

Improving Student Rigor with T3XT:

An Analytic Solution for Reading Comprehension and Written Expression

Dylan Emerick-Brown

Deltona High School

1720 Lobelia Drive

Lake Mary, FL 32746

321.745.8836

dylaneb@live.com

Abstract

In education, it is important for rigor to be more effectively implemented in the curriculum and teaching strategy to improve students' reading comprehension and written expression. This reflection explores the formation and use of a unique teaching strategy created for this specific purpose called T3XT. T3XT is a three step process for writing a college-ready analysis of any textual sample. The idea behind T3XT is that the key to comprehension and then synthesizing of knowledge lies in being able to understand and express the relationship among the three elements listed below: text, context, and subtext.

Keywords: rigor, reading comprehension, written expression, analysis, synthesizing of knowledge, text, context, subtext, T3XT

Improving Student Rigor with T3XT:

An Analytic Solution for Reading Comprehension and Written Expression

Where We Are

As a tenth grade English teacher with students of greatly varying levels in my classes, I have observed firsthand a systemic issue holding my students back and it has been noticed by teachers of multiple grade levels and subject areas: students lack the capability to comprehend with depth a new textual source, synthesize this new knowledge, and express clearly a thought or solution pertaining to a teacher-led inquiry.

In Volusia County, Florida, where I teach, two standardized assessments are given to students to determine their reading and writing capabilities. The District Interim Assessment (DIA), which assesses reading levels and the Florida Standards Assessments (FSA) which is split into two separate examinations of reading and writing. Both assessments work with the same state standards which fit into four reporting categories: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Language and Editing. According to district statistics, in Volusia County, for 2015, the reporting category with the lowest percentage of passing scores for the tenth grade FSA (which is a graduation requirement and the grade level I teach) was Craft and Structure with a 57% passing rate. Likewise, the state standards with the lowest percentage of passing rates for the DIA for the same cohort of students were in the same reporting category.

When I looked closer at the state standards that assessed so low, I saw a pattern that connected with my initial observation of poor reading comprehension and written expression. The state

standards that had the lowest passing rates for tenth graders in Volusia County for the 2014-15 school year included:

- * Determine a theme or central idea of a text and analyze in detail its development over the course of the text...
- * Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meaning...
- * Cite strong and thorough textual evidence to support analysis of what the text says...
- * Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- * Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- * Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience...and
- * Draw evidence from literary or informational texts to support analysis, reflection, and research.

With this in mind, I began investigating why a severe lack in these skills was such a prevalent problem among my students. What I discovered was that they were used to a certain level of learning that they were comfortable with and the students were rarely challenged to push their own abilities. Essentially, there was a lack of rigor in the classroom. Rigor, as I define it here is being consistently and intentionally taught just beyond the periphery of one's comfort level yet just within the periphery of one's ability. In theory, this would be an ever-expanding boundary.

This lack of rigor was no coincidence in relation to the low performance in the above standards. As Jenkins (2012) states, “To teach completely, teaching must be at the correct depth and complexity as determined by standards...Teaching to the implied complexity is critical to student success on increasingly “rigorous” state assessments” (p. 1).

The catch, however, is that it is easier to assign multiple choice tests or simpler assignments. The grading is easier and quicker for the teacher. Students are less likely to push back on the lesson if they feel it would be an easy grade. And with better grades, the illusion of mastery over a particular curriculum can be sustained. According to Gordon (2010), “For many faculty members, grading is the most unpleasant aspect of their jobs.” Yet, if the students are truly taken into consideration, the benefits of more rigorous instruction - and grading that is consistent with that level of rigor - students will be more inclined to learn. Gordon (2010) also states, “Students feel compelled to study more when they believe that the grades they receive will reflect genuine mastery of the subject matter.”

