High Impact Strategies Toolkit to Support Students in ERWC Classrooms

Developed by Adele Arellano, Roberta Ching,

Debra Boggs, and Pam Spycher

High Impact Strategies Toolkit to Support Students in ERWC Classrooms

This toolkit provides protocols from ERWC ELA/ELD modules that can be adapted and used with any module and any text. All students are in the process of developing disciplinary language and literacy skills and all can benefit from the options for scaffolding and support that these strategies offer They will be especially useful in providing support for English learner students (EL students) in both English Language Arts (ELA) and English Language Development (ELD) ERWC classrooms.

Protocols are organized according to where they can be used as you follow the ERWC Assignment Template (Figure 1) while teaching a module. Protocols that may be used at multiple points during a module occur in a separate section. Each protocol is designed using the format of the Teacher Version of modules, beginning with the purpose for the activity, followed by the procedure a teacher can use to implement the activity, and completed by a shaded box with the student activity intended to be used as a handout or placed on a document camera.

Protocols are generic. They can be applied to a variety of text types taught in any discipline and at all grades where ERWC modules are taught. However, the protocols outlined in this toolkit are all taken from modules where they were tailored to the texts and tasks of that module. Before using a protocol, you are encouraged to go to the module and see the activity in its original context. Then you will want to customize it for the text or texts you are teaching and the needs of your students.

Note: To move between pages more easily in this document turn on the Navigation Pane, which will allow you to quickly scroll between pages and select the page you want. In Microsoft Word, select View, then just click on Navigation Pane. In Acrobat Reader, select View, then Show/Hide, then Navigation Pane, then Page Thumbnails.

The contents of the High Impact Strategies Toolkit to Support Students in ERWC Classrooms were developed under a National Professional Development Grant from the U.S. Department of Education awarded to the CSU Chancellor's Office. However, these contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

Figure 1

CSU The California State University

ERWC

ERWC 3.0 Assignment Template Overview

Teacher Version: Setting Teaching Goals for this Module Setting Learning Goals for the Module		
Reading Rhetorically	**Preparing to Read**	– Getting Ready to Read – Exploring Key Concepts – Surveying the Text – Making Predictions and Asking Questions – Understanding Key Vocabulary – Creating Personal Learning Goals
	Reading Purposefully	– Reading for Understanding – Annotating and Questioning the Text – Negotiating Meaning – Examining the Structure of the Text – Considering the Rhetorical Situation – Analyzing Rhetorical Grammar – Analyzing Stylistic Choices
	Questioning the Text	– Summarizing and Responding – Thinking Critically – Synthesizing Multiple Perspectives – Reflecting on Your Reading Process
Preparing to Respond	**Discovering What You Think**	– Considering Your Task and Your Rhetorical Situation – Gathering Relevant Ideas and Materials – Developing a Position
Writing Rhetorically	**Composing a Draft**	– Making Choices about Learning Goals – Making Choices as You Write – Negotiating Voices
	Revising Rhetorically	– Analyzing Your Draft Rhetorically – Gathering and Responding to Feedback
	Editing	– Editing Your Draft – Preparing Your Draft for Publication – Reflecting on Your Writing Process
Reflecting on Your Learning Goals *Teacher Version: Reflecting on Your Teaching Process*		

Table of Contents

ERWC Assignment Template Section	Strategy	Page Number	Example in Context	
			Module & Grade Level	Activity Number & Title
Strategies That Appear at Multiple Points on the Arc				
Setting & Reflecting on Learning Goals	Creating Personal Learning Goals	1	Fake News and Bias in Reporting, Grade 12	Activity 4: Creating Personal Learning Goals
	SMART Goal Setting	3	*The Absolutely True Diary of a Part-Time Indian*, Grade 9	Activity 4D: Creating Personal Learning Goals
	Pairs Conversation and Evidence Chart	5	"On Leaving | On Staying Behind," Grade 12	Activity 21: Reflecting on Your Reading Process – Pairs Conversation and Evidence Chart
	Reflecting on Your Writing Process	6	*The Absolutely True Diary of a Part-Time Indian*, Grade 9	Activity 38: Final Reflection on Your Writing Process
Discussion Norms	Setting Discussion Norms	8	Age of Responsibility, Grade 10	Activity 2: Getting Ready to Read – Discussion Norms
	Establishing Norms for Civil Discourse	10	Changing Minds: Thinking About Immigration, Grade 11	Activity 6: Considering the Rhetorical Situation – Establishing Norms for Civil Discourse
	Using Scholarly Discourse Moves	11	Cambodia Remembers, Grade 12	Activity 4: Annotating and Questioning the Text – Literature Circles
Academic Discussion	Socratic Seminar	13	Age of Responsibility, Grade 10	Activity 16: Synthesizing Multiple Perspectives – Socratic Seminar
	Structured Academic Controversy	16	Age of Responsibility, Grade 10	Activity 1D: Getting Ready to Read – Structured Academic Controversy

ERWC Assignment Template Section	Strategy	Page Number	Example in Context	
			Module & Grade Level	Activity Number & Title
Academic Discussion (continued)	Structured Discussion	18	Waste More, Want More, Grade 12	Activity 10D: Thinking Critically – Structured Discussion
	Gallery Walk – Finding Evidence	19	*The Distance Between Us*, Grade 11	Activity 9D: Summarizing and Responding – Gallery Walk
	Four Corners	20	Age of Responsibility, Grade 10	Activity 1: Getting Ready to Read – Four Corners
	Save the Last Word	21	Fake News and Bias in Reporting, Grade 12	Activity 9: Summarizing and Responding – Save the Last Word
	Rubric for Academic Language Use in Group Discussion	22	Politics of Food, Grade 12	Appendix C: Rubric for Academic Language Use in Group Discussion
Vocabulary	Establishing a Vocabulary Log	23	Human Impact on Climate, Grade 11	Activity 5: Understanding Key Vocabulary – Establishing a Vocabulary Log
	Concept Map	24	Waste More, Want More, Grade 12	Activity 3: Exploring Key Concepts – Concept Map
	Vocabulary Matching Game	25	Fake News and Bias in Reporting, Grade 12	Activity 6: Understanding Key Vocabulary
	Video Transcript Fill-in-the-Blank Activity	26	Fake News and Bias in Reporting, Grade 12	Activity 10: Negotiating Meaning
	Word Party Vocabulary Game – Creating Sentences	27	Fake News and Bias in Reporting, Grade 12	Activity 6: Understanding Key Vocabulary

ERWC Assignment Template Section	Strategy	Page Number	Example in Context	
			Module & Grade Level	Activity Number & Title
Vocabulary (continued)	Understanding Allusions	29	Remembering Injustice, Grade 9	Activity 3D: Understanding Key Vocabulary – Understanding Allusions
Collaborative Text Reconstruction	Collaborative Text Reconstruction	30	Age of Responsibility, Grade 10	Activity 10: Analyzing Rhetorical Grammar – Collaborative Text Reconstruction
Independent Reading	Independent Reading	32	Age of Responsibility, Grade 10	Activity 7D: Reading for Understanding – Independent Reading Book Club
	Independent Reading – Metacognitive Reflection	34	Chance Me: Recognizing Merit, Grade 11	Activity 16D: Negotiating Meaning – Metacognitive Reflection
Reading Rhetorically				
Preparing to Read	Multiple Perspectives	36	We Should All Be Feminists, Grade 10	Activity 1: Exploring Key Concepts
	Word Forms and Meanings	37	We Should All Be Feminists, Grade 10	Activity 2: Exploring Key Concepts – The Word "Feminist"
	One Idea Protocol	38	Age of Responsibility, Grade 10	Activity 4D: Surveying the Text – One Idea Protocol
	Scanning the Text	40	Citizen Youth, Grade 10	Activity 4: Surveying the Text – Collaborative Scanning

ERWC Assignment Template Section	Strategy	Page Number	Example in Context	
			Module & Grade Level	Activity Number & Title
Preparing to Read (continued)	Image Gallery Walk	41	Human Impact on Climate, Grade 11	Activity 1: Making Predictions and Asking Questions – Image Gallery Walk Activity 2D: Understanding Key Vocabulary – Describing Images with Key Vocabulary
	Using Sentence Stems to Access Background Knowledge and Build Language	43	Conscious Hip Hop: Empowerment, Identity, and Social Change, Grade 9	Activity 2: Getting Ready to Read – Hip Hop Is…
Reading Purposefully	Expert Group Jigsaw	45	Age of Responsibility, Grade 10	Activity 13: Reading for Understanding – Expert Group Jigsaw
	Attentive Reading	47	Cambodia Remembers, Grade 12	Activity 1D: Getting Ready to Read – Remembering Genocide
	Interrupted Reading	49	"On Leaving | On Staying Behind," Grade 12	Activity 7: Reading for Understanding – Interrupted Reading
	Collaborative Reading with the Grain	50	Citizen Youth, Grade 10	Activity 5: Reading for Understanding – Collaborative Reading with the Grain
	Collaborative Reading	51	Juvenile Justice, Grade 12	Activity 4D: Reading for Understanding – Collaborative Reading
	Charting Multiple Texts	53	Juvenile Justice, Grade 12	Activity 5: Reading for Understanding – Charting Multiple Texts
	Talking to the Text – Annotation	56	Good Food/Bad Food, Grade 9	Activity 8D: Annotating and Questioning the Text – Talking to the Text

ERWC Assignment Template Section	Strategy	Page Number	Example in Context	
			Module & Grade Level	Activity Number & Title
Reading Purposefully (continued)	Literature Circles	58	Cambodia Remembers, Grade 12	Activity 3: Getting Ready to Read – Literature Circles Project Planning
	Crafting Open-Ended Questions	61	*Things Fall Apart*, Grade 10 We Should All Be Feminists, Grade 10	Activity 6: Negotiating Meaning – Generating Open-Ended Questions Activity 13: Negotiating Meaning – Crafting Open-Ended Questions
	Descriptive Outlining	62	Waste More, Want More, Grade 12	Activity 8: Examining the Structure of the Text – Descriptive Outlining
	Sentence Frames for "Does" Statements	63	Waste More, Want More, Grade 12	Activity 7D: Examining the Structure of the Text – Sentence Frames for "Does" Statements
	Text Jumble	64	Citizen Youth, Grade 10	Activity 5D: Examining the Structure of the Text – Text Jumble
	Pathos and Kairos	65	Free Speech, Grade 10	Activity 12: Considering the Rhetorical Situation – Pathos and Kairos
	PAPA Square	67	Free Speech, Grade 10	Activity 10D: Considering the Rhetorical Situation – PAPA Square
	The Language of Pathos	69	Free Speech, Grade 10	Activity 15D: Gathering Relevant Ideas and Materials – The Language of Pathos
	Exploring Nominalization	71	Human Impact on Climate, Grade 12	Activity 4D: Negotiating Meaning – Exploring Nominalization

ERWC Assignment Template Section	Strategy	Page Number	Example in Context	
			Module & Grade Level	Activity Number & Title
Reading Purposefully (continued)	Building Effective Noun and Verb Phrases	73	Conscious Hip Hop: Empowerment, Identity, and Social Change, Grade 9	Activity 8D: Analyzing Rhetorical Grammar
	Sentence Unpacking	74	Age of Responsibility, Grade 10	Activity 9: Negotiating Meaning – Sentence Unpacking
	Sentence Combining	76	Juvenile Justice, Grade 12	Activity 5D: Analyzing Rhetorical Grammar – Sentence Combining
	Verbs, Time Frames, and Time Markers	78	Waste More, Want More, Grade 12	Activity 14: Analyzing Rhetorical Grammar – Using Time Frames and Time Markers to Create Cohesion
	Text Cohesion	80	Conscious Hip Hop: Empowerment, Identity, and Social Change, Grade 9	Activity 9D: Analyzing Rhetorical Grammar
	Modals and If-Clauses	81	We Should All Be Feminists, Grade 10	Activity 5D: Analyzing Rhetorical Grammar – Modals and If-Clauses
	Qualifying Language	83	Politics of Food, Grade 12	Activity 7: Analyzing Rhetorical Grammar – Qualifying Language Activity 13D: Analyzing Rhetorical Grammar – Qualifying Language
	Analyzing Stylistic Choices of Mentor Texts	85	Conscious Hip Hop: Empowerment, Identity, and Social Change, Grade 9	Activity 11D: Gathering Relevant Ideas and Materials – Analyzing Stylistic Choices of Mentor Texts
	Analyzing Figurative Language	86	*The Absolutely True Diary of a Part-Time Indian*, Grade 9	Activity 13: Analyzing Stylistic Choices – Analyzing Figurative Language

ERWC Assignment Template Section	Strategy	Page Number	Example in Context	
			Module & Grade Level	Activity Number & Title
Reading Purposefully (continued)	Incorporating Quotations	87	Juvenile Justice, Grade 12	Activity 19D: Negotiating Voices – Incorporating Quotations
	Incorporating and Elaborating on Quotations	89	Juvenile Justice, Grade 12	Activity 34: Analyzing Your Draft Rhetorically – Incorporating and Elaborating on Quotations
	Quote, Paraphrase, Summarize, Synthesize	90	Politics of Food, Grade 12	Activity 30: Negotiating Voices – Quote, Paraphrase, Summarize, Synthesize
	Analyzing the Use of Quotations and Dialogue Tags	93	*The Absolutely True Diary of a Part-Time Indian*, Grade 9	Activity 12: Analyzing Rhetorical Grammar – Dialogue Tags
	Telling a Story with Dialogue	95	*The Absolutely True Diary of a Part-Time Indian*, Grade 9	Activity 9D: Analyzing Rhetorical Grammar – Telling a Story with Dialogue
	Learning About Register	96	Age of Responsibility, Grade 10	Activity 5D: Analyzing Stylistic Choices – Code Switching Game
	Code Switching Game	97	Age of Responsibility, Grade 10	Activity 6D: Analyzing Stylistic Choices – Code Switching Game
	Stylistic Choices in a Speech	99	Remembering Injustice, Grade 9	Activity 14: Analyzing Stylistic Choices
Questioning the Text	Levels of Questioning	100	*The Distance Between Us*, Grade 11	Activity 5D: Thinking Critically – Levels of Questioning
	Answer and Pass	102	*The Distance Between Us*, Grade 11	Activity 15: Summarizing and Responding – Answer and Pass, Book One

ERWC Assignment Template Section	Strategy	Page Number	Example in Context	
			Module & Grade Level	Activity Number & Title
Questioning the Text (continued)	Golden Line Constructed Response	104	*The Distance Between Us*, Grade 11	Activity 10D: Annotating and Questioning the Text – Golden Line Constructed Response
	Annotating and Questioning the Text	105	Waste More, Want More, Grade 12	Activity7: Annotating and Questioning the Text
	Collaborative Summarizing	106	Human Impact on Climate, Grade 11	Activity 8: Reading for Understanding – Collaborative Summarizing
	Keyword Summaries	108	Waste More, Want More, Grade 12	Activity 9D: Summarizing and Responding – Keyword Summaries
	Summarizing Quotations	109	Free Speech, Grade 10	Activity 10: Annotating and Questioning the Text – Summarizing Quotations
	Summarizing and Responding	111	We Should All Be Feminists, Grade 10	Activity 9: Summarizing and Responding
	Peer Response	113	Changing Minds: Thinking About Immigration, Grade 11	Activity 13: Summarizing and Responding – Peer Response
	Rhetorical Précis Peer Feedback	115	Good Food/Bad Food, Grade 9	Activity 13D: Summarizing and Responding – Rhetorical Précis

ERWC Assignment Template Section	Strategy	Page Number	Example in Context	
			Module & Grade Level	Activity Number & Title
Preparing to Respond				
Discovering What You Think	Gathering Relevant Ideas and Materials	116	Juvenile Justice, Grade 12	Activity 29: Gathering Relevant Ideas and Materials
	Unpacking the Prompt and Success Criteria for Argumentative Writing	117	Remembering Injustice, Grade 10	Activity 10: Considering the Rhetorical Situation – Previewing the Writing Assessment
	Adding Independent Research	119	Changing Minds: Thinking About Immigration, Grade 11	Activity 21: Gathering Relevant Ideas and Materials
	Mentor Text and Success Criteria for a Text Other Than an Academic Essay	121	Juvenile Justice, Grade 12	Activity 31: Making Choices as You Write – Genre of the Open Letter
	Analyzing Mentor Texts and Crafting Success Criteria	122	Cambodia Remembers, Grade 12	Activity 6: Considering Your Task and Your Rhetorical Situation – Analyzing Mentor Texts and Using Success Criteria
	Data Identification and Evaluation	124	We Should All Be Feminists, Grade 10	Activity 17: Gathering Relevant Ideas and Materials – Data Identification and Evaluation
Writing Rhetorically				
Composing a Draft	Collaborative Writing of a Research Article	125	Politics of Food, Grade 12	Activity 20: Considering Your Task and Your Rhetorical Situation – Collaborative Writing Activity 21: Considering Your Task and Your Rhetorical Situation – Developing Your Research Question

ERWC Assignment Template Section	Strategy	Page Number	Example in Context	
			Module & Grade Level	Activity Number & Title
Composing a Draft (continued)				Activity 22: Gathering Relevant Ideas and Materials – Charting What You Know What You Need to Learn Activity 23: Gathering Relevant Ideas and Materials – Resource Identification and Evaluation Activity 27: Making Choices as You Write – Writing and Sharing Preliminary Drafts
	Jointly Constructing a Text	130	Age of Responsibility, Grade 10	Activity 13D: Gathering and Responding to Feedback – Jointly Constructing Text
	Introduction and Thesis Statement	131	Juvenile Justice, Grade 12	Activity 32: Making Choices as You Write – Evaluating Thesis Statements
	Support Paragraphs and Rebuttal of an Alternative Perspective (Mentor Text)	133	Fake News and Bias in Reporting, Grade 12	Activity 22: Making Choices as You Write – Support Paragraphs and Rebuttal of a Counterclaim
	Alternative Perspectives and Rebuttal Development	134	Fake News and Bias in Reporting, Grade 12	Activity 11D: Negotiating Voices – Counterclaim and Rebuttal Development
	Analyzing Cohesion Through Lexical Chains and Referencing	137	Human Impact on Climate, Grade 11	Activity 16D: Making Choices as You Write – Analyzing Cohesion Through Lexical Chains and Referencing

ERWC Assignment Template Section	Strategy	Page Number	Example in Context	
			Module & Grade Level	Activity Number & Title
Revising Rhetorically	Peer Feedback Protocol	139	Age of Responsibility, Grade 10	Activity 21: Gathering and Responding to Feedback – Peer Feedback Protocol
	Analyzing the Structure of Your Text	142	Juvenile Justice, Grade 12	Activity 22D: Analyzing Your Draft Rhetorically – Structure of Your Text
	Purpose Analysis	143	On Leaving | On Staying Behind, Grade 12	Activity 30: Analyzing Your Draft Rhetorically
Editing	Editing a Sample Student Essay	145	Juvenile Justice, Grade 12	Activity 37: Editing Your Draft – Editing a Sample Student Essay
	Guided Editing	146	Juvenile Justice, Grade 12	Activity 23: Editing Your Draft – Guided Editing

Strategies That Appear at Multiple Points on the Arc

Setting and Reflecting on Learning Goals

Creating Personal Learning Goals

P1.A.1, P1.A.3, P1.A.4

Purpose: To guide students to take ownership over their learning by creating academic, social-emotional, and personal learning goals

Students who set their own learning goals are in an informed and empowered position to achieve them. Students will need modeling and guidance for determining their own learning goals and creating a system where they can track their progress toward those goals. It is helpful for students to have regular opportunities to reflect on their learning progress and check in with the teacher about their growth. At the end of a module, students should have structured time built in to reflect on their learning.

