**PERSONALIZATION CHART**

| IF STUDENTS | THEN |
|---|---|
| Don't yet demonstrate that they understand the concept of supporting a claim | Use "build background" strategies in this chapter to connect to students' prior knowledge and experiences, teach concept vocabulary, and model the concept of supporting a claim.<br><br>Use "scaffold language" strategies, as appropriate, to engage learners at the optimal level of challenge and support. |
| Use text evidence that is irrelevant or random | Type or cut out examples of text evidence that are relevant and irrelevant to the task. Don't label the difference, but give the mixed-up examples to partners and have them collaborate to organize the evidence according to relevance. Use the fishbowl strategy on page 60 to model a conversation in which students negotiate the relevance of evidence, building up ideas together. |
| Use relevant text evidence but don't explain how the evidence supports the inference | Use the "Model Expectations With an Exemplar" strategy and example (5.7, p. 128).<br><br>Use the "Collaborate to Contrast Exemplars" strategy (5.8, p. 130) to have students compare two exemplars, one with explanation and one without. Have students discuss, "Which is stronger, and why?" |
| Write their claim and support but you notice the argument seems choppy or lacks cohesion | Use the language mini-lesson example in 7.2 (p. 162) to teach language for cohesion.<br><br>Create banks of phrases students might use to introduce text evidence and to explain text evidence. |

## CHOOSE SUPPORTS STRATEGICALLY

This section offers you a menu of support options to *choose* or *lose* based on your students' ever-evolving needs. There are *way* too many options here to put into one lesson. Be strategic in choosing the supports that are most relevant to what your students need right now to build on what they already can do to excel in new ways.

To find the optimal level of supports, reflect critically on each option. For example, ask yourself, "Will this support help my students extend beyond what they can do on their own, or stagnate their growth or self-direction?"