The problem with the strategy of taking the path of least resistance when it comes to curriculum and rubric design is obvious: the students aren't learning. We have to ask more of our students, which requires more of our teachers. Blackburn (2014) states, “It is essential that teachers design lessons that move students to more challenging work while simultaneously providing ongoing scaffolding to support students's learning as they move to those higher levels” (p. 4).

When my students were given a new textual sample such as a poem, excerpt, article, or short story that they were unfamiliar with, they were unwilling as well as unable to comprehend any meaning or answer rigorous questions regarding it. Not only did the students appear to shut down

at the daunting task of creating meaning from something so new and abstract, but even the motivated lacked the tools and skills to accomplish the task. This was a widespread problem among the English teachers of my school as well as other schools as I found out from conversations with educators across the district. I was surprised to discover that this problem persisted even into other subject areas such as social studies where students were having great difficulty formulating connections between cause and effect in different historical scenarios such as the events of the French and Indian War leading to the taxation that prompted the Boston Tea Party. There has been a severe lack of rigor and students are becoming complacent within their comfort level. However, the problem is that when students remain between their comfort level and ability level, they aren't learning nearly as much as their potential allows. According to Brown (2014), "Learning is deeper and more durable when it's effortful" (p. 3).

Being solutions-minded, I set out to create an easy-to-remember format that would serve as an adaptable tool for students to dig deeper, form connections and meanings, and express themselves coherently. Additionally, I would also have to consider the teaching strategy of implementing this tool so that the educator could work with the students to best help them along. This would have to be a process that the students could learn and adapt to on their own after being taught it, giving them the ability to pull apart and truly analyze an unfamiliar text. As Brown (2014) states, "When you're adept at extracting the *underlying principles* or 'rules' that differentiate types of problems, you're more successful at picking the right solutions in unfamiliar situations" (p.4).

Thus, my guiding question for seeking a solution became: How, through critical inquiry, can rigor be more effectively implemented in the curriculum and teaching strategy to improve students' reading comprehension and written expression?

T3XT

All of this led to me creating T3XT. T3XT is a three step process for writing a college-ready analysis of any textual sample. The idea behind T3XT is that the key to comprehension and then synthesizing of knowledge lies in being able to understand and express the relationship among the three elements listed below: text, context, and subtext. Nothing is learned in isolation and yet that is how many students are taught. New knowledge is learned, not in a vacuum, but in diverse world. New knowledge should be taught for a very specific reason. And new knowledge should then be integrated into what the student already knows and then applied to fresh scenarios.

To this end, students should understand the relationship between the 3 texts:

- * Text (keyword[s])
- * Subtext (author's purpose, theme, or tone)
- * Context (what happened to inspire this)

Independently, students need to understand these elements, but holistically they need to analyze their relationship to each other to comprehend a piece of writing. T3XT is most applicable to studies in the subject area of English, but can also be applied to the others such as social studies. Math and science may be more challenging for a teacher. Students may not comprehend a text, but the very process of using the graphic organizers for T3XT gives the students a framework for piecing together meaning.

Christina Lapnow, the assistant principal dedicated to assessment at Deltona High School where I teach, has seen T3XT in action in the classroom. Lapnow said, “The T3XT template, as a tool in the classroom, provides students a template for students to regulate their own learning.” Given that the tenth grade FSA is a graduation requirement, there is an added pressure for students to gain mastery over reading comprehension and written expression. According to Lapnow, “We need as many tools in our toolbox that we can gather to encourage higher level thinking and depth of knowledge.”

Figures 1 through 5 are part of a sample lesson showing the prompt, the graphic organizer (and how it is filled in), as well as the finished paragraph response. This is a step-by-step illustration.

Explain how the text, context, and subtext relate to each other to produce meaning in lines 12-15 of Act I, Scene 4 of *Macbeth*.

“Duncan: There’s no art to find the mind’s construction in the face. He was a gentleman on whom I built an absolute trust.”