1. **Brainstorm Goals:** Explain that in each ERWC module, students set their own learning goals for three areas: academic, social-emotional, and personal (write these terms on the whiteboard, document camera, or project from laptop). Ask students to brainstorm independently and silently write ideas under each.
2. **Model:** If students are setting learning goals for the first time, model how they might do this. You might begin by taking something that you recently learned (how to decorate a cake, how to cross-country ski, etc.). Talk about the goals and interim goals you had for yourself and how you knew you were meeting your goals. Make sure students see that you are determining your progress toward your goal based both on your own assessment (self-reflection) and what other people are telling you (feedback). Then model how a hypothetical student approaching the current module might set goals and determine progress.
3. **Discuss Goals:** In pairs or triads, have students share the goals they identified for each area. Ask them to discuss how they might track their progress toward the goals. What evidence can they identify to demonstrate their progress? Give the groups feedback so students develop concrete, measurable, and authentic goals rather than generic ones. Share some of the goals with the class, and give students a chance to revise.
4. **Keep a Record:** Have students record goals on a Setting Learning Goals chart. Have students update their charts, recording their interim progress. At the end of the module, give them time to reflect and record how far they came in accomplishing their goals.

	Academic	**Social-Emotional**	**Personal**
My goal:	*Participate more in class discussions*	*Listen actively to others*	*Get to bed earlier*
How I will track progress toward my goal:	*Write a note in my notebook at the end of each week reflecting on how much I participated*	*I will try to remember to look at the person when they are speaking and not my phone and make a mental note of how often I do it*	*I will write down the amount of sleep I get for one month*
How I will know I have reached my goal:	*My notes will show that I am participating in class discussions at least three times a week*	*I will reflect every day or two and think about how actively I have been listening to others*	*I will get 8 hours of sleep per night and I will have the notes to prove it!*
Dates for tracking:	*Today; one month from today*	*Today; one month from today*	*Today; one month from today*

SMART Goal Setting P1.A.1, P1.B.6a-c, P1.C.10a

Purpose: To support students in setting goals and tracking progress, particularly students who may be unfamiliar with the concept and language of goal setting

Introduce the term SMART goals. Explain that SMART is an acronym (the initials each stand for a word). Project the term and describe to students the first letter of the acronym: S=Specific. Explain the difference between a specific goal and one that is vague and not specific. For example, "I want to read for an hour a day for pleasure" is specific. "I want to improve my reading" is not specific. Give students a few minutes to play with language in small groups, guessing what the remaining letters stand for. Listen to some of their choices and commend their efforts before providing the remaining answers and a short definition of each. At the end of the module, ask students to return to the SMART goals that they set at the beginning of the module and write a final reflection about how well they achieved the goals and what their next steps will be.

SMART Goals:

S: Specific (clearly defined or identified)

M: Measurable (can be measured or noticeably achieved)

A: Attainable (can be reached)

R: Results-focused (based on a result, not an activity)*

T: Timely (can be accomplished in a reasonable amount of time)

* Note that the "R" could also stand for relevant, rigorous, or realistic, all worth considering.

Project and review these examples of how students could rate themselves as academic readers.

- 1 = Emerging reader (It is hard for me to read silently or out loud. I don't understand a lot of what I am assigned to read in my classes, or it takes me a long time to read it.)
- 2 = Developing reader (I'm improving. I am still confused sometimes, but I understand more of what I'm assigned to read and I'm reading faster.)
- 3 = Expanding reader (I'm getting stronger at reading. I understand what I'm assigned to read in my classes unless it is very hard, and I can read fairly quickly. I know what to do if I become confused.)
- 4 = Confident reader (I have learned to read well. I can read and understand everything that I am assigned to read in my classes and can explain it to others.)

After students have rated themselves, have them consider what it would take to improve their reading in English. Explain that the goal is not to go from a 1 to a 4, but to go up one level, from a 1 to a 2, for example. If your students are comfortable sharing in groups, this would be an ideal time to use the Four Corners activity. Place a chart in each corner of your classroom labeled 1-4. Have students go to a corner and brainstorm what it would take for them to move up to the next level. Explain that even the confident readers in group 4 can improve and should be considering ways to progress in reading, perhaps by choosing to read more challenging texts. As students share in groups, ask a note-taker to record their ideas on the chart paper. A spokesperson in each corner can share the group's answers with the class. After all groups have shared, leave the charts up in the room for students to use as they set their own goals.

When students return to their seats, ask them to create a chart of their current self-assessment of reading, writing, speaking, and listening in English, using the 4-point scale. You may provide a chart; however, it is good for students to not always be dependent on a handout. The chart should look something like the one provided here.

SMART Goals

How do you see yourself as a user of academic English on a scale of 1-4, with 4 being confident and 1 being emerging? Set your own SMART goals for reading, writing, speaking, and listening.

S: Specific (clearly defined or identified)

M: Measurable (can be measured or noticeably achieved)

A: Attainable (can be reached)

R: Results-focused (based on a result, not an activity)

T: Timely (can be accomplished in a reasonable amount of time)

	Score	**Goal for Improvement**
Reading		
Writing		
Speaking		
Listening		

Adapted from "Creating S.M.A.R.T. Goals." UMass Dartmouth, www.umassd.edu/fycm/goal-setting/resources/smartgoals/.

Pairs Conversation and Evidence Chart P1.A.1, P1.A.3, P1.A.4, P1.C.9

Purpose: To support students' own process of self-assessment and reflection to help them develop expertise as learners

1. Invite students to talk to a partner about how they feel they are doing with the reading activities for the module using the following questions to guide their conversation:
    - What challenges, if any, have you encountered?
    - What have you done to address those challenges?
2. Adapt the chart below to reflect the abilities that students have developed in the current or previous modules. Let students know that it is alright for them to skip the abilities that they do not yet feel they have acquired. Refer to the module learning goals as well as individual activities that you have taught as you revise the chart.
3. If time is short, you may choose to have students complete the evidence chart as homework. Before passing out the chart, ensure that all students understand the vocabulary. Briefly clarify words and phrases that may be unfamiliar.

	I am able to…	**Evidence and Examples**
Paraphrase the words of other writers		
Consider different perspectives in a rhetorical situation		
Analyze diction, syntax, and imagery		
Analyze tone		
Annotate and question texts		
Make inferences about a text (i.e., understand what is implied but not directly stated)		
Apply stasis theory to an analysis of texts		

Reflecting on Your Writing Process

P1.B.6, P1.B.7, P1.B.8

Purpose: To ask students to reflect on learning for transfer

Students have reflected on their learning throughout the module and during other modules. Encourage students now to review the writing they did during this module for evidence of their learning.

1. Ideally, students have been keeping their writing during the module in a notebook or electronic folder. If not, ask students to gather quickwrites, journals, annotation/summary/responses, and any other writing they did during the Reading Rhetorically and Discovering What You Think parts of the module and the drafts of their final writing task with feedback they received from you and their peers.
2. Have students read and annotate their work, looking for evidence of their development as critical readers and writers. If they have not done this before, use before-and-after samples of student writing to model the kinds of things they may discover about their growth: annotations that better reflect the main claims and evidence in the texts they have read; more revisions to their arguments in response to feedback; more effective tailoring of their writing for their audience and purpose; better editing to produce a final draft that will meet their audience's expectations; longer and more thoughtful final draft.
3. Modify the questions in the chart as needed, depending on the assignment, and provide a rubric or success criteria. Once students have annotated their work, ask them to respond in writing to the topics for reflection in the chart and direct them to place this sheet with their final draft. Then as you grade their work, respond specifically to students' sense of their own growth and give guidance about next steps in their development as critical readers and writers.

Reflecting on Your Writing Process

You have now completed your writing project. This is your opportunity to return to the writing you have done throughout the module and reflect on your learning. Gather what you have written and read and annotate your work, looking for evidence of your development as a critical reader and writer, including the drafts of your final writing task and feedback you received from your teacher and your peers.

What evidence can you point to that demonstrates your growth as a critical reader and writer? Consider all the writing you have done, including the final draft of the assignment.

Final Reflection on Your Writing Process		
	Evidence from Your Writing	**Score**
Developed a persuasive argument		
Provided detailed evidence from the readings and personal experience		
Organized writing to make it clear for readers		

Revised for intended audience and purpose		
Selected appropriate language resources		
Edited to meet the expectations of audience		

Now reflect in writing on the following questions:

- What were some of the most important decisions you made in writing your assignment?

- How was this writing experience different or the same as other writing you have done in school or out of school?

- How will the experience of writing this assignment change the way you write your next assignment in this class or in others? How will it change how you write outside of school?

Discussion Norms

Setting Discussion Norms P1.A.1, P1.A.3, P1.A.4

Purpose: To provide students with an opportunity to establish norms for effective whole and small group discussions that they can refer to each time they engage in a discussion to make it more effective

1. **Build on Prior Experiences:** Ask students to quick-write and then share with another person about a time when they participated in an effective small or whole group discussion.
2. **Define Terms:** Let students know that as "emerging scholars," they have rights and responsibilities with regard to collaborative conversations. Briefly define rights (what people are able to do *legally*) and responsibilities (what people are *supposed* to do). Show them the norms chart, and ask them to write some examples below the column headings with a partner or their table group.
3. **Create Consensus:** Pull the whole class back together and chart students' ideas on a large chart so that it can be referenced, revised, and/or added to over time. You will need to consolidate similar ideas before charting, ideally with input from the students. This is also a good opportunity to model the use of academic terms by offering some in lieu of the language students may offer.
4. **Set a Goal:** Ask students to identify one row/area on the chart in which they would like to improve during group and class discussions and to keep track of how they are progressing toward this goal over the course of the module.
5. **Whole Group Debrief:** Debrief the process by asking students to reflect on their own participation in the group decision-making and to share one goal they have for participating more actively in group and class discussion during the module.

Setting Discussion Norms

1. Think of a time when you participated in an effective discussion in school. What made it effective? How did you feel? Write some notes below and be ready to share with a partner.

2. In pairs or small groups, first read the column headings and what is listed in the "Our Rights" column. Then, discuss what you could write in the "Our Responsibilities" and "Looks, Sounds, Feels Like" columns. After you come to a consensus, write what you discussed.

Discussion Norms		
Our Rights	**Our Responsibilities**	**Looks, Sounds, Feels Like:**
Speak my truth	*Respect different viewpoints*	*There are lots of different ideas circulating in the room.*
Be heard	*Listen to understand*	*People don't interrupt me.* *I feel like my opinions are respected.*

Have the opportunity to prepare	*Come to discussions prepared*	*The teacher gives us time to review our notes before small group discussion.* *I feel more confident to share my ideas.*
Have my ideas challenged respectfully	*Use evidence to support claims or challenge ideas; don't attack the individual, challenge the claim*	*I'm not sure I understand your reasoning.* *I'm wondering if you could explain why you think that?* *What evidence can you provide to support that claim?*

3. Choose one area (row) on the chart that you want to improve in and indicate why you want to improve in the space below. Keep track of how you are progressing toward this goal over the course of the module.

Establishing Norms for Civil Discourse

P1.A.1-4, P1.B.5

Purpose: To enable students to create a list of ground rules for civil classroom discourse

1. Remind students that one of the goals of an ERWC module is to help them participate in open-minded discussions with each other in pairs, small groups, and as a class. Ask them to complete the following quickwrite:

   Quickwrite: Write about a time when you participated in a discussion in school, at home, or elsewhere that was not civil nor open-minded. What happened? Why do you think things went wrong?

2. Ask volunteers to share what they wrote aloud. Do not ask students to share if they are not comfortable revealing the discussion they wrote about to their classmates.

3. Ask the class to brainstorm a list of the characteristics evident in a good discussion. Encourage students to explain their ideas before you write them on the board. Some questions you might want to raise include:

   - What is the difference between discussing and fighting?
   - Is it a good or bad discussion when people yell? Or when they talk over each other? Why?
   - How can people affirm each other in a discussion?
   - How can people show respect for each other even when they disagree?
   - Are good discussions cooperative or competitive?
   - What are the signs that a good discussion is taking place? What are the signs of a discussion that is not civil or open-minded?

4. Create a T-chart on the board of the characteristics of good discussions and the characteristics of those that are not.

5. Tell the class you will all be working together to create "ground rules" for civil discourse in your classroom. Form groups of three or four and give each group adhesive paper or construction paper and markers. Each group's job is to come up with eight rules for civil classroom discussion and write them on the paper. They should link their rules to the characteristics on the board by putting the number of the corresponding characteristic in parentheses.

6. Once all groups have finished, ask each group to come to post their rules on the wall. Give each student three colored dots and have them place their dots by the rules they think are most important.

7. Review the rules that received the most dots, modifying or combining to create a set of rules for the class. Write these rules on a poster for permanent display in the classroom.

8. Review the rules the next day. During the remainder of the module, periodically ask students to reflect on whether the rules are effective and how they might be improved. When you give students formative feedback on their discussions, refer to the rules.

Adapted from Shuster, Kate. "Chapter 3: Ground Rules for Discussion," *Civil Discourse in the Classroom. Teaching Tolerance*. www.tolerance.org/magazine/publications/civil-discourse-in-the-classroom.

Using Scholarly Discourse Moves

P1.A.1, P1.A.3, P1.B.5, P1.B.6a-c, P1.C.11a

Purpose: To provide students with phrasing they can use in academic discussions

1. Ask students to skim the scholarly discourse moves chart provided here (you may also wish to post a similar chart) and identify at least one move they want to try to make during today's discussion.

Scholarly Discourse Moves (some ideas)	
Stating your opinion and justifying it with textual evidence: The author creates the impression that ___ by ___. In the part of the text where it says ___, we can infer that ___. On page ___, the (language/event/behavior) suggests that ___. Based on ___, we could conclude that ___. In my opinion, ___ because ___. There is ample evidence to suggest that ___. For example, ___.	**To build on someone's ideas:** What you said was interesting, and I'd like to add on to what you said. Also, ___. Another thing I noticed was that ___. I heard you say ___, and I haven't thought about that before. One thing we haven't discussed is ___. What you said about ___made me think about ___. What you said about ___resonated with me because ___.
To ask for clarification: Can you say more about ___? What do you mean by ___? Can you show me evidence in the text that ___? So, what you're saying is ___. Do I have that right? Could you say more about ___? What do you mean by ___?	**To disagree respectfully:** I agree with you, but ___. You make a good point, but have you considered ___. I can see your point. However, ___. Have you considered this idea? ___. While some people believe ___, I think ___.

Source: *CA ELA-ELD Framework*

2. Students engage in their academic discussion, using group norms. An example of class-generated norms is provided below:

Discussion Norms	
• Only one person speaks at a time. • Agree or disagree with ideas, not people. • Use body language to show you're listening. • Invite others to the discussion artfully.	• Justify your ideas with textual evidence and sound reasoning. • Stay humble and curious. • Speak your truth.

3. Monitor the discussion, and prompt students to refer to the norms and use the scholarly discourse moves.
4. After the group discussion, debrief the experience of using the norms and discourse moves.

Academic Discussion

Socratic Seminar

P1.A.1, P1.A.3, P1.B.5, P1.B.6a, P1.B.7

Purpose: To discuss multiple perspectives from the various articles read and synthesize the agreements and disagreements in the arguments

Most issues are complex. Providing students opportunities to grapple with these complexities helps them to stretch both cognitively and linguistically. "Synthesizing" multiple perspectives is often seen as the process of taking ideas, language, and factual information from multiple texts and integrating or incorporating them into a new text to support a claim or an argument. While this is an important part of understanding *what* writers say, a deeper question is "*Why* do writers say what they do?"

Some writers disagree on details, while others have larger disagreements based on worldviews, values, or belief systems. Sometimes, writers disagree about what the facts are, but often they disagree about what the facts *mean* because they have different value systems or priorities. Writers can also have large, overlapping areas of agreement but still disagree on key points. Sorting out different perspectives, understanding them on their own terms, and understanding how they relate to other perspectives is an essential ability in critical reading and writing.

All writers bring their own perspectives, or biases, to their writing, and all readers bring their own perspectives, or biases, to the reading process. Readers cannot help but be biased, but they can learn to see things more objectively if biases are taken into account. One way of doing that is to make multiple perspectives visible by talking about them.

Students engage in a Socratic Seminar, using assigned roles and protocols.

1. **Explain the Socratic Seminar Process:** Review the Socratic Seminar Process and the Teacher Tips included below for more detail.
2. **Facilitate the Activity:** Consider beginning the activity by having students set personal seminar goals for themselves. Assigning students to complete a brief quickwrite about the texts that will be discussed will help prepare them to organize their ideas. During the Socratic Seminar, follow the process outlined below. Depending on your students, you may need to take on more or less of the facilitation the first time you do this. Later in the year, students should be able to facilitate the seminar with minimal support.
3. **Debrief:** At the end of class, ask students to reflect on what they learned and on the goals they set at the beginning of the activity. What is one interesting thing they learned or something that changed their thinking? Did they progress on the goals they set at the beginning of the activity? In what ways? Do a quick whip around, using sentence starters, if needed: I learned _____, and I progressed in my goal of _____ in the following way(s): _____.

Socratic Seminar Process:

- Students set goals for themselves for this activity.
- Students participate equitably, based on their role. Every student has a job within the Socratic Seminar.
- Students in the "inner circle" will have a discussion co-facilitated by the teacher and students.
- Before some of the questions are discussed in the inner circle, students will have an opportunity to discuss the question in their small groups.
- Students in the "outer circle" will have a specific job assigned to them by the teacher.
- Students should take notes as the discussion proceeds. These notes may be used for the discussion and, later, for the final writing task.

Teacher Tips:

Equitable room set-up: Configure the desks so that there is an inside circle of about one-third of the chairs and an outside circle of about two-thirds of the chairs. To allow for greater interaction and collaboration for all students, each inner circle participant should be part of a trio. The inner circle participants should sit facing one another in a circle, and each inner circle participant should have two classmates sitting behind him or her. In other words, the students are grouped in heterogeneous triads seated in an inside/outside circle configuration, so that one member of the triad is seated in the inner part of the circle and two members of the triad are seated in the outside part of the circle.

Equitable interaction: Every student has a job within the Socratic Seminar.

- Students in the inner part of the circle participate in a discussion co-facilitated by the teacher and students (as students engage in the Socratic Seminar more often, they can facilitate it more independently). Students should define goals for themselves.
- Before some of the questions are discussed in the inner circle, students have an opportunity to discuss the questions in their triads.
- Students in the outer circle have a specific job. In every triad, one outer circle participant should be assigned as the "shadower" of their inner circle triad member. The other roles should be distributed throughout the class. Roles could include "textual reference tallier," "comment tallier," "encourager," etc. It's fine if there is more than one student per role.

