



UCLAIMS TOOL KIT

USING COLLEGE-LEVEL ARGUMENTATION
TO IMPROVE MULTIPLE SOURCE WRITING

INSTRUCTIONAL TOOLS FOR TEACHING WRITING IN HISTORY

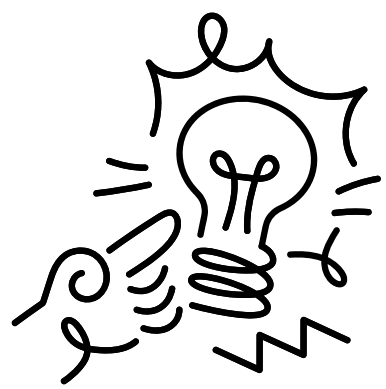
READ & ANALYZE SOURCES

- [Cognitive strategies bookmark](#) for history
- [Teaching cognitive strategies tutorial](#)
- [Cognitive strategies booklet](#)
- Cognitive strategies bookmark [in spanish](#)
- Cognitive strategies [close reading guide](#)
- [Four Reads](#) of a historical document
- [K-W-H-L-A-Q Chart](#) and [See think wonder](#)
- [Anticipation guide](#)
- [Writing to learn guidebook](#)
- [HIPP analysis](#)



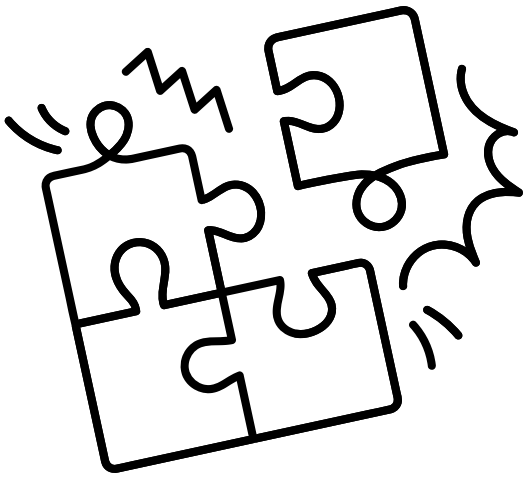
MAKE MEANING FROM SOURCES

- [Weighing evidence](#) to generate claims
- [Ranking and ordering evidence](#)
- [Atwoodian table](#)
- [Quiet countering](#)
- [Guideposts](#) to historical thinking
- [Text structures](#)



PLAN & PRE-WRITE

- [Do/what chart](#)
- [Argument writing graphic organizer](#)
- Making a [two-part claim](#)
- Using [mentor texts](#)



WRITE A SOURCE BASED ARGUMENT ESSAY

- Explicitly teach the parts of an [academic essay](#)
- [Example Revision](#)
- [Comparing](#) effective and ineffective essays
- [Academic Language Toolkit](#)



REVISE & REFINE ARGUMENTS

- [Facilitating formative feedback](#) slides
- [Analytic rubric](#)
- [Glow/grow strategy](#)
- Self assessment and goal setting [checklist](#)
- [Analyzing](#) effective and ineffective essays
- [Color coding](#) for revision
- Modeling a [think aloud](#) for revision
- [STAR revision strategy](#)



DEVELOP SOURCE-BASED WRITING PROMPTS

- Qualities of an [effective prompt](#)
- [Selecting and modifying](#) sources
- [Crafting historical questions](#)
- [Women's suffrage tutorial](#)
- Example [source-based argument writing](#) task
- Example [writing prompt](#)