Graphic Organizer 1

Purpose: This will help organize your thoughts and gather evidence so that you can make the connections later. Fill in your notes and quotations in the vertical columns one at a time while ignoring the other columns. This is akin to free writing.

See Figures 1, 2, 3, and 4.

Graphic Organizer 2

Purpose: This will allow you to structure your response in a format that is a rough draft. Your final draft will essentially become a more clearly written response of what is written below.

Don't forget to add an introduction sentence and concluding sentence. Make sure to put your primary elements (text, context, and subtext) in any order you like in the gray boxes down the middle to ensure at least one of each is represented. Then choose whichever elements you want to connect them to and place them in the white boxes beneath. Fill in your notes and quotations from your first graphic organizer into the far right column.

See Figures 5, 6, and 7.

Written response: Now, write an introduction sentence. The body of your paragraph will primarily be what you wrote in the last column, in that order. End with a conclusion sentence.

Example:

Lines 12-15 in Act I, Scene 4 of *Macbeth* have a deeper meaning that is important to the audience. Shakespeare used keywords such as “absolute trust” from Duncan. This highlights how the former Thane of Cawdor betrayed Duncan even though he was highly trusted. During this conversation, Duncan is giving his son, Malcolm, advice for when he will become king. This advice is also for the audience as it foreshadows that just as the former Thane of Cawdor betrayed Duncan, so may Macbeth now that he is in that position. And earlier in Act I, Lady Macbeth told her husband, “...look like the innocent flower, but be the serpent under't,” which connects Macbeth to the theme of betrayal. This goes to prove Duncan's advice in that you never know the “mind's construction” when trying to read people's intentions. There are many levels of meaning in Duncan's advice when read carefully.

It is important to note that this same process can lead to an essay as opposed to a paragraph response. Using the second graphic organizer, simply use each pairing of primary elements and

connecting elements as your three body paragraphs. Figure 8 is an example using the exact same prompt from above. As you will see, the second graphic organizer is the same.

See Figure 8.

Paragraph 1) Introduction Paragraph: Introduce the concept of there being a deeper meaning to the excerpt in question with reference to the title and author.

Paragraph 2) First Body Paragraph (white row): Body paragraph about the use of “absolute trust” and how the former Thane of Cawdor betrayed Duncan, even though he trusted him.

Paragraph 3) Second Body Paragraph (light gray row): Body paragraph about how Duncan is giving advice to his son, Malcolm, for when he is king and the foreshadowing of Macbeth now becoming the current Thane of Cawdor and his potential treachery.

Paragraph 4) Third Body Paragraph (dark gray row): Body paragraph about how earlier in the play, Lady Macbeth told Macbeth to “...look like the innocent flower, but be the serpent under’t” and how that connects to their “mind’s construction” – evil thoughts being hidden beneath trusting faces. Consider Duncan’s advice to Malcolm.

Paragraph 5) Conclusion Paragraph: Conclude with a synopsis of the meaning you have given to the excerpt in question to wrap everything up.

For argumentative writing, create a row in the first graphic organizer for a counter-argument perspective and in the second graphic organizer, ensure that the middle two pairings represent that counter-argument. Figures 9 through 11 are part of an example of how T3XT can apply to an argumentative essay prompt.

Sample passage (from the Preamble of the United States Constitution): We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic

Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Sample prompt: Exploring the relationship between text, context, and subtext in the passage, write an argumentative essay on whether or not the Preamble of the United States Constitution – written in 1788 – provides a foundation for abolishing slavery.

Sample claim a student might make: The Preamble of the United States Constitution provides a foundation for abolishing slavery.

Below is the argumentative essay format.

Paragraph 1: Claim (with pathos)

Paragraph 2: Best evidence

Paragraph 3: Counter-argument

Paragraph 4: Refute the counter-argument with evidence

Paragraph 5: Call to action (with pathos)

See Figures 9, 10, and 11.

Below you will find a sample argumentative essay written from the prompt and graphic organizers above.