Socratic Seminar

As you prepare for and engage in the Socratic Seminar, use the following process to support your active engagement.

Socratic Seminar Process

1. **Set goals for yourself.** Some examples of novice and expert goals are provided below.

Novice Goals	Expert Goals
Look at and listen attentively to the speaker. Speak at least twice, making unique contributions. Refer to the text, and cite specific evidence.	Refer to the text evidence, as well as other relevant sources. Test assumptions and explore inferences. Acknowledge changes in your perspective.

2. **Participate equitably,** based on your role. Every student has a job within the Socratic Seminar.
   - Students in the "inner circle" will have a discussion co-facilitated by the teacher and students.
   - Before some of the questions are discussed in the inner circle, you will have an opportunity to discuss the question in small groups.
   - Students in the "outer circle" will have a specific job assigned to them by the teacher.
   - All students should take notes as the discussion proceeds. These notes may be used for the discussion and, later, for the final writing task.
3. **Pre-seminar preparation.** Complete a quickwrite to prepare for the seminar.

Quickwrite: What do the texts you have read during this module have in common? How are they different? What makes each article "credible" to you? Which article do you find most credible? Why?

4. **Complete conversation notes:**

Structured Academic Controversy

P1.A1, P1.A.3, P1.B.5

Purpose: To provide students with an opportunity to discuss, with an open mind, perspectives on different sides of an issue

1. **Set the Purpose:** Explain that students will be shown examples related to the module question at issue. They'll work in groups of four to discuss and chart their different perspectives on specific examples. Explain the meaning of "perspective."
   - You will need chart paper, markers, Post-It notes, and tape for each group of four students.
2. This is an adaptation of the strategy. To learn more and see videos, search online for "Structured Academic Controversy."
3. **Small Groups:** As students engage in the activity and chart their ideas on the chart paper, listen in on their discussions and provide scaffolding, as needed.
4. **Gallery Walk:** In their small groups, students visit another group's poster and discuss the issue and perspectives on the chart. (If time permits, they can visit more groups' posters.) As a group, they add at least one additional reason to each space.
5. **Small Group Debrief:** Students return to their own posters, discuss what the other groups wrote, discuss what they learned at the other posters, and add additional notes to their posters, if needed.
6. **Whole Group Debrief:** Debrief with students, prompting them to reflect on how their group discussed the different perspectives and decided what to write in each space of the poster.

Structured Academic Controversy

In this activity, you'll work in groups of four to explore different perspectives about the module's question(s) at issue. You won't be arguing for one perspective or another. Rather, you'll be discussing, with an open mind, reasons why people might have a particular perspective.

Perspective: A way of looking at of thinking about something; a point of view

Compromise: An agreement where both sides meet somewhere in the middle

1. **Choose:** With your group, choose one of the perspective examples below: *(Provide 4-6 perspectives on the module's question at issue here.)*
2. **Discuss and chart:** Make a poster using the poster template. Write the perspective example you chose at the top of the chart. First, discuss possible reasons why the person might have this perspective, and chart the reasons on the left-hand side of the chart. Then, discuss possible reasons why people might disagree with the person, and chart the reasons on the right-hand side of the chart. Finally, discuss any reasons for and examples of compromises, and write them in the bottom cell of the poster.
3. **Gallery Walk:** With your group, visit another poster. Discuss the perspective example and the reasons in each space. Then, discuss additional reasons for each space, and write them on the poster (you may need a sticky note for this).
4. **Debrief:** With your group, return to your own poster. Discuss what the other groups wrote. Discuss what you learned at the other poster(s). Add any additional notes to your poster, based on your discussion.

Poster Template

Perspective Example:	
Possible reasons _____ has for this perspective:	**Possible reasons to disagree with this perspective:**
(Responses will vary.)	*(Responses will vary.)*
Reasons for and examples of compromises:	

Structured Discussion

P1.A.1, P1.A.3, P1.B.6a-b, P1.B.8

Purpose: To support students in academic discussion by establishing roles and providing language templates

Form groups of four and ask students to number themselves one to four within their group. Each person will have a specific role during the discussion (see the discussion questions that follow).

Step One: Students 1 and 2 will discuss the topic for five minutes while students 3 and 4 take notes in a T-chart. The T-chart will be a record of the main points and examples discussed by Students 1 and 2.

Step Two: Student 3 now summarizes the discussion and then asks for elaboration or clarification on one underdeveloped but important point AND joins the conversation while Student 4 continues to take notes in a chart that has three columns (on the flip side of the page, for example). Student 4 records key points and examples of what is said on the chart. Students 1, 2, and 3 have seven more minutes to continue the discussion. Encourage students to use the sentence starters that follow to help each other elaborate upon and clarify their ideas:

- Can you elaborate on this ___?
- What do you mean by ___?
- Can you tell me more about ___?
- What makes you think that?
- Can you clarify the part about ___?
- Can you be more specific? How so?
- How/why is that important?

Source: Zwiers, Jeff, and Marie Crawford. *Academic Conversations*. Stenhouse, 2010, p. 32.

Step Three: Student 4 now gives credit to individuals for significant ideas and synthesizes the work of the group into a short statement. Groups have five minutes for this step.

Step Four: Provide students with three or four open-ended text-based questions to engage them in discussion of the meaning of the text they have just read.

Gallery Walk – Finding Evidence

P1.A.1, P1.b.6a,c, PII.A.1

Purpose: To provide students with an opportunity to add evidence to their "data bank" in preparation for the culminating writing task

During reading: Create a graphic organizer similar to the one below. As students read, they should fill in the graphic organizer for each of the texts in the module. See the Charting Multiple Texts graphic organizer in the 11th grade module, "Changing Minds: Thinking About Immigration" for a related strategy.

Debrief: Place a graphic organizer under the doc cam or project digitally. Lead the class in a discussion of the problems and potential solutions, or main arguments and evidence, as well as key quotations outlined in the graphic organizer. Then, call on volunteers to present their graphic organizers and talk about what they wrote about each of the remaining texts for the module. Invite students to contribute and revise their graphic organizers during each presentation.

Title	Writer(s)	Problems (or Claims)	Solutions (or Evidence)	Key Quotations

Gallery Walk: Post copies of the graphic organizers around the room, preferably next to a copy of each text. Assign each text to a group or allow students to form groups by choosing which text they think makes the most important argument. The group discusses why they think the text makes the most important argument. Each group then designates one member to be the "docent" to stay by the "exhibit" and explain the group's decision about why the text makes the most important argument. The rest of the class moves around the "gallery" in expert groups, engaging with each docent and making notes on a Gallery Walk Chart (a graphic organizer with a row for each text).

Debrief: Once they have reviewed the different text displays, ask students to return to their seats and debrief the process with the whole class. Questions might include: What was one new thing you learned by participating in the Gallery Walk? What did you discuss on the Gallery Walk that was most interesting to you?

Four Corners

P1.A.1, P1.A.3, P1.A.4

Purpose: To provide students with an opportunity to take a position on a provocative statement and discuss and defend (and possibly change) their position. The prompt should be a statement that invites a variety of opinions (not pro-con).

Students physically move to a corner that represents their perspective, discuss their rationale with their peers, and decide to stay there or move to another corner, if their perspective has changed. If some students change groups, facilitate a class discussion about their reasoning, and invite additional questions and responses.

Before class begins, prepare a debatable prompt based on the module or find a debatable quotation or excerpt from a text that students are reading. Label each corner of the classroom with one of the following: Strongly Agree, Agree, Disagree, Strongly Disagree.

Four Corners

This activity gives you an opportunity to take a position on a statement, discuss and defend your position, and possibly change it.

1. **Consider the prompt:** Read and think about the prompt for this activity, which states a position.
2. **Take a position:** Get up and stand by the corner that best describes your response to the position. The corners are the following: Strongly Agree / Agree / Disagree / Strongly Disagree.
3. **Discuss:** You will have five minutes to discuss your responses and choose a spokesperson for your group.
4. **Share out:** Each group has a turn to share out. You may change your group, after each group has shared, if you wish. Be prepared to explain why you are making the change.
5. **Reconsider:** Still in your four corners group (original group or new one), you will have five minutes to discuss your rationale for staying in the first group or switching to a new group.
6. **Explain:** Return to your seat and work with your table group to explain the position you took.
7. **Write:** Write the explanation and be ready to share it.

Save the Last Word

P1.A.1, P1.A.3, P1.A.4, P1.B.5, P1.B.6a-c, P1.B.7

Purpose: To stimulate group discussion of ideas in a text that students find most worth consideration

Create a set of critical thinking questions about the text that students have been reading and discussing. Form groups and have students number off so each person is responsible for leading the discussion of at least one of the questions assigned. When groups are finished discussing, each group leads the class in a discussion of one of the questions they discussed.

You can use this strategy to facilitate students' analysis of the rhetorical features of the text. Create questions that ask students to discuss the text's features (e.g., thesis, audience, organization, evidence, call to action). The strategy can also be used to facilitate different kinds of critical analysis depending on how you formulate the questions.

Save the Last Word

1. **Read individually:** Each person reads the first question and highlights or underlines places in the text that might address that question, making notes in the margins of the text.
2. **Pose idea:** Question 1/Person 1 shares their idea aloud. Just read the idea (save the explanation for your last word).
3. **Comments:** Going around the group, each other person has one minute to comment on Person 1's idea and to share their own ideas. They can use the academic discussion cards to help them to respectfully agree, disagree, clarify, etc.
4. **Last word:** The person who led the response (Person 1) has two minutes to respond to the comments, including why they selected that area of the text in response to the first question.
5. **Remaining rounds:** Repeat the process for each question.
6. **Determine the most compelling question:** When all have shared their responses to all of the questions, determine which question is the most compelling for the group to share with the whole class.

Rubric for Academic Language Use in Group Discussion

P1.A.1, P1.A.3, P1.A.4, PII.B.3

Purpose: To identify strengths and areas for growth in student discussion skills in order to inform instructional planning

As students are participating in any collaborative discussion (e.g., collaborative reading, Socratic Seminar, or structured academic controversy), use the rubric below to make notes about what you observe about each student's abilities in participating in academic discussion. Take notes about what students are saying ("Student A agreed with Student B and offered an additional example from the second text."). When the discussion is over, give students specific feedback about the positive exchanges you noted and the areas that students will want to work on in future discussions. Use the same rubric and process each time students participate in a student-centered discussion, so you can observe growth over time. When students create and reflect on their learning goals, the feedback you give can become part of the evidence that they draw on.

	Emergent Proficiency	**Developing Proficiency**	**Advanced Proficiency**
Collaborative Discussion	Does not participate in discussions or participates only occasionally; seldom includes others in discussion	Participates in discussions; sometimes includes others in discussion	Initiates and participates in discussions; reaches out to include others in discussion
Listening	Does not listen carefully to what others say; may not understand what others have said	Listens to what is said and occasionally refers to the ideas of others	Listens carefully to what is said and regularly refers to the ideas of others
Evidence	Offers little evidence from either own experience or texts	Draws on own experience; occasionally refers to texts for evidence	Draws appropriately on own experience; regularly refers to texts for evidence
Questioning	Seldom asks or responds to questions	Asks questions to clarify understanding; responds briefly to questions	Asks questions about the evidence and reasoning of others; responds fully to questions
Vocabulary and Syntax	Does not try to use academic sentence starters, new vocabulary, or even simple sentence structures	Attempts to use a limited number of academic sentence starters, new vocabulary, and sentence structures	Attempts to use a range of academic sentence starters, new vocabulary, and more complex sentence structures

Vocabulary

Establishing a Vocabulary Log P1.B.6c

Purpose: To support academic vocabulary development by identifying and logging difficult and unknown words and phrases to help students better understand the text, build their disciplinary language, and use the language in their writing

1. Introduce the text and give students approximately five minutes to skim. Tell them they will be reading and discussing the text shortly.
2. Introduce the vocabulary log and review the columns. Inform students that the vocabulary log will support them in building vocabulary in content-specific areas. In this case, the log will help them deepen their understanding of unfamiliar terms so they can use the vocabulary effectively.
3. Model how to skim the text, identify key words and phrases, and log the words and phrases into the vocabulary log.
4. Give students approximately five to seven minutes to identify three to five words or phrases that are essential for their understanding of the text and add them to their logs.
5. Remind students that the log is a support and they should use it as a tool for their reading and writing during the module. Throughout the module, remind students to note and record vocabulary that will support their understanding of the topic and their subsequent writing about the topic.

To provide additional support, consider taking additional time to go through the text and model how to select vocabulary to include in their log. Then model a think-aloud to fill in the columns. Allowing students to find a partner to identify, discuss, and log words with is another way to scaffold the task for students who may need additional support.

Vocabulary Log					
Word	**Part of Speech**	**Word Family**	**Context (How it is used in the text. Cite paragraph number.)**	**Definition (Explain it in your own words.)**	**Application (Write it in a sentence of your own.)**
Example: *abundant*	*adj.*	*abundance (n)*	*The most abundant greenhouse gas is water vapor. (3)*	*more than adequate quantity*	*There is an abundant amount of rain in Seattle.*

Concept Map

P1.A.1, P1.B.6a,c

Purpose: To support students in deepening their vocabulary knowledge around key concepts in the module

Concept maps help students deepen their understanding of key concepts. Select one or two key concepts (words or phrases) that students need to understand in the module and ask them to fill out the chart. The chart below allows both verbal and visual learners to access the ways they learn best.

1. If students haven't created a concept map before, model for them how to identify a key concept in the text they are reading and fill out the chart for that word or phrase. The chart should help them answer questions like, What is it? What causes it? What is it like? What is it not like?
2. Encourage students to make connections between the concept and other knowledge they have, including what they've learned in other disciplines or outside of school.
3. When they've finished their chart, have them compare their chart with a partner.
4. Debrief by asking students how they can apply what they have learned to help understand key concepts in other texts.

Concept Map	
Concept:	Definition:
Key Characteristics:	Sentence:
Things that are related to this concept:	Picture or diagram:

Vocabulary Matching Game

P1.A.1, P1.A.3, P1.A.4, P1.B.6c

Purpose: To identify and begin to apply academic vocabulary knowledge

Drawing students' attention to academic vocabulary that is critical to understanding the text is an important way to promote reading comprehension. Not simply learning the definitions for words, but learning vocabulary in context, holds greater promise for students to use the words independently and transfer their use of these words to situations outside of the module. Create a chart with the key academic vocabulary words and three columns in which students can self-assess their familiarity with the words: Know It, Not Sure, What I Think It Means.

Teacher preparation: Identify fifteen key words or phrases from the text under study. Create cards with a word or phrase and a brief definition of each. Create another set of cards with sentences with a space for the word or phrase left blank. Two sets are needed per small group. Mix the cards up, clip them together, and place them in an envelope. Students will then collaborate in their groups to match the word/definition card with the sentence card.

1. **Highlight the vocabulary:** Explain that the text students are going to read has several disciplinary terms that might be unfamiliar. Before they read the text in depth, they will have the opportunity to focus in on fifteen key terms. Invite them to scan the article in search of the listed key words and phrases and highlight the terms as they see them in the article. These are the words that they will want to understand as they read the text and be able to use in speaking or writing about the topic.
2. **Self-assessment:** Students self-assess their awareness of each word on a chart: Know It, Not Sure, What I Think It Means.
3. **Matching game:** In pairs or triads, students play a matching game to reinforce their word knowledge. Have students match the card with the word and its definition with the card that has the sentence in which the word or phrase belong.
4. **Debrief:** Conduct a whole-class debrief to check for understanding, clarify misunderstandings, and review students' definitions and sentence matches.
5. **Word Wall:** Post the new terms with their concise and agreed upon definitions on the class Word Wall and encourage students to use these words, as well as the words that are already there, in their discussions and in their writing.

Video Transcript Fill-in-the-Blank Activity

P1.A.1, P1.A.3, P1.A.4, P1.B.5, P1.B.6a,c, P1.C.12a

Purpose: To engage students in discussions around vocabulary terms and their meanings in context

Select a short video on the topic of the module; students engage in short partner, triad, and small group discussions as they identify the words that are missing in the transcript. They then reflect on strategies for negotiating word meanings in context. This is also an opportunity to determine and try out the group discussion norms you have already set as a class.

1. **Prepare the handout:** Working with the transcript of the video, delete key words and phrases, and insert blanks to replace them. Create a Word Bank of missing words for students to work with.
2. **Show video:** Students work individually or with a partner or triad to fill in the blanks on the handout.
3. **Negotiate meaning:** Show the video again. In their partner groups or triads, students check their work and negotiate the remaining vocabulary terms.
4. **Whole-class discussion:** What did you do when you encountered a blank that you couldn't figure out? What did you do when you did not understand a word in the Word Bank? What words are you still unfamiliar with? What is the main idea of the text (video) overall?

Word Party Vocabulary Game – Creating Sentences

P1.A.1, P1.A.3, P1.A.4, P1.B.6c

Purpose: To prepare students to determine the meanings and use of academic vocabulary that is critical for understanding the text

Introducing students to key vocabulary places them in a more informed position when they encounter these words in a text; it raises their awareness of academic terms and provides them with opportunities to discuss the meanings of the terms and use them authentically to internalize word meanings.

Students assess their current understanding of ten keywords from the text and play a game to develop or reinforce their word knowledge.

Day 1

1. **Select ten academic words and phrases:** Choose words based on their significance in terms of understanding the key concepts in the text and for students' potential to use them in their own speaking and writing about the topic.
2. **Locate words in text:** Have students form pairs to identify the sentences in the text that utilize the vocabulary terms you have selected. Ask them to locate the sentences in the text that use the terms, to highlight the terms in the text, and then to read the sentences in which they appear. Providing paragraph numbers for the words and phrases will facilitate this process.
3. **Find definitions:** Model for students how to find definitions using a print or online dictionary with friendly definitions (such as Longman). Then have pairs find definitions for the remaining words. Ask students to discuss the definitions they've chosen in the context of the text to see if they make sense. Have pairs fill in the "Sentence from Text" and "What It Means" columns.
4. **Debrief:** Pull the whole class together to check for understanding, clarify any misunderstandings, and review the student-friendly definitions. Discuss with the class what the author meant in the context of this text and ask students to jot down notes in the "What the Author Is Saying" column, listening closely for words and phrases that connect the meaning of the words to this specific text. Ask students to debrief with their partner every couple of words and reexplain the meaning in the context of the text.
5. **Word Wall:** Post the new terms with the student-friendly definitions on the class Word Wall and encourage students to use the words in their discussions and writing.

