • Teacher knowledge of and materials on the topic • <i>Read.Inquire.Write.</i> investigations – Day 1 	<ul style="list-style-type: none"> • Early in the unit and throughout – does not all need to be frontloaded 	Ball & Ellis, 2010; Bricker & Bell, 2013; Chambliss & Murphy, 2002; Epstein, 2000; Goldberg, Schwarz, & Porat, 2008; Gutiérrez, 2008; Lee, 2007; Reisman, 2012; Shanahan, 2015
Support comprehension <i>and</i> analysis of sources through modification of complex texts, explicit strategy instruction, interaction, and attention to language	<ul style="list-style-type: none"> • <i>Read.Inquire.Write.</i> Bookmark tool • Cycles of pair and whole-class talk • Modeling of reading process 	<ul style="list-style-type: none"> • When reading individual primary sources 	De La Paz et al., 2017; Monte-Sano, 2008, 2011; Reisman, 2012; Shanahan, 2015; Wineburg & Martin, 2009; Bunch, 2013b; Kramer-Dahl et al., 2007;
Facilitate and foster discussion of sources & compelling question to construct arguments	<ul style="list-style-type: none"> • <i>Read.Inquire.Write.</i> Weigh the Evidence tool • Cycles of pair/group and whole-class talk • Modeling of argumentation 	<ul style="list-style-type: none"> • When thinking across primary sources in tandem with compelling question to begin thinking about what students could write 	Applebee, Langer, Nystrand, & Gamoran, 2003; Monte-Sano, 2011; Nystrand et al., 1998; Bunch, 2013b; Kramer-Dahl et al., 2007;
Supporting students' language learning through explicit instruction, consistent opportunities to talk, and use of their incoming language resources supports their disciplinary learning	<ul style="list-style-type: none"> • <i>Read.Inquire.Write</i> Bookmark tool • <i>Read.Inquire.Write</i> Mentor Text tool • <i>Read.Inquire.Write</i> Useful Language tool • Cycles of pair and whole-class talk • Modeling of reading & writing processes 	<ul style="list-style-type: none"> • Throughout 	Achugar & Carpenter, 2011; Coffin, 2006; de Oliveira, 2010; Kibler, 2011; Schleppegrell et al., 2008; Gibbons, 2006; Oteiza et al., 2018; Bunch, 2013b; Kramer-Dahl et al., 2007;
Provide models of social studies argument writing and make expectations for such writing explicit	<ul style="list-style-type: none"> • <i>Read.Inquire.Write.</i> Mentor Text tool • <i>Read.Inquire.Write.</i> Useful Language tool 	<ul style="list-style-type: none"> • When preparing to write and while composing 	De La Paz et al., 2017; Monte-Sano, 2008
Support a writing process that focuses on meaning (not form) and includes planning, composing, feedback & reflection, revision	<ul style="list-style-type: none"> • <i>Read.Inquire.Write</i> Planning Graphic Organizer • <i>Read.Inquire.Write.</i> Reflection Guide tool • Modeling of aspects of the writing process 	<ul style="list-style-type: none"> • When preparing to write and when composing 	Graham & Harris, 2003; Troia, 2013; Bunch, 2013b; Schall-Leckrone, 2017; Schleppegrell, 2004
Design writing assignments with sources that require argumentation, offer an authentic purpose and audience, <i>aREnd</i> connect past to present	<ul style="list-style-type: none"> • <i>Read.Inquire.Write.</i> assignment examples • Search the news for recent events related to topic 	<ul style="list-style-type: none"> • Initial planning & decisions about unit materials • Introduce at beginning of reading/writing process 	Duke et al., 2012; Goldman, Snow, & Vaughn, 2016; Graham & Perin, 2007; Monte-Sano & Allen, 2019; Monte-Sano & De La Paz, 2012; Troia, 2013



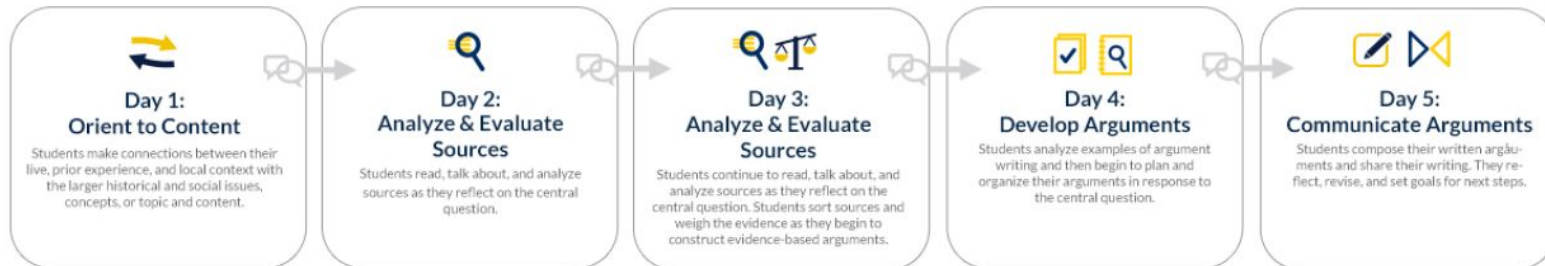
Guiding Assumptions	
I.	Learning is situated
II.	Learning is social; meaning is co-constructed
III.	Teachers are partners with valuable expertise
IV.	Students are sense-makers who construct understandings of the world
V.	Teachers will adapt the curriculum according to context and their students' needs



A Process that Structures Social Studies Inquiry and Argument Writing Through A Set of Disciplinary Literacy Tools



5-Day Example of a *Read.Inquire.Write.* Investigation Sequence



To access the Mexico City Investigation on the *Read.Inquire.Write.* website:

[Mexico City Investigation](#)