Slavery was a scar on the face of the United States. 77 years before slavery was finally abolished, this practice was highly controversial amongst the young country's citizens. It couldn't make sense to found a new nation on the principles of succession from tyranny and the ideals of freedom with this horrendous tradition still looming within the country. To this end, our

Founding Fathers provided a foundation for abolishing slavery in the Preamble of the United States Constitution.

Within the Preamble of the United States Constitution it says, “Blessings of Liberty.” This is important and stands out given that both of the words “Blessings” and “Liberty” are capitalized. This document is designed to outline a model, or ideal, country’s laws. The emphasis is on Liberty, which cannot truly exist while slavery is practiced. A nation that promotes a sense of freedom and yet endorses the act of slavery is hypocritical.

Some people may disagree with this sentiment. In 1788, when this document was written, slavery was widespread in the southern states of the country. While the United States Constitution outlines the laws of a model or ideal country, it is important to remember that those are subjective terms. There were many American citizens whose livelihood depended on the labor of slaves as did the agricultural backbone of the country. Obviously, American citizens in the South would have had a different perspective on model or ideal laws than did their cousins in the north who did not rely on slavery.

However, people of that view would be misled down a slippery slope. There is never a mention of anyone, regardless of race, being excluded from the laws of the United States. To go even further, the Preamble mentions that these laws are for the “general Welfare.” The term “general” implies that people of no specific race, sex, or religion are being excluded from the impact of these laws. And in no way does the act of slavery promote “welfare” as it is the forced and abusive labor of unpaid and dehumanized people. To suggest that the welfare only applies to white people begs the question of why such a simplistic distinction was excluded from the original passage.

Despite the fact that our Founding Fathers were not able to abolish slavery, people should still view them as sympathetic to the abolition of the practice, sowing the seeds of freedom for future generations. Sown into the very Preamble of the United States Constitution were strong hints that slavery was wrong and even, by definition, a violation of the principles from which grew our nation's Supreme laws.

Goals of T3XT

Now that you have seen multiple examples of T3XT in action, it is important to note what the end expectations should be for these lessons. The goal for a T3XT lesson is threefold:

- * To teach students to think deeply, complexly, and on multiple levels.
- * To hone the students' skills in clarity of expression with direct evidence.
- * To effectively assess whether or not the students truly comprehend the material being taught.

The differentiation or scaffolding to different learning levels in the classroom comes from how you help your individual students - not from the altering of the lesson itself. You can, of course, give various students different excerpts to analyze. However, the main differentiation will be in the assistance you, as a teacher, give your students. For lower level students, you may ask more guiding questions. For higher level students, you may allow for more independent study.

Also, consider differentiation in where you place the grade point value. For instance, when teaching lower level learners you might want to place an 80% point value on the graphic organizers and a 20% point value on the final product (paragraph or essay). As the students develop their skills, you may make it 50% / 50% and then eventually 0% / 100% for the higher level learners. Either way, the graphic organizers allow the teacher to encourage the students' focus where it is most needed at various stages of comprehension of the lesson. As Heacox

states, “In differentiated instruction, teachers design activities that support students’ learning preferences and strengths while presenting tasks that encourage growth in areas of weakness” (p. 7).

It is also worth mentioning that by requiring students to include their graphic organizers with their final written response, the teacher can find out where the student may be making his or her errors. Perhaps the teacher notices that it is in the evidence gathering or comprehension of the material where the student is heading astray, as made clear through the first graphic organizer. Perhaps the organization of ideas is where the student struggles, as shown through the second graphic organizer. Or maybe the student struggles in the elaboration, expression, and syntax of writing out the final response.