Word	Sentence from Text	What It Means (brief definition, examples)	What the Author Is Saying

Day 2

1. **Distribute the terms:** Assign each student one key term. Have them write the term and the "What It Means" notes from their chart on a separate slip of paper, leaving space for additional information. Several students may have the same term.
2. **Review the terms:** Quickly review the terms with the class, clarifying their meanings with student-friendly examples or explanations.
3. **Explain the rules:** At a signal, students get up and find a person who has a term that is different from their own. They will have two to three minutes (you'll need to watch to see how long they need) to generate one sentence using both terms and then write the sentence on the back of the slip. Then, the class will "whip around" their sentences, that is, when you point to them, both partners will say their sentences aloud. If something doesn't make sense, stop and provide alternate language to model the appropriate usage and syntax.
4. **Provide an example:** *Being **punitive** with my two-year-old when she doesn't eat her dinner is **counterproductive** because when I punish her, she throws her food.*
5. **Play the game:** Provide two to three minutes per round. Do a few rounds, and then switch to triads (three terms must be used in one sentence) for a few rounds.
6. **Debrief:** Triads share out their sentences.
7. **Ticket Out the Door:** Have students independently choose a word and write a sentence. Collect the sentences as students leave and evaluate to determine how well students understand and can use the words.

Understanding Allusions

P1.A.1, P1.A.3, P1.B.6a,c

Purpose: Use this activity with texts that contain important allusions to help students recognize the connections that the writer is making

1. Create a graphic organizer like the one below, putting important allusions in the first column. It may be helpful to add specific links for each allusion. Select sites that are at an accessible level for your students.
2. Place students in strategic pairs. Give students the graphic organizer with suggested links. Have them work in pairs and explore the information available on each Web site to fill out the graphic organizer about ideas associated with each term.
3. After most students have completed their research, debrief the activity with the whole class by discussing each term and the associated ideas. Close the activity by discussing what these allusions have in common and why a writer might want to include them.
4. Have students keep the chart for future reference.

Allusion Chart	
Allusion (indirect reference) and Suggested Electronic Links for More Information	**Source of the Allusion and Ideas Associated with the Allusion**
Why would a writer include these allusions? What are they trying to get their audience to think about or connect to?	

Collaborative Text Reconstruction

Collaborative Text Reconstruction P1.A.1, P1.A.3, P1.C.12, PII.B.4, PII.C.6, PII.C.7

Purpose: To provide students with an opportunity to practice writing an academic argument and analyze some of its language in a game-like way

The text reconstruction can be based on a short chunk of text, adapted if appropriate, or a video. To see an example with a text, see Activity 10 in the 10th grade module, "Age of Responsibility." To see an example with a video, see Activity 1D in the 10th grade module, "Citizen Youth."

Follow these steps:

1. **Focused Listening:** Read a short text (60 seconds or less to read aloud) that models the text type students are reading and will later be writing. Focus the listening by asking students to listen for words or phrases critical to the content. Students just listen (no writing yet).
2. **Simple Note-Taking:** Read the text a second time while students take notes consisting of keywords critical to the content.
3. **Extended Note-Taking:** Read the text a third and final time while students take additional notes, focusing on phrases and longer strings of words critical to the content and those that create cohesion (e.g., text connectives, time phrases).
4. **Oral Reconstruction:** Students (in partners) take turns sharing their notes with one another, essentially orally reconstructing the text. Each listener adds notes they don't yet have as they listen to their partner.
5. **Written Reconstruction:** Students (in same partners) work collaboratively to reconstruct the text in writing. Their goal is to reconstruct the text as closely as they can to the original, using their notes as a scaffold. (An option is to then have two pairs convene to compare their paragraphs and write a single revised version that incorporates the two.)
6. **Focused Attention to Language:** A volunteer shares their reconstructed text on the document camera while the other students look for differences and similarities in their own texts. The teacher encourages students to discuss their observations with their partner.
7. **The Reveal and Analysis:** The teacher shows the original text or gives students a copy of the text on paper and provides the partners or table groups time to discuss similarities and differences between their reconstruction and the original text. The teacher then facilitates a whole group discussion about what was noticed and points out key language features (e.g., content vocabulary, persuasive language).

Source: Spycher and Spycher (2016) and the *CA ELA-ELD Framework*

Collaborative Text Reconstruction

When we pay attention to language, we develop "language awareness," which helps us to be more intentional when we write and speak. This activity gives you an opportunity to apply your knowledge of language to writing a short academic text. You will hear the text three times, but you will not be able to see it.

Part I: Collaborative Text Reconstruction

- **First read:** Just listen.
- **Second read:** Take notes on what you hear in the text in the first column of the note-catcher (one to three words in each line).
- **Third read:** Write additional notes in the second column. What else do you hear?
- **Partner share:** Compare your notes with your partner.
- **Reconstruct the text:** Work together and use your notes to write the text. Try to make it as similar as possible to the original text you heard.
- **Important:** Both partners must write the text, and you must agree on the wording.

Note-Catcher	
Notes from the second reading:	**Notes from the third reading:**
(Note: Make sure students have plenty of room to take notes.)	

- **Collaboratively reconstruct the paragraph:**

(Note: Make sure students have plenty of room to reconstruct the paragraph.)

With your partner, discuss similarities and differences you notice between your reconstructed paragraph and the original one. Be ready to share.

Part II: Discussion Questions

(Note: Provide questions that support students in making meaning of the text by focusing on the language in the text. Example questions: Why did the writer use the word "arbitrarily"? What is your reaction when you read the sentence?)

Independent Reading

Independent Reading P1.A.1, P1.A.3, P1.A.4, P1.B.5, P1.B.6, P1.C.11

Purpose: To support and motivate students to become active readers who seek out reading opportunities and choose texts that are relevant

Arrange to visit your school library on this day, if possible. The librarian may be able to help in advance and/or afterward by pulling together high-interest books to present to students as options. Librarians also have access to a range of "book trailers" that students can watch together or on their own to help to determine if they would like to read a particular book. Additionally, if students have county library accounts, they can access the digital resources and reserve books through that system.

1. **Exploration:** Invite students to explore book lists online and peruse available physical books. Invite them to select a book from the classroom or school library, either fiction or non-fiction, to read independently during the time it takes to complete the module. As they explore their options, ask them to jot down books, news Web sites, and podcasts that are relevant and interesting for them.
2. **Guided browsing:** Take some time to walk students through some of their options, including online sources.
3. **Newspaper reading:** In addition, or at a different time, encourage students to incorporate physical and online newspaper reading into their routine. Take them to online news sites and show them what can be accessed and how current news sites organize their information.
4. **Podcast listening:** Lastly, help them search for podcasts online. Most podcasts are free. Most smart phones include a built-in app that allows users to search podcasts easily. Podcasts can also be accessed on computers.

   The following are examples of podcasts that are of high interest for teens:

   - 411 Teen
   - The Moth
   - The Sporkful
   - TED Talks
   - Radiolab
   - How Math Works
   - Youth Radio
   - Nerdette
   - Teens of America Radio

5. **Organizing groups:** Group students into diverse groups of 4-6 students each. It's important that the groups get along well and that they provide a space for students to learn to interact successfully across gender, ethnic, student interest, as well as other "lines." Let them know that their meetings will be like a reading group café or book club where everyone shares a bit of their reflections. If it's acceptable in your classroom/site, invite students to bring snacks during this time to keep a casual, relaxed feel to the gatherings. Let them know that you will be collecting logs and listening in on conversations. Students can give their group a unique name. The name should reflect teen sensibilities. Some examples: Café Paris, Unique, Idea Snacks. Post the groups' names somewhere in the classroom and invite students to decorate their group's sign as they wish on their own over time.
6. **Set expectations:** Tell students that you expect them to read about two hours a week outside of class but hopefully more. Introduce the Independent Reading Log. Put this into digital format if you want the students to submit online, or copy and paste into Word or Google Docs. Let students know that you will be checking in with them periodically and reviewing their log. At the end of the module, they will use their logs to prepare to give a book talk to classmates who have been reading other books.

Independent Reading Log

You will be using the reading log to track your independent reading and to prepare to discuss your reading with your book group.

Date	Pages/ Chapters read today	Notes	What was this part mostly about?	What was the most interesting thing you learned/experienced in your reading this week? What connections can you make between what you read and your life?

Independent Reading – Metacognitive Reflection

P1.A.1, P1.A.3, P1.C.12, PII.A.2

Purpose: To give students a chance reflect on their reading process

1. Ask students to turn to where they left off in the book or article they are reading independently, and have them read and annotate going forward for about 35 minutes. As they are reading, monitor their progress.
2. Then ask students to fill out the Negotiating Meaning chart by writing down some of the problems they experienced while reading and what they did.
3. Ask students to talk in small groups about their reading process. Circulate and probe to encourage them to be specific. You may want to ask some of the following questions:
    - Can you give an example of where you ran into that problem?
    - Where in the chapter or article did you apply that strategy?
    - What caused you to use the strategy?
    - How did the strategy help you stay engaged with what you were reading?
4. If students have trouble articulating their reading process, ask some of these questions:
    - Did anyone have to reread a part? Which part? Did rereading help?
    - Did anyone make any connections between what you were reading and your own experiences or other reading?
    - Did anyone start to lose track of what you were reading? Where did that happen? What did you do?
    - Did anyone make a guess about an unfamiliar word or phrase? How did you come up with its possible meaning?

Adapted from Schoenback, Ruth, et al.. "Box 4.3: Capturing the Reading Process," *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*, p. 96.

5. Just prior to the end of class, ask students to share their strategies and to add to their list any strategies shared by others that sound helpful. You may also wish to create a class chart that students can refer to. Add to the chart as other strategies emerge in discussion during the module. You can also share some of your strategies and talk about texts that you have recently read where you have had to use them. Possible strategies may include:
    - Imagine myself as a character in the book
    - Reread or slow down and read more carefully
    - Figure out the meaning of unfamiliar words and phrases from context; if necessary, use a dictionary
    - Read aloud to myself (not necessarily so someone can hear) or to someone else
    - Read the last paragraph, so I know where the text is heading, and then go back to reading where I left off
    - Skip difficult passages and then return to them later
    - Summarize or paraphrase confusing parts
    - Break the reading into smaller chunks and pause in between reading the chunks
    - Develop a graphic organizer or road map of the reading
    - Ask someone else what they thought a passage meant
    - Go online to do some research

- Don’t freak out. Keep reading because an explanation or clarification may be coming up later in the text.

Adapted from Schoenbach, Ruth, et al.. “Classroom Close-up 4.2: Don’t Freak Out,” *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*, p. 96.

Metacognitive Reflection

Fill out the Negotiating Meaning chart by writing down some of the problems you experienced while reading and what you did. Note the specific points where a problem occurred.

Negotiating Meaning Chart	
Problem	**Solution**

Reading Rhetorically

Preparing to Read

Multiple Perspectives P1.A.1, P1.A.3, P1.B.6c

Purpose: To explore a range of viewpoints about a concept

As students prepare to read, view, or listen to a text, help them make connections between their existing knowledge and the new learning they will soon engage in and encourage them to be open to multiple perspectives.

There are several different ways to do this.

- Choose a variety of quotations from module texts that represent varying viewpoints. Print them so they can be cut into strips. Hand each student a quotation, giving them some time to read and think about their reaction to the quotation they were given. Then have students stand up and find someone to talk to about their quotation, engaging in turn-taking and asking clarifying questions or making comments on their partner's quotation. Call time after a few minutes and have students find new partners. Rotate several times, so students hear a variety of viewpoints. When students finish, ask them to write one thing they learned as they talked to their classmates and one thing that surprised them. Use this as a Ticket Out the Door.

  Formative Assessment: As students talk about quotations that reflect a variety of perspectives, circulate and listen to what they are saying and how they are saying it. Based on what you observe, you may decide to spend more time helping students unpack the meaning and language of the texts they are going to read. You can also determine how open students are to the ideas of those they disagree with and consider how best to guide students in the civil discourse that is essential around contested topics. Consider using the Establishing Norms for Civil Discourse protocol in the Discussion Norms section of the High Impact Strategies Toolkit.

- Choose a selection of Web sites for students to visit, or provide them with a list of keywords to search online. Have them collect information about the concept on a graphic organizer or note-catcher and then share their information with their classmates via slides, posters, or TikTok videos.
- Give students a list of events or issues and ask them to interview adults in their lives about the events or issues. Have students collect important quotations, ideas, and images in a one-pager to share with their classmates (Google search "one-pager" if you are unfamiliar with the term—there are a variety of formats and examples).

Word Forms and Meanings

P1.A.1, P1.A.3, P1.B.6c, P1.C.12b

Purpose: To explore the forms and meaning of an important conceptual word from your module text(s)

Select a word that expresses an important concept for the module. The word should be one that students will need to understand as they engage in the core reading of the module and will need to be able to use actively when they discuss and write during the module.

Ask students to work in pairs to fill in a chart like the one below for the word. When most of the pairs are finished, call on different students to share what they entered on their charts, and encourage everyone to revise their charts if they wish. Alternatively, co-construct the chart as a class. Depending on the word used, you may need to adapt the directions in the chart.

Word Exploration Chart

1. Word and its part of speech: *(Students should identify the word and its part of speech.)*	2. Word separated into syllables: *(Students can listen to its pronunciation using an online dictionary.)*	3. Dictionary (denotative) definition:
4. My personal definition: *(Students translate the definition into their own words.)*	5. Suffixes associated with the base form of this word: *-ist, a person or one who does the action* *-ism, state or quality of being* *-s, when added to the word it means more than one*	6. Additional prefixes that are associated with the base form of this word: *anti - against* *post - after* *un - not* *eco – environment*
7. The opposite of this word:	8. Use the word in a sentence:	

One Idea Protocol

P1.A.1, P1.B.6a

Purpose: To provide students with an opportunity to scan and discuss a section of the text to draw out key themes

Students scan an excerpt from the text they are going to read more deeply as the module progresses, discuss the gist of each paragraph, and use a protocol to discuss with peers one idea they want to explore further.

1. **Read Together:** Explain that the class will focus in on one section of the text to get a better sense of the module question(s) at issue.
2. **Use the Protocol:** Group students into triads and explain the protocol. You may want to set the timer for each six minute round, or even for each two minute segment per round. If there are some triads and some quads, ask the triads to do one more round with one of the group members volunteering to quickly select another sentence or phrase.
3. **Early Finishers:** If some groups finish early, or if time permits, students can choose another section they want to read, and apply the same protocol.

One Idea Protocol

Article/Reading Selection Title: _____

Use the following protocol to focus your reading and discussion. You'll be working in groups of three (triads). Each person will have a six minute "round" to discuss **one** idea from the text.

Step 1: Reread the section your teacher identifies and highlight, circle, or underline just **one** idea in the text (for example, a sentence or part of a sentence) that you want to discuss. This should be an idea that you are really interested in, intrigued by, or confused about.

Step 2: In your triads, take turns sharing what you selected. The first person reads aloud the selected sentence (or part of sentence) and explains why it was selected (interpretations, connections to past experiences, emotions the idea evokes, etc.). The responders listen and take notes. (2 minutes)

Notes:

Step 3: The responders then discuss their reactions to what they heard, while the person who shared just listens and takes notes. (2 minutes)

Notes:

Step 4: The person who shared discusses their reactions to what the responders said and asks any follow-up questions. (2 minutes)

Notes:

Step 5: Repeat steps 2-4 with the next person in the triad.

Scanning the Text

P1.A.1, P1.A.3, P1.B.6a-b

Purpose: To provide students with an opportunity to discuss their predictions about an article by reading the title and subtitle and then scanning the text to get the gist

1. **Introduce the article:** Explain that one of the things that people do when they encounter a new situation, let's say going to a party at the house of someone you just met, is to scan the room to see who's there, what kind of music is playing, if there's any food, etc. You might make a prediction of what people you haven't met before might be like (you may or may not be right). When approaching a new text, especially an academic text, proficient readers do the same thing. First, they scan it to get an idea of what to expect when they read it. That is what this task is all about.
2. **Collaborative scanning:** Have students collaboratively scan the article and discuss the questions below in pairs or table groups, pausing to discuss each question and take notes.
3. **Whole group debrief:** After the small group discussions, pull the class together and solicit a range of ideas, pressing students to use textual evidence to support their claims. Note a few bullet point responses to each question on a document reader, whiteboard, or chart paper. If there is disagreement, be sure to chart this as students can check their predictions and initial gist after they read the text more closely.

Scanning the Text

Refer to the article you are about to read and answer the following questions:

1. From the title and subheading, what do you predict this article will be about?
2. What do you think is the purpose of this article—to entertain, inform, or persuade readers? Something else?
3. Read the first two paragraphs and the last paragraph. Now, what do you predict the article will be about? Come to a consensus and write a concise prediction statement.
4. Will the article take a strong position on the issue? How do you know?

Image Gallery Walk

P1.A.1, P1.A.3, P1.B.5, P1.B.8, PII.B.5, PII.C.6

Purpose: To engage students in activating prior knowledge, sharing ideas, and posing meaningful questions about images related to the topic of the module

Part I: Image Gallery Walk

1. Prior to the lesson, post various images related to the topic of the module on chart paper at different "stations" throughout the classroom.
2. Group students into teams of four to six, depending on the size of the class. Each group should start with a different image.
3. At the first station, students view the image and write "I notice…" and "I wonder…" statements on Post-Its. They then share their statements with their group and discuss them. Students leave their Post-It statements on the chart.
4. After three to five minutes, the groups rotate to the next station. Students read and discuss the previous group's Post-Its and add content of their own. Repeat until all groups have visited at least four stations.
5. After small group discussions at stations, bring the class back together, and discuss as a class what students noticed and wondered about.

Part II: Describing Images with Key Vocabulary

Purpose: To practice using key concepts and vocabulary related to the topic of the module

1. Tell students that they will revise the "I notice" and "I wonder" statements they made in Part I by creating a concise statement about the image using key vocabulary.
2. Introduce the Gallery Walk Image Vocabulary on a wall chart. Tell students that they will work with their groups to revisit the image, reread the "I notice" and "I wonder" statements, and discuss the word(s) from the list that relates to the image. Then they will work to construct a sentence about the image using the words from the chart.

Gallery Walk Image Vocabulary	
Verbs	**Nouns**
Language to Connect and Condense Ideas:	
When…	
Because…	
As a result of…	
Due to…	
_____ is the result of _____.	
_____ causes/has caused _____.	

3. Jointly construct one statement about an image together with the class. Elicit students' input about which words to select and model how to decide which words represent the image. Use those words to create a

concise statement about the image. Write and edit versions of the statement, crossing out words and adding other words, while thinking aloud. Once the statement is written, read it aloud with students.

4. Student groups select and move to one of the images to construct a statement. If necessary, you may opt to assign each group an image to begin with.
5. Students review the "I notice" and "I wonder" statements on the chart of the image, discuss the vocabulary words presented, and construct a statement using the words. Groups may create more than one sentence. Each student writes the sentences on their Gallery Walk template.

Gallery Walk Sentence Template

Work with your group to revisit the image, reread the "I notice" and "I wonder" statements, and discuss the word(s) from the list that relates to the image. Construct a sentence about the image using the words from the chart.

Image #	Our Sentence

Using Sentence Stems to Access Background Knowledge and Build Language

P1.A.1-3, P1.A.5, PII.B.6

Purpose: To enable students to continue to generate and discuss ideas about the module's topic

Student pairs or groups complete sentence stems and discuss ideas. Bulleted sentence stems about the central topic and images related to that topic are written on butcher paper and posted around the room. Leave plenty of space for students to be able to respond. Then, students read others' ideas and reflect and discuss as they rotate from poster to poster. There should be roughly three to five students at a time responding to the stems at each poster, depending on class size.