T3XT creates the scaffolding for students to take ownership of their learning and truly analyze a sample text, whether it is a short poem or a longer article. Once students feel comfortable with the format, they can adapt it to their own learning style. Often I have seen students combine the two graphic organizers and make connections with arrows. As long as the process makes sense to them, I encourage it. Their ability to adapt the graphic organizers and successfully analyze a text is a true indication that they understand what they’re doing. As Brown (2014) states, “People who learn to *extract the key ideas from new material and organize them into a mental model* and connect that model to prior knowledge show an advantage in learning complex mastery” (p. 6).

However, implementing T3XT into the curriculum and teaching strategy is not without its challenges. The first and foremost challenge is that unlike multiple choice questions, fill-in-the-blank tests, and other more simplistic lessons, T3XT requires more intentionality, depth, and time

from both the student and the teacher. With time already in short supply in and outside of the classroom, it can be a daunting task replacing the quicker and simpler assignments with something of this nature.

Another challenge of implementing T3XT in the classroom is teaching the concept of context versus subtext. The difference between these two terms is subtle and, from my experience as well as that of other teachers who have begun to integrate T3XT into their curriculum, difficult for the students to grasp at first. Context is basic and simple. It is everything surrounding the textual sample in question regarding who wrote it, when it was written, historical events that might have led to the writing, and so forth. There is no mind-blowing epiphany with context. Subtext, however, is made up of the lightbulb moments that the students create on their own: the meaning, tone, and themes. Subtext is the reading between the lines that the students should have fun with. If the information is something I could find easily and simply informs me about the passage in question, it is context. If it is something that the student came up with, not in the passage, that reveals something bigger than what is on the surface, it is subtext. This distinction, though, takes a lot of practice with students.

Additionally, there is an initial push-back from students when learning T3XT. It isn't uncommon for students to be resistant to any change in the status quo. However, they quickly see that the graphic organizers involve many little steps. The sheer quantity can create stress. On the other hand, the many little steps are simple and easy for them to accomplish. While the graphic organizers are more time-consuming than simply jumping into a rough draft, they are relatively easy to memorize and fill in. After a few assignments, the students come to realize this and the push-back fades away.

With this in mind, I believe it is important to note that despite my initial hypothesis, it was the honors-level students that provided the most resistance to T3XT as opposed to the regular-level sophomores. As I discovered through one-on-one conversations with these students, the honors-level students felt that they needed the assistance of graphic organizers less and believed that the use of them was beneath them. The regular-level sophomores, however, welcomed the assistance and took to the process much more quickly. In the end, the honors-level students did come around to T3XT after witnessing the difference in the finished products between those who took advantage of T3XT and those who did not. It was a tough buy-in, but eventually everyone bought in.

Lastly, another challenge the students faced in their writing was an over-reliance on the use of the terms “text,” “context,” and “subtext.” Like training wheels, many students would cite these terms, assuming that the reader would understand their application to the rest of the essay or paragraph. However, this was remedied slowly as they became more comfortable with the format and could express themselves more clearly without the usage of those elements mentioned explicitly.

There have also been many benefits to utilizing T3XT in my classroom and other teachers who have experimented with it are planning on implementing it further for the next school year. The most significant benefit has been the vast improvement in the students’ reading comprehension and written expression, which was the initial and intended goal of the experiment.

After only using T3XT for about two months, students in my classes began reading with more intention and purpose than ever before. They are scanning passages for interesting keywords that

stand out to them. They are considering purpose, tone, and theme almost instinctively which become evident when we temporarily break from reading and have class discussions. Instead of looking at a passage as simply another bland assignment, the students are looking at them like puzzles that have something interesting to reveal.

The students' writing had also greatly improved in the 2015-16 school year. Out of 117 students assessed using T3XT over a one month period of time, 96 students showed improvements in their reading comprehension and written expression as revealed through individual grades. This is an 82% increase in grades over one month.