Sentence Stems:

- When I hear the phrase _____ I instantly think of ...
- _____ is mostly about ...
- _____ started ...
- _____ has become popular because ...
- If there is one thing that makes _____ unique, it's the fact that ...
- _____'s purpose is to...
- _____ is best understood by ...
- I think most people, adults, and teens, would agree that _____ is ...

Sentence Stems to Respond to Images:

- I notice that _____.
- This image demonstrates _____ because _____.
- This image shows the influence of _____ because _____.
- Concerning the _____ image, I wonder if _____.
- One assumption I am making is that _____.
- The purpose of this image or statement is to _____.

1. Introduce the sentence stems and let the students know that they are going to be using the sentence stems to write about their ideas of the topic or concept.
2. Have pairs or groups respond using the sentence stems, aiming to respond using each one by the end of the time limit. You may ask students to initial their comments or allow them to respond anonymously. Students should perform the task quietly by writing their responses on a poster. The idea is that students have the time and space to read other comments and to express themselves without being influenced by peer discussion. Alternately, they can write their comments on Post-Its at their desks and then place them on posters.
3. After students have had a chance to complete most stems, they should take a final Gallery Walk around the room and read the different responses.
4. Engage students in partner conversation. Each student should choose a stem and response that stood out in some way. The response could be something with which the student agreed or disagreed. It could be something that the student connected with or something that the student did not understand. Students should write down the stem and the idea they would like to share with their partner on a separate sheet of paper. Ask students to pair-share.

5. Ask a few students to share their ideas/reflections with the whole class.
6. Consider adding the following component: After each partner shares their observation, the partners should talk freely and build upon each other's ideas. This may mean agreeing, disagreeing, or adding some additional thoughts. For ideas on how to support academic discussions, refer to the Using Scholarly Discourse Moves chart in the High Impact Strategies Toolkit. Consider making this into a handout that students use as a resource when engaged in any paired or group discussion.

Reading Purposefully

Expert Group Jigsaw P1.A.1, P1.A.3, P1.B.6a-b

Purpose: To provide an opportunity for a class to read multiple texts on a topic by sharing the reading responsibility among groups

Students read and discuss different texts in small "expert groups," then prepare to "teach" students from other groups about their texts. In this approach, the students are doing the work. During the lesson, the teacher observes students closely as they interact to provide "just-in-time" scaffolding (clarifying, asking probing questions, prompting for elaboration, etc.) and determine how students are processing the information and interacting with their peers.

Note: This activity should be done after students have read and annotated at least one core text for the module. You may choose to group students strategically and work with a small group that needs additional scaffolding while other groups work independently.

Select several articles that will add to students' understanding of the issues involved in the module. Explain to the students that they will be reading additional articles on the topic of the module, but each person will only read one article and will then learn about the other articles from their peers who have read them. Sometimes, groups can be put together randomly (by counting off, for example). At other times, teachers may want to group students strategically to balance/leverage strengths, learning needs, and interests.

Step 1: Students read a text independently in their Expert Groups

The expert groups convene. Each person in the same expert group reads the same text, but each of the different expert groups reads a different text. This could be different sections from the same text, or it could be different texts that provide various lenses on the same topic. Each student reads their text independently, along with focus questions and a note-taking guide (graphic organizer) to take notes.

Step 2: Students become experts in their Expert Groups

In this step, each person is responsible for adding information from their independent reading, noting (in their note-taking guide) what others share, and building on what has been shared. After the initial sharing, students move on to discussion questions about the text where they can delve deeper into the text together and further develop their expertise of the topic. At the end of this phase, the group members agree on key points they will each share in their jigsaw groups.

Step 3: Students share their expertise and learn from others in Jigsaw Groups

Students convene in their jigsaw groups, comprised of one (or two) people from each expert group. Each person shares their expertise while the others take notes and ask clarification or elaboration questions. Once each person has shared, the group may have an additional task, such as synthesizing the information that has been shared or discussing one or more of the big ideas from the different readings.

Step 4: Students share what they learned in their Expert Groups

Students reconvene in their expert groups and share what they each learned from their different jigsaw groups. Each person adds any new information to their note-taking guide and makes connections, asks questions, builds on ideas, etc.

Spycher and Spycher 2016

Group Jigsaw

In groups, you will be reading and discussing several additional articles to deepen your understanding of key concepts. You will become an "expert" on just one article by reading and discussing it with other experts who read the same article. Then, you'll learn about the other articles from other "expert groups" when you convene with them in "jigsaw" groups. Take good notes as you can use the information in your culminating writing assignment.

Step 1: Read your text independently in your Expert Group. Mark up your text and take notes using the graphic organizer below.

Step 2: Discuss your text in your Expert Group. Take additional notes in the graphic organizer.

Step 3: Move to your Jigsaw Group, with representatives who read the other articles. Share your expertise about your article and learn from others in your Jigsaw Group.

Step 4: Return to your Expert Group and share what you learned.

Reading Notetaker Mark up your text as you read, and also take notes here.	
Central Ideas:	**Important Terms:**
Evidence:	**Possible Thesis:**
Questions I have:	

Notes from other expert groups:

Attentive Reading

P1.A.1, P1.B.5, P1.B.6a-c

Purpose: To provide an opportunity for students to slow down and contemplate what it means to pay attention while viewing, listening, and reading, and to consider patience as power

- **Paying attention:** Project an image (a painting or photograph) related to the topic of the module. Explain that "paying attention to something means we give it our full consciousness" (Fletcher 3).

  Invite the class to look closely at the image together for a full 10 minutes to see how much can be noticed. As students report noticing something, have them use a time sheet to write down what is noticed every minute (e.g., on a document reader or chart paper). After the 10 minutes have passed, ask students to discuss with a partner what they noticed in the first minute and what took longer to notice. What details would have been missed if they had stopped at minute 1? Explain that this is similar to the way they will be reading the books and articles during this module.

  At first, they will notice some things on the surface, but as they continue to analyze and discuss the texts, they'll uncover layers they may not have been expecting (Fletcher 3-5).

Minutes	Observations
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

- **Reading attentively:** Invite students to read an excerpt or the first paragraph selected from one of the module texts, using the Attentive Reading protocol. This is a student-led activity. Explain the steps and give students time to read the protocol in advance. As students engage in the activity, monitor to observe their think-alouds. Step in to clarify, as needed.

Attentive Reading Protocol

1. Read the whole paragraph silently to yourself to get the general idea of its meaning.
   - Circle or underline words you think are important.
   - Write notes in the margins.
   - Use your dictionary to look up any unfamiliar words.
2. Each partner (Partners A and B) takes turns telling the other what they think the general idea is in one sentence. Did you both have the same general idea?
3. Take turns reading each sentence slowly until the whole paragraph has been read. Partner A reads the first sentence aloud and thinks aloud about the following:
   - Who or what is this sentence mostly about?
   - What is happening in this sentence?
   - Are there any words or phrases that are unfamiliar or confusing?

   As Partner A is reading, Partner B listens carefully and does the following:
   - Marks any words or phrases that are unfamiliar or confusing.
   - Writes notes in the margins.
4. When you finish the paragraph, write a one sentence summary. In one sentence, what is the main idea of the paragraph?

- **Debriefing:** When debriefing the reading excerpt, ask a few students to share their one sentence summaries of the article. Chart some words from the text that were challenging for students and/or that might be useful when it comes to the culminating assignment. Then ask students to reflect on how reading attentively with a partner helped them better understand a challenging text.

Interrupted Reading

P1.A.1, P1.A.3, P1.B.6a-c, P1.B.7, P1.B.8

Purpose: To engage students in a "slow" reading of the text that allows them to notice and analyze the writer's language choices

This activity provides an opportunity to point out metacognitive reading strategies that readers use when they read a challenging text, such as slowing down to read more carefully—which is what interrupted reading does—or skipping difficult passages to return to later.

1. **Preparation:** Prepare for this activity by creating a slide presentation in which only two lines of a poem or one or two sentences of a prose text are displayed on each slide.
2. **Read the lines:** As you show each slide to the class, ask one student to read the two lines or the sentence(s) aloud. Using equitable discussion strategies, choose a different student to read each slide.
3. **Discussion of what students noticed:** After the student has read the lines or sentences you have chosen, stop and have a whole-class discussion about what they notice. Invite students to share their observations about the writer's choices and the significance and effects of those choices. Be sure to allow "wait time" for students to respond and redirect questions so several students weigh in. Encourage them to follow academic language norms as they make their contributions. Ask students to observe word choice (including word connotations), sentence structure, imagery, and anything else that seems important and helps them to construct meaning. Annotate the text as the class discusses the lines and project the collaborative annotation at the end of the activity.

   Some of the questions you may want to ask are the following:

   1. What do you notice? What words are important here?
   2. What stands out?
   3. Why is this important?
   4. What do we learn here about what is happening?
   5. What do we learn here about a character in the text?
   6. What do you see here?
   7. Does this idea show up anywhere else?
   8. Why does the writer repeat this?
   9. How does this make you feel?
   10. What does this make you think about?
   11. What does this suggest?
   12. What does this punctuation do rhetorically?
   13. Does anyone know what this word means? What else could it mean?
   14. What is another way of saying this?
   15. What is the connotation of this word?
   16. What stands out to you about these lines?

Collaborative Reading with the Grain

P1.A.1, P1.A.3, P1.B.6a-b

Purpose: To provide students with a structured opportunity to read to gain a basic understanding of the text and to connect ideas in it to the module question(s) at issue

1. **Model:** Model how to read the first section of a text, which is projected for students to see while you track the text. Use guiding questions and think aloud your responses to them, underlining key information and noting responses in the margins of the text. Ask students to listen closely for how you figure out what the section is mostly about and how you discuss the text internally in order to make meaning. Start with the following guiding questions:
    - Who or what is this paragraph mostly about? What is it saying?
    - What information seems to be important?
    - How does this relate to the module question(s) at issue?
2. **Students continue reading independently or in pairs:** Have students continue working through the text sections independently or in pairs, using the guiding questions and underlining and noting in the margins what the paragraphs are mostly about, what they are saying, and important information.
3. **Small groups compare notes:** Have small groups come together to compare their annotations and come to a consensus on four to five key ideas from the text. Ask groups to use the guiding questions to focus their discussions and to ensure that everyone in the group is prepared for reporting out. Listen to students' conversations and take notes on what is said in order to facilitate the whole group discussion (next step). This shortens the time needed for the whole group debrief and enables the tracking of student discussion skills over time.
4. **Reporting as a whole class:** Invite groups to share out what they agreed upon as the key ideas of the whole text. Prompt students to explain their thinking, using evidence from the text and their annotations, for identifying the four to five key ideas they did, and invite other students to ask follow-up questions, as well. Chart ideas on chart paper or a Google Doc, and ask students to take notes so that they have a record of the discussion. (They may want to refer to these notes in their culminating writing task.)

Collaborative Reading

P1.A.1, P1.A.3, P1.A.4, P1.B.6a,c

Purpose: To leverage the combined resources of the group to make meaning of a challenging text

This activity is inspired by Palincsar and Brown's "Reciprocal Teaching" and asks students to take responsibility for different aspects of making meaning of the text.

Students work in groups of three or four to divide the text into logical sections and complete specific tasks for each on a rotating basis. Students should develop expertise in the process of Reciprocal Teaching (RT) so they can apply it in new and varied situations. Almost any text can be processed using RT. Additional support can be provided by chunking the text in advance.

Students assume responsibility for completing one (or more) of three to four key tasks for each text section as they collectively read a shared text. Students rotate through these tasks so they get the opportunity to learn and practice new skills. Everybody reaches consensus before anything is written on the guide.

Key Considerations:

Successful collaborative reading requires consideration of the following:

- Careful composition of groups
- The level of difficulty of the text (challenging but not out of reach)
- Adapting the tasks according to whether students are reading for understanding (as in the example below), analyzing rhetorically, or critically evaluating the text

Specific tasks should help students achieve specific goals.

For a typical "first read" activity, students may perform four tasks:

1. First, Student A reads the given selection (usually one paragraph) aloud while students B, C, and D follow along by placing their fingers on the text being read.
2. Next, all students discuss the text, ask and answer questions, and note new or unfamiliar vocabulary. If appropriate, students write down these words and then guess about their meanings (given the context in which the words appear).
3. Then, Student B offers a summary of the selection read by Student A.
4. Students discuss the offered summary/paraphrase and develop a version on which they can all agree. If appropriate, all students write this summary in a log or note-taking guide.
5. Then, Student C asks a "right there" question. The answer to this question appears "right there" in the text and students should be able to point at the answer(s) to this question. Student D answers the "right there" question and points to the place in the text that gives the answer.

The following graphic organizer can be used with these four tasks:

Collaborative Reading Graphic Organizer and Note-Catcher			
Paragraph Number	**Essential Terms**	**One-Sentence Summary**	**"Right There" Question & Answer**

Important Pointers:

Individual accountability is key. This means that *each* student should be responsible for recording information along the way and this information should be submitted to the teacher for "quality control" and review. Consider adding key elements (like vocabulary) if it helps students to scaffold the task.

Clear understanding of the tasks is imperative. Consider labeling index cards with A, B, C, and D—and then summarizing the task on the back side of the card. Students should rotate the cards, physically, so responsibility for tasks is clear.

As students work in groups to negotiate their responses, the teacher can circulate and unobtrusively make notes about the language that students are using to agree, disagree, offer suggestions and revisions, seek clarification, and other types of oral academic language. At the end of the activity, the teacher can then give feedback (without naming individual students), so that students see which types of language are valued and effective and which are unproductive. You may want to use the Rubric for Academic Language Use in Rubric for Assessment of ERWC Students in the Overview Documents list found in the ERWC Online Community to give students feedback during this and other group and class discussions.

Debrief when students are finished, clearing up any misunderstandings, noting good uses of academic language that you overheard, and pointing out possible alternatives when students slip into more familiar non-academic language.

Adapted from Palincsar, Annemarie. S., and Ann L. Brown. "Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities." *Cognition and Instruction,* vol.1, no. 2, 1984, pp. 117-75.

Charting Multiple Texts

P1.A.1, P1.A.3, P1.A.4, P1.B.6a, P1.B.8

Purpose: To provide a structure for students to collect information from texts that they can ultimately use when they write their culminating assignment

1. Introduce students to the concept of charting the texts that they are reading, viewing, and listening to during the module. Let them know the chart will prove especially useful when they are ready to do the writing assignment they will complete at the end of the module.
2. After students have finished reading and discussing the first text in the module, model how you would fill out the chart for that text (see the sample provided). Students may work with a partner or independently to chart the remaining texts in the module as they are read.
3. Students will benefit from feedback on their charts, especially in the beginning, to make sure they are filling in each box fully and accurately. The charts are also a powerful tool for formative assessment. You can quickly assess students' understanding of each text as they read it, and determine your next steps. Grading the charts can further incentivize students to do a good job since the payoff when they go to write may not be evident in the beginning. Once students are able to chart a text accurately, you can make charting an independent assignment.
4. You'll want to encourage students to use their charts during discussions, as well as when they get ready to draft their final writing assignment. You can coach them to reference the texts in support of their positions and make connections across texts, using the discussion norms you have established (see Discussion Norms in the High Impact Strategies Toolkit).
5. When students move from reading the texts of others to writing their own, the charts become a valuable tool, along with quickwrites, summaries and responses, descriptive outlines, and other writing they have done as part of reading rhetorically. After students have reviewed this informal writing, you can suggest they revise their Charting the Texts charts with any new arguments, quotations, or responses that they have discovered. This way they can reference a single document during drafting rather than a difficult-to-manage collection.
6. Charts can be adapted depending on the module, the type of text(s) students are reading, and what kind of information will be most useful when they go to write. A model chart and several module-specific examples are included here. Because the chart has several columns, you may want to ask students to use a larger piece of paper and create their own charts, or you may want them to create their charts using a spreadsheet such as Google Sheets. Charting is a powerful strategy that can be used across an entire school year, with students creating a new spreadsheet for each module. As students reflect on their growth as rhetorical readers at the end of the year, they can return to their charts and track their development over time.

Chart Samples:

Sample Chart Headings, Example 1:

Text Information	What is the text's big issue?	What claim(s) does the text make?	What are the examples/ quotations from the text?	What do you think about the text's claim(s)?	What are your examples?	How does this text connect to other texts?
Title: Author: Genre:						
Title: Author: Genre:						
Title: Author: Genre:						

Sample Chart Headings, Example 2:

Title	Writer	Genre	Claim	Quotations	Your Reaction	Your Examples	Connections to Other Texts
Text 1							
Text 2							
Text 3							

Headings from "Free Speech" Chart:

Case/Incident	Student Action	Consequence	Court Decision	What does this mean?

Headings from "*The Boy Who Harnessed the Wind*" Chart:

Chapter	Summary	Key Vocabulary	Golden Quotations	Themes

Headings from "*The Distance Between Us*" Chart:

Chapter	My Title	Summary	Golden Line (cited)	Reflection

Sample Chart from "Juvenile Justice":

Article Title	Writer	Genre	Subject/Topic	Main Claim	Important Quotations	Your Response to Claims
"Juvenile InJustice: Charging Youth as Adults Is Ineffective, Biased, and Harmful – Executive Summary"	Human Impact Partner	Policy report	The inequity of trying juveniles as adults	Trying juveniles as adults punishes instead of rehabilitating them, doesn't take into account their development, and adds to racial inequity.	"Rampant racial inequities are evident in the way youth of color are disciplined in school, policed and arrested, detained, sentenced, and incarcerated" (4).	The Black Lives Matter movement has demonstrated the way in which judicial inequities impact people of color, including youths. In my experience, 16- and 17-year olds often take risks, but so do some adults.

Talking to the Text – Annotation

P1.A.1, P1.B.6a-c, P1.C.12a

Purpose: To provide opportunities for students to practice making notes about their thinking as they are reading

1. **Review:** Give students a few minutes to review the text they are reading.
2. **Model:** Model for students how to talk to the text by projecting the introduction of the article, which may range from one to several paragraphs. Demonstrate how you make comments and ask questions, use arrows and highlighting, note places where you have difficulty, and figure out what the long, information-dense sentences mean.
3. **Independent annotation:** Give students copies of the text with extra wide margins (see sample), so they can continue reading silently and independently, making notes, asking questions, and underlining or highlighting key places. If duplicating is an issue, have students use sticky notes to write their annotations. Tell them that good readers are in the habit of responding to the text they are reading with questions and comments and this is a chance for them to develop that habit also. If you anticipate this process may be challenging, chunk the text and have students only annotate the second chunk. When they are done sharing what they did, annotate the third chunk as a class. Continue to alternate until the entire text is annotated.
4. **Comparing with a partner:** When students are done annotating, have them share their comments and markings with a partner, going back and making changes to their own copy, if they wish.
5. **Debrief:** Invite volunteers to share with the class how they marked and responded to the text. Ask them to explain their annotations by posing questions such as:
   - What did you mark?
   - What did you write in the margins?
   - How did that help you with your reading?
   - How did talking to a partner help?
6. **Looking ahead:** Ask students to talk about what they learned from this approach to annotating a text. What can they carry away with them to use when they encounter difficult texts in other classes?

Talking to the Text – Annotation		
Notes and Questions	**Text (with numbered paragraphs)**	**Notes and Questions**
Interesting that Dobbs is starting with a story. I wonder what his son speeding has to do with the brain.	▪ One fine May morning not long ago my oldest son, 17 at the time, phoned to tell me that he had just spent a couple hours at the state police barracks. Apparently he had been driving "a little fast." What, I asked, was "a little fast"? Turns out this product of my genes and loving care, the boy-man I had swaddled, coddled, cooed at, and then pushed and pulled to the brink of manhood, had been	

	flying down the highway at 113 miles an hour. ▪ "That's more than a little fast," I said. *(Excerpt from Dobbs, "Beautiful Brains")*	

Adapted from Schoenbach, Ruth, et al.. *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary College Classrooms.* 2nd ed., Jossey-Bass, 2012, pp. 108-110.

Literature Circles

P1.A.1, P1.B.5, P1.B.6a

Purpose: To establish the literature circles process and provide time for groups to create project plans, goals, and norms for effective group discussions

1. **Prepare in advance:** Select three to six fiction or nonfiction books on a related topic and possibly in the same genre (e.g., memoir, biography, novel). Be sure to have enough copies of each of the literature circle books for each student before starting this activity.
2. **Introduce Literature Circles:** Provide a brief overview of the literature circle process. If you are new to literature circles, you may want to view the resources in Appendix B: Literature Circles Online Resources in the 12th grade module "Cambodia Remembers."
3. **Form groups and set norms:** Assign the literature circle groups, based on students' desired reading selections. Distribute the books to each group and ask the groups to set four to five norms for how they will interact in their book discussions, using their own language. Provide examples (some are provided in the student version of "Cambodia Remembers"), and let students know that they can refine or add to the norms later, as needed. Once groups have their norms, ask each group to share out, and then give the groups another minute or two to decide if there's anything they want to add or refine.
4. **Create a project plan:** Tell the class how many weeks they will have to read their books (three to four weeks is reasonable). They'll have five minutes at the beginning of class each day to review their reading notes and prepare for their literature circle discussions. There may be times at the end of class to read, but they'll need to do most of their reading as homework; this will be their only homework for the class while they are participating in their literature circle. Invite each group to create a project plan for their reading load, based on the number of pages/chapters in their books, so that they finish reading by the day you have determined. Be sure to leave enough time for students to complete the Discovering What You Think, Composing a Draft, and Revising Rhetorically activities. Ask students to provide you with a copy of the project plan so you can help students stay on track and know where they are in their books at any given time.
5. **Select Literature Circle roles:** Invite students to read and discuss the literature circle "jobs" and select the role they would like to assume, based on the responsibilities and qualifications. You may wish to have students stay in their chosen roles for the entire book so they can become increasingly proficient in the role, or you may want to rotate jobs to give everyone an opportunity to try out the different roles. Each class has different strengths and needs, and, ideally, students would be part of this decision process. Required in each group: Discussion Director, Connector, Language Luminary, Investigator. Optional in each group (if there are enough people and it is relevant to the book): Illustrator, Summarizer, Travel Tracker.

Literature Circles

Everyone has their interests and strengths. It's time to choose your role in the group. You may choose a role that plays to your strengths, or you may decide to take a risk and try something new. It's up to you. With your group, read through each job description and decide who will take on each role.

Required in each group: Discussion Director, Connector, Language Luminary, Investigator

Optional in each group (if there are enough people): Illustrator, Summarizer, Travel Tracker

My role: _____

Roles and Responsibilities:

DISCUSSION DIRECTOR

Responsibilities: Your job is to create a list of at least five open-ended questions your group will want to discuss. Your task is to help people in your group recognize and discuss the important ideas in the reading and make sure everyone has a fair chance to share their views. Usually, the best discussion questions are not easy to answer and come from your own thoughts, feelings, and questions as you read. (Note that the discussion director job requires excellent attendance.)

Sample Questions for Discussion Director:

- What was going through your mind while you read this?
- How did you feel while reading this part of the book?
- Can someone summarize briefly what we've talked about so far?
- Did today's reading remind you of any real-life experiences?
- What questions did you have when you finished this section?
- Did anything in this section of the book surprise you?
- What are the one or two most important ideas?
- What are some things you think will be talked about next?

CONNECTOR

Responsibilities: Your job is to discover at least three connections, each time you meet, between the book your group is reading and the world outside, other things you've read, history, and things that are happening in your own lives and community. Your task is to help people in your group relate what is happening in the book to their own lives.

Sample Connections:

- Articles or stories that we've read in this class or that you've read in other classes or outside of class
- Current events (local, national, or international)
- Personal challenges or events
- Historical events
- Personal qualities similar to real people you've read about or know or to characters in stories, movies, or TV

LANGUAGE LUMINARY

Responsibilities: Your job is to locate significant passages, quotations, or details from the book that are important for understanding the book's events or big ideas. You could focus on language that you find interesting or powerful in terms of conveying the book's ideas or events, highlight particularly beautiful language or quotations, or explain passages that evoke particular emotions. Keep track of how you are reacting and feeling as you read, as these may be what you choose to bring to the group's attention.

The quotations and passages you highlight may be useful in your final writing assignment.

SUMMARIZER

Responsibilities: Your job is to help your group see the overall picture of what was read by extracting the most important details and providing a concise summary. This includes using some of the important vocabulary and events from the reading and possibly synthesizing concepts and themes.

Summarizing is a critical skill that all readers need to master, and it requires reading and rereading to ensure accuracy.

INVESTIGATOR

Responsibilities: Your job is to find relevant background information on any topic related to your book. This could involve where the events are taking place, more about the history of the book's setting, or photos to help the group visualize the historical or cultural context. The idea is to find information that helps your group better understand the book. Investigate something that really interests you—something that made you curious while you were reading.

Sample Investigations:

- The geography, weather, culture, or history of the book's setting
- Information about the author—their life and other works
- Information about the time period portrayed in the book
- Pictures, objects, or materials that illustrate elements of the book
- The history and derivation of words or names used in the book
- Music that reflects the book or its time

ILLUSTRATOR

Responsibilities: Your job is to create drawings about what is read so that your group has visual representations that enhance understanding. You do not need to be an outstanding artist for this task, but you do need to be willing to take the time to interpret the reading and express ideas, events, or emotions from it visually. Your drawings could be literal (e.g., a sketch of a location), or they could be metaphorical (e.g., using symbols in the drawing that weren't technically part of the reading but express an emotion or historical context).

Crafting Open-Ended Questions

P1.A.1, P1.A.3, P1.B.5, P1.B.6b-c, P1.C.12a

Purpose: This activity provides students with an opportunity to generate and discuss their own questions about the text they are reading

1. **Review & Group:** Provide time for students to review their reading notes. Students should have read the text at least once so they have a basic understanding of the text's ideas. Randomly assign students to triads so that they have an opportunity to talk with a variety of classmates. If there is an even number of students, have one of the groups be a pair. Try to stay to two to three students in each group to ensure equitable participation.
2. **Generate Questions:** Ask students to use the protocol, pausing as they work through the text to generate open-ended questions about it. Make sure each student writes down the same questions.
3. **Give One–Get One:** Facilitate a "tea party" where students, their questions in hand, find another person (someone who was not in their triad) to discuss one of their questions. The idea is that each person in the new pair will ask and answer one question and then move to another partner. You may find it helpful to time each interaction.
4. **Whole Group Debrief:** Facilitate a whole group discussion about the process and about the task of generating questions together.

Crafting Open-Ended Questions

Use this protocol to read and discuss your text.

1. In triads, take turns reading a few paragraphs or each page aloud as the others listen. You are all free to stop at any point (whether you are the one reading or not) to clarify meaning, ask questions, or make comments. Make sure everyone is getting the gist.
2. Once a reader has finished reading their section to the group, STOP.
3. Together, generate **one** open-ended question about the part that was just read. Here are some tips for writing open-ended questions:
    a. Effective open-ended questions often start with "how," "why," or "in what ways."
    b. An open-ended question can't be answered with one word or "yes" or "no," and there could be many different answers.
    c. Craft a question that the other groups will discuss to better understand the deeper meanings in this part of the text.
4. After you create each question for your text, test it by seeing how you would answer it. If it is too simple, adjust it to make it more open. If it is too vague, make it clearer.
5. Repeat steps 1-3 until you reach the end of the text.

Descriptive Outlining

P1.A.1, P1.A.3, P1.B.6a-b, P1.B.8, PII.C.1

Purpose: To help students identify both what a text says (content) and what it does (rhetorical purpose)

Step One: Students chunk the article according to the following directions.

1. Draw a line across the page where the introduction ends. Is it after the first paragraph, or are there several introductory paragraphs? What is the writer trying to accomplish in their introduction?
2. Draw a line across the page where the conclusion begins. Is it the last paragraph, or are there several concluding paragraphs? How do you know the text has reached its conclusion? What is the writer's conclusion?
3. What are the other main sections of the text? How do you know? What does each section say? What is the writer trying to accomplish in each section?

Step Two: Working independently, students create a descriptive outline of the text using the graphic organizer provided for this activity (see below). They should note what the writer is both saying and doing, and use their annotations to describe the rhetorical effects and functions of the writer's choices.

Step Three: Students then compare their descriptive outline to a partner's. Encourage students to add any additional "says" or "does" statements to their outline that they think are needed to more fully describe the writer's message and rhetorical moves. Partners should agree about the writer's main argument.

Descriptive Outlining

Paragraph[s]:	**Says:** **Does:**	Paragraph[s]:	**Says:** **Does:**
Paragraph[s]:	**Says:** **Does:**	Paragraph[s]:	**Says:** **Does:**
Paragraph[s]:	**Says:** **Does:**	Paragraph[s]:	**Says:** **Does:**

Sentence Frames for "Does" Statements

P1.A.1-3, P1.B.t, P1.B.6a-c, PII.A.2, PII.C.6

Students can complete the descriptive outline in collaborative groups, with each group being assigned one section of the article. You can chunk the article together as a class before assigning students to groups (see the divisions in the sample Descriptive Outline in Jennifer Fletcher's *Teaching Arguments: Rhetorical Comprehension, Critique, and Response* for a model). Ask students to complete the information for the paragraph numbers on their blank descriptive outline, according to the divisions you made together as a class. Then assign each group a section to paraphrase (says) and describe (does).

Give each group plenty of time to work on their section. Instruct groups to practice writing "does" statements (see below) before completing their section of the graphic organizer together.

After the groups have completed their sections, invite each group to present their work to the class. The presentation should follow the order of the article. Encourage students to add to their graphic organizers as their peers present. Use a document camera to display the descriptive outlines, if possible. Allow time after each group presentation for the rest of the class to add their own observations about the section being discussed.

Examining the Structure of the Text – Sentence Frames for "Does" Statements

Practice describing the rhetorical effects of writers' moves by using the language frames that follow. Try completing these frames with your own observations about the impact and purpose of the writer's choices. Note that these "does" statements begin with verbs and are not complete sentences.

Moves from _____

Establishes exceptionality of _____

Notes a shift in _____

Amplifies the effect of _____

Introduces a complication by _____

Expands the context by _____

Intensifies the impact on _____

Shows the writer's _____

Presents a _____

Makes a concession by _____

Invites a consideration of _____

You can also practice writing "does" statements by choosing from the following list of verbs:

balances	counters	increases	questions	suggests
challenges	frustrates	introduces	reverses	surprises
confuses	heightens	qualifies	softens	undermines

Text Jumble

P1.A.1, P1.A.3, PII.A.2

Purpose: To provide students with an opportunity to use their knowledge of text structure and cohesion to reassemble a text that has been cut apart into meaningful chunks

1. **Prepare:** To prepare, reorder a text students have already read at least once (e.g., an article). Draw lines to mark where students will cut apart the text to make the meaningful chunks they will reassemble. Ideally, there are multiple ways to order certain parts of the text. This makes it more challenging for students and also illustrates how language use is about choices, not rules. Make single-sided copies for each pair of students.
2. **Students Reconstruct the Jumbled Text in Pairs:** Ask student pairs to cut up the jumbled text into the demarcated sections and lay the pieces on their desk or table. Explain the purpose of the activity, which is to reassemble the text in an order that makes sense to them, with clear reasons for placing the chunks in the agreed upon order. There should be a lot of talking (and ideally negotiating) going on. Provide a fixed amount of time and ask students who finish early to consider if there are other reasonable ways to place certain chunks in different places.
3. **Monitor:** Make sure to support any pairs who reconstructed the text in an illogical way by asking questions that prompt them to realize this and make rapid adjustments.
4. **Students Compare in Quads:** When time is up, ask students to form quads and compare how they reconstructed the jumbled text and what reasoning they used to do so.
5. **Students Share:** Ask one pair to share how they reconstructed their text, along with their rationale. If another pair had a different way of reconstructing the text, ask them to share. Facilitate a discussion about the words and phrases that were clues to assembling a cohesive text.
6. **The Reveal:** Show students the original text and ask them to discuss any differences between it and their reconstructed text. Highlight the words and phrases that make the text cohesive.

Pathos and Kairos

P1.A.1, P1.A.3, P1.B.6b, P1.B.7-8, P1.C.12a

Purpose: To identify and consider the effect of language that appeals to a reader's emotions and communicates the timeliness of the writer's argument

1. Revisit two of the methods writers use to appeal to their audience rhetorically by reviewing the chart below. Tell students they will focus on how writers use pathos and kairos to persuade their readers.

	Pathos	**Kairos**
Where the word comes from	Pathos is the ancient Greek word for both "suffering" and "experience" The words "empathy" and "pathetic" are derived from pathos	Kairos is one of the ancient Greek words for "time"
What it means	The "emotional" appeal Convincing an audience by appealing to their emotions Evaluating a text by considering how the writer is appealing to the reader's emotions	The "timeliness" appeal Convincing an audience by appealing to opportunity—the "right place at the right time" Evaluating the text by considering how the writer is communicating the timeliness of the issue
Strategies	Using language or examples, such as stories, to invoke emotions such as anger or pity from the audience	Choosing language that expresses the timeliness of the topic; using time markers

2. Model how to identify language that appeals to the reader's emotions. Identify a sentence from the text that is a good example. Have students read the sentence in their text and talk about how the writer's choice of language makes them feel. Using a doc cam, write some student responses in the chart. Solicit ways to paraphrase the sentence using more neutral language. Then have students talk about how the writer indicates the timeliness of the topic by the use of time markers such as "since," "now," and "again."
3. Ask students to annotate their copies of the text for more examples of language that appeals to readers' emotions (pathos) and time markers that refer to the timeliness of the issue (kairos). Have them fill out the chart and discuss the questions about pathos and kairos in small groups, taking turns sharing language they identified. When most are finished, bring the class back together and facilitate a discussion where students share their findings and discuss the writer's purpose in using these rhetorical appeals. Conclude by asking students how they can apply what they have learned about these appeals to their own writing.

Textual Examples of Pathos and Kairos (be sure to cite paragraph number where these examples can be found)				
Language that appeals to emotions (pathos)	**Impact on the reader**	**Language related to timeliness (kairos)**	**Impact on the reader**	**Neutral, paraphrased language**

PAPA Square

P1.A.1, P1.A.3m P1.B.6a, P1.B.7-8, P1.C.12a

Purpose: To identify and analyze the purpose, argument, persona, and audience of a text

The PAPA Square helps students organize a rhetorical analysis of what they have read.

1. Revisit (or introduce if students are not familiar with) the Ways of Persuading Others chart (see below). Remind students that writers make conscious choices about text structure, language, evidence, and information that they include or omit. These choices can be analyzed through the lens of four basic rhetorical appeals: ethos, pathos, logos, and kairos.

Ways of Persuading Others				
	Ethos	**Pathos**	**Logos**	**Kairos**
Where the word comes from	Ethos is the Greek word for "character" The words "ethic" and "ethical" are derived from ethos	Pathos is the ancient Greek word for both "suffering" and "experience" The words "empathy" and "pathetic" are derived from pathos	Logos is the Greek word for "word" The word "logic" is derived from logos	Kairos is one of the ancient Greek words for "time"
What it means	The "ethical" appeal Convincing an audience by showing the writer is credible Evaluating a text by considering how the writer presents information and who they cite as sources	The "emotional" appeal Convincing an audience by appealing to their emotions Evaluating a text by considering how the writer is appealing to the reader's emotions	The "logical" appeal Convincing an audience through logic or sound reasoning Evaluating a text by considering the writer's arguments and evidence	The "timeliness" appeal Convincing an audience by appealing to opportunity—the "right place at the right time" Evaluating the text by considering how the writer is communicating the timeliness of the issue
Strategies	Choosing language that is appropriate for the register (audience, topic, genre); sounding fair; showing expertise	Using language or examples, such as stories, to invoke emotions such as anger or pity from the audience	Citing facts; supporting claims with evidence; making historical analogies	Choosing language that expresses the timeliness of the topic; using time markers

2. Introduce the PAPA Square. Students work in small groups to fill in the graphic organizer using guiding questions to deepen their understanding of the text and the rhetorical appeals used by the writer. Project or post the guiding questions on a chart.
3. If students have not done a PAPA Square before, model one by engaging the class in a discussion of the guiding questions, eliciting student responses, and then filling in the responses on a PAPA Square under the document reader.
4. After students have discussed and responded in small groups, bring the class together to discuss their analyses.

Formative Assessment: This task should build into and from previous activities. As students work and discuss the questions, circulate to monitor conversations and determine if they are referring to the textual evidence identified in these earlier activities. It may be necessary to remind students to revisit their notes and materials from prior work.

PAPA Square

	Purpose:	
Audience:	**Rhetorical Appeals and Strategies:**	**Arguments:**
	Persona:	

The Language of Pathos

P1.A.1, P1.A.3, P1.B.8, PII.B.3, PII.B.5

Purpose: To discuss persuasive language that appeals to a reader's emotions to better understand a writer's argument

Through analysis, students can uncover language that reveals the writer's underlying beliefs and intents, enabling them to become more critical consumers of texts and learn to use similar techniques in their own persuasive writing.

1. Revisit the different ways writers appeal to their audience (ethos, pathos, logos, kairos). Explain that understanding how writers use language to persuade helps us to be critical readers and more informed writers. Tell students that they will analyze the choice of a writer's appeals to pathos, or "emotional appeals," by considering their choice of language.
2. Introduce the concept of "turned up" (more intense) language and "turned down" (more neutral) language. In contrast to informational writing, in an argument, a writer may deliberately use language that appeals to pathos to persuade the reader. It may be helpful to give two or three examples using everyday experiences.

   Turned down (neutral) language: Pizza is a popular food.