In the 2016-17 school year, 48 out of 118 students polled, in total, claimed that T3XT improved their reading and writing skills. More students in honors classes felt that T3XT improved their reading and writing skills, by 19%, as compared to regular English II classes. Of course, students' opinions are not always the most accurate indicator of their own improvements. Over the same period of time as they were polled, the regular English II students made an average increase in grades by 5.5% and honors students made an increase in average grades by 11.6%. This was assessed using very similar assignments with the same rubric. These increases in student scores were seen commonly by teachers implementing T3XT with far less, if any, increases in average student grades over the same period of time with the same lessons in classes not utilizing T3XT.

Whether it be in their short paragraph responses or longer essays, writing is more focused and clear. The evidence gathered is more tailored to the individual students' points. There is a level of uniqueness and personalization to their writing, while still feeling professional, on-task,

and in-depth. Students have been relying on the graphic organizers to create a structure or scaffold upon which they can apply their own learning.

Likewise, as the students' skills in reading comprehension and written expression are growing, so is their confidence levels. This serves to organically push the boundaries of rigor which is essential to their overall learning. In the beginning, students would turn in work that they were convinced would receive below average scores, sometimes even failing grades. However, when they received their work back with teacher critiques and an above passing grade, they were shocked. We would go over some sample essays as a class as well as address questions and concerns individually and privately, but the students quickly began to see that with minimum effort, their writing was drastically improving. This confidence, as the students informed me, was brought into their other subject areas in which they found an improvement – whether slight or drastic – in their work. This newly discovered sense of confidence in their reading comprehension and written expression bolstered the motivation of the higher-level students and greatly encouraged the lower-level students not to give up. This unintended and unexpected outcome of T3XT was a huge benefit as student apathy and low confidence can oftentimes be a herculean obstacle to tackle with students. As Pajares (1994) states, "...behavior is largely determined by self-efficacy beliefs rather than by outcome expectations because individuals' assessments of their capabilities are basically responsible for the outcomes they expect" (p. 3).

Another benefit of T3XT was the simplicity with differentiation within the curriculum for both the teacher and the student, without having to decrease the level of rigor. As mentioned briefly earlier in this essay, the differentiation comes mostly from where the emphasis is placed by the teacher. For example, in the beginning and especially with lower-level students, 75% of

the grade was the quality of the graphic organizers and only 25% was on the finished paragraph. The very act of beginning with paragraphs as opposed to jumping in with essays was also a natural and differentiated step. As the students' abilities and confidence grew in the graphic organizers, more emphasis was shifted to the finished product to about 50%. Eventually, only 25% of the grade was impacted by the quality of the graphic organizers and 75% was focused on the final draft of the paragraph. Finally, the graphic organizers were stapled to the final draft, but were not graded at all. It was important to keep the graphic organizers with the final draft, however, to better inform me of where the student might have had difficulties in the process.

With this model, students of varying ability levels could read the same passage and tackle the same prompt without a loss of rigor. This made my job – and the jobs of the other teachers experimenting with T3XT – much easier as the creation of other lessons for differentiation was not necessary. It also benefited the teacher in the sense that we could see the entire process and discover where the students were having difficulties and where they were succeeding so we could adjust our focus more efficiently. This, of course, was of great benefit to the students as the feedback was more personalized and detailed.

The last noteworthy positive impact of T3XT on students would be the improvement in their grades. While grades can sometimes be considered a more subjective assessment, both the school's reading coach and the district's writing coach have independently verified a sudden and drastic increase in the quality of my students' reading comprehension and written expression. Their surprise was all the more telling when they were told that we had only been using this new model for the current quarter and not the entire year. With an increase in student grades, comes a

higher GPA and more confidence, more extracurricular opportunities with minimum GPA requirements, and better outlooks for higher education.

For more information including actual lessons in English as well as other subject areas, outlines, graphic organizers, scanned student work, and more, visit the website: <http://T3XTbook.weebly.com>. Only through sharing best practices, open collaboration, and taking instructional risks will we, as teachers, better adjust and adapt to the ever-changing educational environment for the benefit of our students. T3XT has, so far, proven to be one of many curriculum-based teaching strategies that has worked to improve students' reading comprehension and written expression. Hopefully, more teachers will become a part of the process, share their results and critiques, and help improve our education system.