   Turned up language: Pizza is the best food on the whole planet.
3. "How do I feel about pizza based on the first sentence? How do I feel based on the second? Which words helped you figure that out?" Ask students to try using "turned up" and "turned down" language with their partners by describing how they feel about something they really like, first by using neutral language and then turned-up language. Ask them to pay attention to the particular words they are using.
4. Project the first chunk of a text where the writer has used "turned up language." Model identifying the "turned up" language, for example in the title, subtitle, and first paragraph. Ask which words and phrases tell us how the writer feels. Discuss key phrases. Think aloud about the rhetorical effect of the writer's choice of words and how these words help you know what the writer believes.
5. Discuss why a writer might choose to use more neutral language to say the same thing. Consider rewriting the text chunk collaboratively in "turned down language." You will want to talk about how writers adjust their language depending on their situation. An op-ed can use "turned up" language because it is expressing the opinion of an individual who is usually not an employee of the newspaper. An editorial expresses the official position of the newspaper, and, therefore, uses more neutral language. A news article is meant to sound objective, so the writer will choose the most neutral language.
6. Model how to change words/phrases or rewrite sentences to make the language more neutral ("turned down"). Solicit students' input about how to rephrase them. Then discuss the difference in the effect on the meaning.
7. Students work with partners to highlight the "turned up" language in the article and then rephrase the sentences to be more neutral or "turned down."
8. Once students are finished, ask partners to share their examples and facilitate a discussion about students' observations about language and the writer's rhetorical strategy of appealing to the reader's emotions. Ask students to think about how they might transfer what they learned from this activity into their writing. Emphasize that especially in academic writing, readers expect more neutral, "turned down" language. Writers who have developed rhetorical flexibility can determine when "turned up" language is appropriate and when "turned down" language is a better choice, depending on their rhetorical situation.

Formative Assessment: As students discuss with their partner examples of language that appeals to emotions, circulate. Provide support as necessary by asking probing questions (e.g., Which word(s)/phrase is helping you

decide whether a word, phrase, or clause is “turned up” or “turned down”?). Additional scaffolding may need to be provided to support students’ identification of and discussion about the language of pathos.

Exploring Nominalization

P1.A.4, P1.B.6, P1.B.8, P1.C.7

Purpose: To support students in identifying and understanding the use of nominalization in academic texts

1. Explain that many academic texts contain nominalizations, which are terms that in everyday language are usually expressed using verbs (e.g., destroy) or adjectives (e.g., strong) but in academic texts, especially science texts, are expressed as things, or nouns and noun phrases (e.g., destroy → destruction, strong → strength). Share with students the nominalization chart (next page).
2. Model how to create a sentence by changing a verb into a nominalization. (If possible, use student-created sentences from a previous vocabulary activity for the module you are teaching. For example, Because global temperatures are increasing, glaciers melt. This causes sea levels to rise. → Due to an increase in global temperatures, glacial melt is causing sea level rise.) Add these examples to the nominalization chart. If necessary, model creating additional sentences.
3. Ask students to revisit and review the sentences they created. If students have sentences with verbs that can be changed to a nominalization, ask them to work with a partner to rewrite the sentence using a nominalization. If students do not have sentences with verbs that can be rewritten as a nominalization, have them select words from a vocabulary list to create sentences using nominalizations (e.g., increase, decrease, clear, remove, destroy, melt, lose, flood, retreat). Provide students 10 minutes to work with a partner to create sentences based on verbs from the module text(s).
4. Call on student partnerships to share out their sentences. Add strong examples to the class nominalization chart.
5. Model how to identify and understand nominalization in the text:
    a. Project a chosen text.
    b. Model how to identify the nominalization in the first paragraph. Read the sentences together and at the end of each sentence, ask students if they can find any nominalizations in it. Discuss with the class if the words are nominalizations. If so, discuss what the nominalizations mean.
    c. Ask students to help you "translate" the sentence with the nominalization into a more "everyday" sentence using a verb or adjective instead of the nominalization (see example).
    d. If necessary, model with additional paragraphs.
    e. Working with a partner, have students analyze the remaining sections of the text, identifying and charting nominalizations, discussing their meanings, and creating translations on the nominalization note-guide.

Exploring Nominalization

Nominalization	
What It Is	**Why We Use It**
Changing one part of speech into a noun or noun phrase • Usually verbs: destroy → destruction • Sometimes adjectives: different → difference • Sometimes an entire process: ecosystem degradation	Nominalization is used to make the actions people do (verbs) or qualities people have (adjectives) into things (nouns). • To make information more technical and abstract • To pack a lot of information into fewer words (condense) • To hide the agent (the doer of the action) • To make the text flow smoothly (cohesion)
Examples: Because global temperatures <u>are increasing</u> (v.), glaciers <u>melt</u> (v.). This causes sea levels to <u>rise</u> (v.). Due to <u>an increase</u> (n.) in global temperatures, <u>glacial melt</u> (n.) is causing sea level <u>rise</u> (n.). People <u>clear</u> (v.) the rainforest to <u>build</u> (v.) homes. This causes animals to <u>lose</u> (v.) their homes and <u>displaces</u> (v.) them throughout the rainforest. <u>Land clearing</u> (n.) and <u>deforestation</u> (n.) for <u>urbanization</u> (n.) result in <u>habitat loss</u> (n.) and species <u>displacement</u> (n.).	

Nominalization Note-Guide		
Paragraph	**Nominalization**	**What It Means – Verb Form Translation**
1	*Due to an increase in fossil fuel use, emissions are growing.*	*People have been burning fossil fuels (coal and gas), which emit or put out into the air smoke and other chemicals, so the number of these particles in the air is growing.*

Building Effective Noun and Verb Phrases

P1.B.6b, P1.B.7, P1.C.10a, PII.A.2b, PII.C.3-5

Purpose: To give students the opportunity to build effective noun and verb phrases

Guide students in identifying what elements to consider in building rich noun and verb phrases. Then invite students to work together with partners and with the teacher to build phrases they can use later in their writing.

1. Let students know that you will be working together to construct rich and developed noun phrases and that they will be able to apply what they learn later in their writing for this module. There are many ways to build rich noun phrases, including the two below.
2. Show students examples like the ones below and model for students how to categorize the kinds of modification used to expand the noun phrase. Talk through how these rich noun phrases are created and how they work to add precise detail to writing and create densely packed sentences that communicate a lot of information.

How many?	Amplify (very, etc.)	What kind?	What kind?	Head noun: Who or what?	What are/were they doing?	How are/were they doing it?
many	critically	important	hip-hop	artists	working to communicate social messages	effectively
Example: "many critically important hip-hop **artists** working to communicate social messages effectively"						

What is done with it?	What is it like? How can we describe it?	What kind?	Head noun: What?	What does it do?
rhythmically spoken	carefully thought-out	hip-hop	lyrics	that entice the listener to pay attention
Example: "rhythmically spoken carefully thought-out hip-hop **lyrics** that entice the listener to pay attention"				

3. Next, have students choose from a list of "head nouns" to work with. Collect the nouns from the texts they are working with in the module, selecting a variety that include pre- and post-modification. Ask students to work together with a partner or in a small group to expand the nouns in the same way you have just demonstrated, reminding them that they can go back and forth on either side of the head noun to expand it and add relevant ideas.
4. Ask a few students to share their expanded sentences with the class. Then show students the sentence in which the head noun appeared in the text so they can compare theirs to the original.

When students have a draft of their writing at the end of the module, they can complete the arc of rhetorical grammar by working together to expand and enrich their ideas by applying this same process to their own writing.

Sentence Unpacking

P1.A.1, P1.A.3-4, PII.B.6a-c, PII.C.7

Purpose: To provide students with an opportunity to slow down while reading in order to determine the meanings in grammatically complex sentences and discuss them by breaking them into smaller, meaningful, manageable chunks

1. **Explain and Model the Task:** In this activity, students have a chance to practice how to unpack challenging sentences from the text they are reading. Select five to ten challenging sentences that are essential for understanding the text. Model unpacking the first sentence. As you unpack the sentence, model thinking aloud the meaning of each "chunk." An example of one way to separate sentences into meaningful chunks is provided here.

   Example:

   > At 23, / police officer Justin McNaull / could pursue lawbreakers at 100 MPH / but couldn't rent a car. / This / is / one example of the contradictory, confusing expectations / states often place on young people / when / it comes to / age and responsibility.

2. **Students Unpack Sentences in Pairs:** Before students unpack sentences in groups, you may want to do a few more sentences with them. Students work in pairs or small groups to unpack the remaining sentences. Use this time to observe them and provide feedback and support.

3. **Whole-Class Debrief:** Facilitate a discussion about the activity, prompting students to reflect on how they approached chunking the sentences, determining the meaning of each chunk, and figuring out how the writer used language to pack in a lot of information.

Sentence Unpacking

When proficient readers encounter challenging sentences in an academic text, they slow down and "unpack" the sentences so they understand the meaning of each part. In this activity, you'll have a chance to practice how to unpack challenging sentences from the text we've been reading. With your partner, use the process below to unpack some grammatically complex sentences. Use a dictionary to look up unknown words, as needed.

Sentence Unpacking Protocol

1. **Get the Gist:** Discuss what the gist of the sentence is before you analyze it. (You will understand it better after you have unpacked it.)
2. **Focus on Meaning:** Break the sentence apart and identify the meaningful "chunks" in the sentence with slash marks (/). What does each chunk mean, in your own words? Write notes below the sentence.
3. **Focus on Language:** Discuss how the language is used. What do you notice about the way the writer "packed" in a lot of information into the chunk?
4. **Translate:** Translate the sentence into everyday language, as though you were talking to a friend or a younger sibling, and write it down. Be sure not to lose any of the meanings from the original sentence. You may have to write more than one sentence to capture the chunk's essence.
5. **Compare:** Compare the original sentence with the one you wrote. What do you notice?
6. **Return to the Gist:** Discuss your current understanding of the meaning of the sentence. Has your understanding changed?

Sentence Combining

P1.A.1, P1.A.3-4, PII.A.1, PII.C.6-7

Purpose: To provide practice in combining short sentences into dense, information-packed sentences

Sentence combining helps students deconstruct dense, information-packed sentences when they encounter them in texts and to understand the logic of different ways of combining sentences. It will also help them combine their own shorter sentences into longer, denser sentences when they go to write.

1. **Prepare:** Select several long, information-dense sentences that are essential for understanding the text students are reading. Break each sentence into a set of short sentences (sentence kernels), so the set of sentences contains all the ideas of the original. This will require rewriting phrases and subordinate clauses so that each forms a complete short sentence, and removing coordinating conjunctions and transitions, as necessary.
2. **Review options for combining clauses:** Post the Words That Connect Ideas chart (provided) showing options for using coordinating, subordinating, and transition words to join sentences.
3. **Model:** Combine the first set of sentences as a model, talking about what you are thinking as you do it. Emphasize that there is more than one correct way to combine the sentences, and talk about why one way might be more effective than another. Encourage students to try to condense the ideas in the short sentences to make a longer, more dense sentence.
4. **Collaborative teams:** You may want to assign each sentence kernel set to a team of two and have them write their new sentence(s) on the board when they have successfully combined them. (Afterwards, they can continue combining the other sentences at their seats). Once all the sentences are on the board, ask students to evaluate whether the sentences are correctly formed, contain all the information in the kernel sentences, and are easily understood by a reader.
5. **Compare new sentences to the originals:** Project the original sentences and ask students to compare the set of short sentences, their correct sentences, and the originals. As you do this activity, you can also take advantage of the opportunity to teach concepts and additional vocabulary as they come up in discussion.
6. **Discuss rhetorical purpose:** Ask students to talk about the rhetorical purpose the writer may have had for constructing the sentences in a particular way.

Words That Connect Ideas			
Logical Relationship	**Coordinating Words**	**Subordinating Words/Phrases**	**Transition Words/Phrases**
Addition	and, not only…but also, both…and		in addition, furthermore, moreover, also, besides
Concession or Contrast	but, yet	although, though, while, even though, in spite of the fact that, despite the fact that	however, nevertheless, on the other hand, still, in contrast, instead, on the contrary
Alternatives, Choice, or Option	or, nor, either…or, neither…nor		alternatively, on the other hand
Cause or Reason	for	because, since, as in, that	therefore, consequently, thus, for that reason
Result	so	so that, such that	as a result, therefore, thus, consequently, for this reason
Purpose	for	so that, in order that, in order to	
Condition		if, even if, unless, provided that, as long as, when(ever), wherever	otherwise
Time or Sequence		when, after, before, until, as, while, since, once, now that, whenever, as soon as, by the time that	then, first, second, third, finally, next, afterward, after that, before that, meanwhile, at first, eventually
Place		where, wherever	
Comparison or Contrast	but	whereas, if	similarly, likewise, in contrast
Restatement			in other words, that is
Example, Generalization, or Conclusion			for example, for instance, in general, overall, in conclusion

Verbs, Time Frames, and Time Markers

P1.B.6c, P1.B.8, PII.B.2a-b, PII.B.3

Purpose: To provide students with an opportunity to reflect on how verb tense and time markers are intentional language choices writers make for rhetorical purposes and to create text cohesion

1. **Preparation:** Select a passage from the text students are reading that includes several tense shifts. A passage with both narrative in the past time frame and claims and elaboration in the present time frame, or an expository paragraph with a narrative example, works well for this purpose.
2. **Create a timeline:** Modify the timeline below using dates that correspond to the passage students will analyze.
3. **Analyze time markers:** Discuss the relationship between time and verb tense. Give students the passage you selected and ask them to double underline the verb phrases, underline the subjects, and circle the time markers in the passage. They should then fill in the chart with their findings.
4. **Edit own writing:** Have students apply what they have learned to analyze a piece of their own writing and then share what they discover with a partner.

Verbs, Time Frames, and Time Markers

Verb tenses indicate the time period you are referring to in your writing, so any discussion of verb tense starts with a discussion of time. You can arrange time on a timeline like this:

Yesterday	Today	Tomorrow
August 23, 2012	August 24, 2012*	August 25, 2012

(*date of publication of Lam's article in the 12th grade module "Waste More, Want More")

If you think of time as a timeline, then you can visualize verb tenses as sections of the timeline. The key to understanding and using verb tenses in English is to look at them in the context of the passage they are in rather than separately in individual sentences. Within passages, verbs occur in two time frames, either the past time frame or the present/future time frame.

Past Time Frame	Present/Future Time Frame	
simple past tense	**simple present tense**	**simple future tense**
took	takes	will take
did take	do/does take	am/is/are going to
PAST	**NOW**	**FUTURE**

Time Frames and Time Markers: In general, you cannot switch from the past time frame to the present/future time frame without a reason. Often, a **time marker** is a signal to your reader that you are switching time frames. For example, you would use a time marker like "now" to switch from the past time frame to the present/future time frame.

	Subject	Verb Phrase	Time Marker	Time Frame
1				
2				
3				

Rhetorical purpose: Why does the writer choose to move back and forth between the present and past time frames?

Edit your own writing: Take a piece of your own writing (for example, a quickwrite or the draft of an assignment). Identify the time frame(s) in the writing and the time markers that you used.

Consider adding time markers if they would be useful for the reader to understand the time relationships of events in the text; in other words, to tie the whole piece of writing together (text cohesion). Discuss with a partner what you found out about your use of time frames and time markers.

Text Cohesion

P1.A.1, P1.A.3, P1.A.5, P1.B.6a-b, P1.B.7-8, PII.A.2a,b

Purpose: To enable students to look closely at how text cohesion is created

Select a paragraph from a text students will be reading during the module. Using a think-aloud, model for students how to unpack the paragraph, focusing on the ideas across the paragraph that are connected. After you have modeled one for them, students analyze additional paragraphs in pairs and discuss the writer's choices.

1. Let the students know that you are going to help them unpack how ideas in paragraphs are related to create paragraphs that "stick together" in terms of the ideas that connect them. Let them know that this is a useful way to make sure they are understanding as they read and can correctly identify what the paragraph is mostly about.
2. Think aloud as you unpack a paragraph or paragraphs from the text, inviting students to add their thoughts as well. As you read through the text, point out cohesive elements of the text, which may include the following:
    - Words that signal addition (and, also, in addition, as well as, etc.)
    - Words that signal cause and effect or a causal link (since, thus, consequently, accordingly, etc.)
    - Words that signal contrast or comparison (however, but, nevertheless, instead, etc.)
    - Words that develop or specify (for example, that is, including, particularly, etc.)
    - Word repetition, including exact repetition and different grammatical forms of a word
    - Synonyms for key words and phrases
    - Pronouns and determiners that stand in for a noun or noun phrase (e.g., this, that, these, those, etc.)
3. Continue thinking aloud, pointing out the various cohesive elements and explaining how they work.
4. Have student pairs work together to analyze other paragraphs in the same fashion. You may choose to have all groups work on the same paragraphs(s) or assign different sections of text to each group. Walk around to listen in closely and facilitate conversations.
5. Bring the class together and have groups share out what they found and how explicating cohesive elements enhances their understanding of the text.

Modals and If-Clauses

P1.A.1, P1.A.3, P1.B.7, P1.C.12, PII.B.3

Purpose: To enable students to focus on the use and meanings of modals in text and to introduce students to the category of modal verbs

Project and work through example sentences so students understand both the form of modal + base verb and the nuances of meaning that modals allow.

Explain that writers often use modals, a special kind of helping verb structure, to express ability, possibility, permission, certainty, necessity, obligation, preference, and prediction. The meaning of the modal changes the logical meaning of the main verb, so the reader must make an inference or a prediction. Modals don't have endings (-s, -ed, -ing) like regular verbs. The modal "would" can also indicate something is normal and happens over and over. Modals include **can**, **could**, **will**, **must**, **should**, **may**, **might**, and **would**.

Step 1: If the text students are reading includes a variety of modals, this is a good time to guide them in exploring the different meanings they communicate. Create a sentence that is a statement of fact on the topic of the text and then model a series of sentences where the only thing that changes is the modal and ask students to talk about the shades of meaning for each sentence.

Example: "Boys pay for girls when they go out," is just a statement of fact.

- If you say, "Both boys and girls **could pay** the bill when they go out," you are suggesting that it is possible for them to both pay, but it will not necessarily happen.
- If you say, "In the past, boys **would pay** for girls when they went out," you are saying that boys in the past regularly paid for girls; it was assumed they would pay for the girls.
- If you say, "Both boys and girls **should pay** the bill," you are making a recommendation, but just because you believe boys and girls should both pay, it doesn't mean they actually will.
- If you say, "Attitudes toward gender **must change**," you are communicating that you think it is urgent that attitudes change.

Step 2: The structure of an **if-clause + modal** allows us to speculate about something that may or may not happen in the future. When we use a modal with a wh- question word, we can ask a question about something that is possible but not certain. In other words, we can speculate. Create a sentence based on the text students are reading that asks for speculation. Then, give students sets of sentences you have constructed that call for speculation about the topic and invite them to discuss in pairs or groups.

Sample sentence:

- What would happen if women were equal to men? *If women were equal to men, both genders would benefit. They could both be strong sometimes and vulnerable sometimes.*

Step 3: Ask students to form pairs and read the text or a section of the text, identifying modals and base verbs. Either provide a separate copy of the section for each pair, or have them work on the text that you have already distributed. Ask them to discuss the writer's rhetorical purpose for using modals and if-clauses and to record their thinking using the graphic organizer (provided). When you debrief, ask one group member to read the sentence containing the modal or if-clause and another to talk about its rhetorical purpose. Rotate so each pair or group reports at least once.