References

- Blackburn, B. R. (2014). *Rigor in your classroom: A toolkit for teachers*. Routledge.
- Brown, P. (2014). *Make It Stick: The Science of Successful Learning*. H. Roediger III, M. McDaniel (Ed.). Cambridge, MA: The Belknap Press of Harvard University Press.
- Gordon, M. E., & Palmon, O. (2010). Spare the rigor, spoil the learning. *Academe*, 96(4), 25.
- Heacox, D. (2012). *Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners (Updated Anniversary Edition)*. Free Spirit Publishing.
- Jenkins, R., Goldhorn, J., & Webb, M. (2012). How do you identify rigor in the classroom. Retrieved July, 15, 2012.
- Pajares, F., & Johnson, M. J. (1994). Confidence and competence in writing: The role of self-efficacy, outcome expectancy, and apprehension. *Research in the Teaching of English*, 313-331.

Figure 1

Text	Context	Subtext

Figure 2

Step 1: Fill in the first column.

Text	Context	Subtext
“mind’s construction”		
“face”		
“gentleman”		
“absolute trust”		

Figure 3

Step 2: Fill in the second column.

Text	Context	Subtext
“mind’s construction”	Duncan: King of Scotland Malcolm: His son, heir	
“face”	Duncan is giving Malcolm advice for when he is king.	
“gentleman”	The former Thane of Cawdor betrayed Duncan. Duncan trusted him.	
“absolute trust”		

Figure 4

Step 3: Fill in the third column.

Text	Context	Subtext
“mind’s construction”	Duncan: King of Scotland Malcolm: His son, heir	You cannot trust someone by their appearance.
“face”	Duncan is giving Malcolm advice for when he is king.	Given that the former Thane of Cawdor betrayed Duncan, so may Macbeth now that he is the Thane of Cawdor. Foreshadowing.
“gentleman”	The former Thane of Cawdor betrayed Duncan. Duncan trusted him.	“...look like the innocent flower, but be the serpent under’t.” – Lady Macbeth to Macbeth. Theme of betrayal.
“absolute trust”		Even someone you absolutely trust can betray you.

Figure 5

Step 4: Ensuring that at least each column is represented at least once, make three connections.

Note the three connections below made by italics, bold, and underlined boxes.

Text	Context	Subtext
<i>“mind’s construction”</i>	Duncan: King of Scotland Malcolm: His son, heir	You cannot trust someone by their appearance.
“face”	<u>Duncan is giving Malcolm advice for when he is king.</u>	<u>Given that the former Thane of Cawdor betrayed Duncan, so may Macbeth now that he is the Thane of Cawdor.</u> <u>Foreshadowing.</u>
“gentleman”	The former Thane of Cawdor betrayed Duncan. Duncan trusted him.	<i>“...look like the innocent flower, but be the serpent under ‘t.” – Lady Macbeth to Macbeth. Theme of betrayal.</i>
“absolute trust”		Even someone you absolutely trust can betray you.

Figure 6

Sample Argumentative Essay Graphic Organizer 1

The first graphic organizer is the same as the one for informative / literary analysis. However, the bottom row (in gray) is reserved for the counter-argument perspective.

Text	Context	Subtext

Figure 7

Sample Argumentative Essay Format Graphic Organizer 1, Filled Out

Text	Context	Subtext
“perfect Union”	Written in 1788.	There is no mention of anyone being excluded from these laws.
“Blessings of Liberty”	Sets up the Constitution, which is made up of the supreme laws of the country.	This document is designed to outline a model, or ideal, country’s laws.
“general Welfare”	America was founded only 12 years prior.	
“insure domestic Tranquility”	Slavery still existed in the southern states.	Some may perceive a model, or ideal, country differently than others.