Modals and If-Clauses		
Paragraph number	**Verb phrase: modal + base or if-clause**	**Writer's rhetorical purpose**

Step 4: When students are ready to edit their final drafts, encourage them to consider if there are sentences that could be more effective if they used a modal (or a different modal) or places where they want to speculate about the consequences of their claims or the claims in the counterargument.

Qualifying Language

P1.B.6a-b, P1.B.8, P1.C.11a

Purpose: To foreground the language features that writers use to qualify claims and consider the rhetorical purpose for using or not using them

1. **Prepare:** Select an argumentative text. Extract a series of claims from the text that have been qualified by the writer and a few that have not. Randomize the claims and create a chart like the one below, which is provided as an example.
2. **Identify qualifiers:** Have students underline verbs, modifiers, and subordinate clauses that function as qualifiers. If students have trouble identifying a language feature such as modals, provide a brief mini-lesson based on the chart below.

Modals and Their Meanings

Modals do not change depending on the person or number of the subject: I can, you can, s/he can, we can, you (pl.) can, they can.

Modal	Possible Meanings
can	ability or permission
could	possibility or permission
may	possibility or permission
might	possibility or permission
must	degree of certainty or necessity
shall	necessity
should	obligation
will	prediction
would	possibility or preference

3. **Discuss:** When they are finished, ask students to talk with their partner and respond to the questions that ask them to consider the rhetorical purpose of using qualifying language.

Qualifying Language

When people who conduct research write about their findings, they often qualify their claims because they do not have absolute proof that they are true. They use the following words, phrases, and clauses, or other similar ones, to qualify their claims and make them defensible:

- Modal verbs and phrasal modals that indicate possibility (**can**, **could**, **should**, **may**, **must**, **might**, **be able to**, **be likely to**, **ought to**, **have to**)
- Modifiers that indicate less than complete certainty (adjectives and adverbs like **often**, **frequently**, **sometimes**, **possible**, **likely**, **probable**)
- Verbs that indicate that something is suggested rather than proven (for example, **suggest**, **indicate**, **hypothesize**)

- Subordinate clauses that specify when or under what circumstances something is true (clauses beginning with **when** or **if**)

Not every assertion should be qualified. If we are certain about a claim or about the action we want our readers to take, then a bold, unqualified assertion can be rhetorically effective.

In the first column, indicate which statements below have been qualified (Q) and which are unqualified (U). Underline the qualifying language. The following chart is an example:

Qualifying Assertions to Make Them Defensible

Q	The researchers found few differences in the nutritional content of organic and conventional food.	
Q	They did find that organic plant crops have lower levels of certain chemical pesticides and herbicides.	
U	Fertilizer contamination causes ecosystem imbalances.	

Discuss each sentence with your partner and in the third column, take notes about your conversations regarding the following questions:

1. Why did the writers choose to qualify statements? Take turns reading the qualified statements without the qualifications. What is the difference?
2. Why did the writers use unqualified statements?
3. How can you apply what you have learned about qualifying assertions to your own writing?

Analyzing Stylistic Choices of Mentor Texts P1.A.1, P1.A.8

Purpose: To guide students in analyzing, discussing, and composing metaphors

Have students preview a text that uses several metaphors by analyzing a few metaphors from the text. Then, facilitate students as they compose metaphors to match the issues they plan to write about in a poem or other text. You will want to point out to students that metaphors may be a controlling image in an expository text (see the image of the castle in David Ropeik's "Why Changing Somebody's Mind, or Yours, Is Hard to Do" in the 11th grade "Changing Minds: Thinking About Immigration" module). Metaphors are not limited to imaginative literature.

Use the example below from the 9th grade module "Conscious Hip Hop: Empowerment, Identity, and Social Change" to create an activity based on a controlling metaphor in the text students are reading; in other words, a metaphor that is key to the meaning of the text.

The following is an example from a song by Alicia Keys:

1. Post or write the following metaphor on the board: **"I'm a prisoner of words unsaid"**
   What does Keys mean when she says she's a "prisoner"?
2. Possible explanation: Now let's look at how Keys puts this together. Not only does she call herself a prisoner, which is a metaphor, but then she used the phrase "words unsaid" to define what kind of prisoner she is. "Words unsaid" has a lot of meaning packed in those two words. She chose not to say, "I'm a prisoner, meaning that all the things I'd like to say, I can't say them."
3. Ask students to think about and discuss the following lines:
   - I'm a prisoner of the worst kind, in fact
   - A prisoner of compromise
   - A prisoner of compassion
   - A prisoner of kindness
   - A prisoner of expectation
   - A prisoner of my youth
4. Ask students:
   - What do these phrases mean when they describe "a prisoner"?
     "*A prisoner of kindness" maybe means she holds back expressing negative feelings in order to be kind.*
   - What is her theme? What does she achieve by using "prisoner" over and over again in different ways?
5. Provide some guidance on how to start: Now let's take a shot at this ourselves. Choose one of the topics you want to write about in your spoken word, poem, or rap that is very important to your theme. It could be "I," "you," another person, a thing (such as your house, your backyard, the city you live in, etc.), or an action. Now think of how this person, thing, or action can be fully symbolized by comparing it to something else (e.g., "She's a beast with no compassion on the field."). Have students write an initial metaphor.
6. Then, like Alicia Keys, ask students to develop a series of related metaphors on the theme (e.g., "She's a beast with no respect for her opponents.").

Analyzing Figurative Language P1.A.8

Purpose: To analyze the writer's use of figurative language

1. Select a passage in which the writer uses symbolism. Symbolism can be defined as "A figure of speech where an object, person, or situation has another **meaning** other than its literal meaning. The actions of a character, word, action, or event that have a deeper meaning in the context of the story" (https://english.edurite.com/literary-response/symbolism.html). Ask students to talk about the literal aspect of a common symbol such as a wedding ring (literally a circular band of a precious metal, usually gold, worn on the left hand in American culture) and then what that object symbolizes (marriage, an eternal bond, fidelity). Ask them to speculate about what the symbol in the passage represents.

2. Review other types of figurative language by asking students to share definitions of the terms. Help them refine their definitions as needed. The examples below are from the 9th grade module "*The Absolutely True Diary of a Part-Time Indian.*" Replace them with examples from the text students are reading.

   Simile: comparing two things using "like" or "as"
   "Junior's parents were like the twin suns around which he orbited" (12).

   Metaphor: comparing two things that are not literally the same
   "I think the world is a series of broken dams and floods, and my cartoons are tiny little lifeboats" (6).

   Hyperbole: an exaggerated description of a person, place, or event
   "My head was so big that little Indian skulls orbited around it" (3).

3. Ask students to return to the part of the text that they are reading, and look for symbolism or other examples of figurative language. Students may list definitions of figurative language on the right and at least three examples from the first section of the text on the left of a T-chart. For a quicker alternative, provide the examples from the text and ask students to identify the types of figurative language.

   Examples of figurative language from *The Absolutely True Diary of a Part-Time Indian*, **Section 1, The Reservation:**

   Metaphor: "But cerebral spinal fluid is just the doctors' fancy way of saying brain grease" (1).

   Simile: "I ran around the rez looking like a three-year-old Indian grandpa" (3).

   Simile: "I get headaches because my eyes are, like, enemies, you know, like they used to be married to each other but now hate each other's guts" (3). (**Note:** The first use of "like" is an informal interjection; the second use is the simile.)

   Hyperbole: "And, oh, I was skinny. I'd turn sideways and disappear" (3).

   Simile: "And brain grease works inside the lobes like car grease works inside an engine" (1).

   Hyperbole: "I mean, my sister had become a humanoid underground dweller" (32).

4. Invite students to draw and/or write one example of a symbol that has personal meaning for them after considering the examples from the text.

Incorporating Quotations

P1.A.1-3, P1.C.11a, PII.A.2

Purpose: To practice using language to incorporate quotations effectively

Students will be incorporating quotations from the texts they have read in their own writing. Post the chart below where students can use it while writing, or supply each student with a copy. Clarify the meaning of any unfamiliar words and encourage students to refer to the chart as they write.

1. **Prepare.** Provide a verb chart like the one below. It is possible to introduce every quotation with "He said...," but doing this will produce boring and repetitive writing and will not allow the writer to indicate the stance of the person being quoted. Below are some verbs students can use to add variety and precision. Consider posting this chart where students can refer to it as they draft. Select two examples of sentences based on the text students are reading that demonstrate the use of rhetorically accurate verbs, and create two that misrepresent the stance of the writer being quoted (for example, introducing a quote with "doubts that" when the writer actually "argues" that something is true).

Verbs to Introduce Quotations					
reports	notes	insists	emphasizes	describes	points out
observes	stresses	finds	remembers	explains	argues
maintains	suggests	discusses	contends	claims	believes
recommends	questions	admits	suggests	asserts	advises
explores	reflects	feels	doubts that	shows	asks
concludes	hopes	demonstrates	argues	denies	questions (+ wh- word)

2. **Discuss examples.** Project and discuss your example sentences. Point out that the words writers use to introduce quotations have precise meanings and need to be chosen carefully or they will misrepresent the stance or position of the writer. After discussing the difference in meaning of the verbs and phrases used to introduce the quotations, point out how the writer and article is identified the first time they are quoted. After the first time, the pronoun "he," "she," or "they" is used. Draw students' attention to how the quotations are punctuated.

3. **Practice.** Select several sentences from the text (ones in the writer's own voice rather than ones where the writer is incorporating the text of others) and ask students to write a sentence incorporating each quotation. The easiest way to quote is to incorporate an entire sentence. If students are fairly proficient at incorporating sentence-length quotations, ramp up the activity by asking them to make rhetorical choices about how much or little of a quotation to use in their own sentences. They will want to select only the most memorable part of the quotation, the part that would be missed if it were simply paraphrased. Quoting only a part of a longer sentence will require them to modify the grammar of their own sentence to smoothly connect to the grammar of the quotation.

4. **Pair share.** Invite students to compare their answers with a partner or in a small group and talk about why they chose the verb they did to introduce the quotation and whether it accurately reflects the stance of the writer. If you asked students to focus on selecting rhetorically effective short quotations, ask them to talk about why they chose the portion of the sentence they did. Allow them to revise, and ask them to double-check their punctuation of the quotations. Direct them to the Purdue OWL or other resource if they are unsure about how to punctuate their quotations.
5. **Debrief.** Project some of the students' sentences and discuss the shades of meaning that make one choice preferable to another.

Incorporating and Elaborating on Quotations

P1.A.1, P1.A.3, P1.B.6b, P1.B.7, P1.C.11a, PII.A.1

Purpose: To analyze how writers introduce quotations and allow students the opportunity to apply what they have learned to their own writing

Analyze examples: Ask students to form partnerships or small groups and give them a selection from the text they are reading that includes several quotations from other sources. With their colleagues, students consider and discuss how the writer uses quotations and the effect those quotations have on the reader.

Incorporating and Elaborating on Quotations

1. **Analyze a mentor text.** With a partner, consider how the writer of the text you are reading uses quotations.
    - Underline or highlight the quotations that the writer uses. Why does the writer use these quotations? What point does each quotation make?
    - Do you know the sources for the quotations?
    - How has the writer elaborated on these quotations? What does the writer want us to understand about them?
    - What alternative verbs or verb phrases could the writer have used to indicate their stance toward the quotation? (For example, does the writer agree with that it says? Feel strongly about it? Have questions about it? Disagree with it?)
2. **Edit your own writing.** Review your own draft and make any needed changes to your quotations.
    - Have I given the name of the writer and the title of the text the first time I quote from it?
    - Have I used precise and varied verbs to introduce my quotations and indicate my stance toward the quotation?
    - Have I punctuated my quotations with a comma before the quotation, quotation marks at the beginning and end, and the proper punctuation within the quotation marks?
    - Have I elaborated on my quotations so that my readers know what I want them to understand about each one?
    - Are there other quotations that would make my point better? Are there other quotations that I would like to add to make my argument stronger?

Quote, Paraphrase, Summarize, Synthesize

P1.C.11a, P1.C.12a, PII.C.6

Purpose: To provide students with an opportunity to analyze the way writers incorporate the text of others in their writing and to apply what they learn to their own writing

Have students join their established writing groups or form new groups. Ask them to explain to each other what they observe about how the writer of the text they are reading has incorporated sources and what effect following these conventions has on the reader. Circulate and answer questions. If common questions arise, address them for the class.

You can give students guidance in using quotations, paraphrasing, summarizing, and synthesizing in their own writing by selecting a text from the ones that students have already read and analyzed. Make sure that it models the use of all these strategies to report what sources have said about the topic. Modify the examples below (from the 12th grade "Politics of Food" module) with examples from the text students are reading.

Quote, Paraphrase, Summarize, Synthesize

When you incorporate material from your sources, you have four options: direct quotation, paraphrase, summary, and synthesis. These are illustrated below and the examples can help you as you write your Works Cited list.

You might believe that documentation is necessary only for direct quotations, but that is not true. MLA style requires in-text documentation for every direct quotation, paraphrase, summary, or synthesis, which means the author and the page number must be provided in the text and the source be included in your Works Cited list.

For more help when you are creating your own Works Cited list, see the OWL at Purdue (https://owl.english.purdue.edu/owl/).

Direct Quotation

Sample:

> According to Anna Hallingstad, et al., the writers of "The Dirt on Organics: Nitty-gritty," the U.S. Geological Survey found that "the United States faces groundwater nitrate contamination across large swaths of the country" (12).

- How did the writer let us know who wrote the article? Why did she only give Hallingstad's name?

  When an article has three or more authors, you can cite just the first author and put "et al." (which means "and others") after their name to indicate the rest of the authors. The reader can refer to the Works Cited list to find the names of the other authors.

- How did she punctuate the name of the article? Why?

  She put quotation marks around it because it is the title of an article, not a book.

- Why did she begin the quotation with a lower-case letter and not a capital letter?

  She used just a portion of the original sentence, not the whole sentence, even though grammatically it is a complete sentence, not a fragment.

- If we, as readers, wanted to look up the article, what would we need to do?

  We would go to the Works Cited list, look for Anna Hallingstad's name, and see where and when the article was published. Then we could use a search engine to find the article online.

Paraphrase

If the material you want to present as evidence for your text is longer than a brief quotation, you will want to paraphrase it in your own words. Again, you should provide a context. In the example noted below, all the words are the student writer's, but the idea is from the article. Because these are someone else's ideas, you must provide citation information in parentheses after paraphrasing, just as you did after quoting.

Sample:

> The writers of "The Dirt on Organics" recommend reducing your consumption of foods with the highest levels of pesticide contamination by buying these foods grown organically. This is important for pregnant women and young children because pesticide contamination is especially dangerous for children while they are still developing (14).

- Compare this paraphrase with the original language in the article. Did the writer use her own words while accurately capturing the meaning of the idea in the article?

  Yes, the words are quite different, but the recommendations to reduce pesticide consumption of the most contaminated food, especially for children and pregnant women, is all in the paraphrased summary.

- What information will need to appear in the Works Cited list?

  The authors of the article, the title, the source where it was published, and the date of publication.

Summary

When you have done a lot of research, you may find that the arguments become repetitive and that you do not need all the details and specifics that exist in the original work. Then you can summarize what you have read. When you summarize, you present the highlights of the work without including the details. Summaries include only high-level, important information.

Sample:

> "The Dirt on Organics" notes that a Stanford School of Medicine study did not find evidence that organic foods are healthier for us than conventional foods, but they are probably safer both for consumers and the people who grow them. They recommend taking into consideration our personal health, the health of farmworkers and their families, and the health of the environment as we make our food choices.

- Does the summary accurately communicate the most important ideas in "The Dirt on Organics." Should it have been more detailed or contain less information?

  The summary is accurate and just the right length. It tells us the finding of the Stanford study, that organic food was not more nutritious, but also the other part of the study, that it was probably (not definitely) environmentally safer, leading to the recommendation to consider both our health and the health of the environment when we decide what food to buy and eat. It would be hard to get all of these ideas in fewer words.

Synthesis

As you write your text, you will find that some of your material is covered by more than one writer, or you may want to weave several writers' ideas into your own paragraph to support your topic. If writers disagree, be sure to indicate the stance that each takes.

Sample:

Both Acata Felton in "Is Organic Food Worth Your Hard-earned Green?" and Hallingstad, et al. recommend using The Dirty Dozen list to determine which foods are the most contaminated by pesticides, so everyone, but especially pregnant women and children, can avoid them.

Works Cited

Dates and publishing information tell us more than just where to get the source if we want to read it ourselves; this information also helps us know how current and credible the source is. Follow the format for the Works Cited list exactly because readers will be relying on you to enable them to find the book or article that you have referenced.

For print material, at a minimum, you need the author(s), title, city of publication, publisher, date, and page number. The two most common documentation styles are the Modern Language Association (MLA) format, used mainly by English departments, and the American Psychological Association (APA) format, used by the social sciences. You will be using the MLA style for this project.

Sample Work Cited: Book

Pollan, Michael. *Omnivore's Dilemma: A Natural History of Four Meals.* Penguin Press, 2006.

Sample Work Cited: Article

Hallingstad, Anna, Lindley Mease, Priya Fielding-Singh, Chad La Tourette, and Isabella Akker. "The Dirt on Organics: Nitty-Gritty." *Stanford Alumni Magazine,* 2017, alumni.stanford.edu/get/page/magazine/article/?article_id=59292.

Note that the first author of an article is listed with the last name first. For more than one author, the rest of the authors are listed as you would say their names: first name first.

Sample Works Cited: Web Page

The Environmental Working Group. *The EWG Shopper's Guide to Pesticides in Produce*, 2017, www.ewg.org/foodnews/index.php#.WnoscE2Wzcs.

The MLA no longer requires the use of URLs in MLA citations since they change so often, but your teacher may want you to include them, so find out before you create your Works Cited list. If you do include URLs, do not include http:// or https://.

Documentation, citation forms, and formatting are very important in college in all subjects. If you are confused or want more information, a good resource online is the Purdue Online Writing Lab (OWL) at owl.english.purdue.edu. This site is helpful for all kinds of writing, especially academic writing, and has a whole section on documenting sources that will answer most of your questions.

Analyzing the Use of Quotations and Dialogue Tags PI.A.1-3, PI.A.5, PI.B.7, PI.C.9, PII.A.2b

Purpose: To analyze the use of quotations and dialogue tags in a text and make decisions about effective word choices

Select a text, probably a memoir or novel, that uses conversation throughout so students can analyze how the writer introduces and uses quotations. Students may be skillful users of direct quotations in their writing. More than likely, however, some may need practice in choosing rhetorically effective verbs in the dialogue tags and correctly punctuating sentences that include a quotation. If students would benefit from a closer look at the use of quotations and quotation marks, this lesson can help. The best approach is to have students examine the writer's use of quotations and dialogue tags before giving rules.

1. Define the term **dialogue tag**: dialogue tags are the way that writers attribute who said something so that the audience knows who is speaking and can use that information in evaluating what is said. This is true whether we are reading fiction, like *The Absolutely True Diary of a Part-Time Indian,* or non-fiction, like a newspaper article.

2. Look at a quotation from the text with the class and talk about the dialogue tag: where does it occur? Why does the writer include it? How do we know what the speaker is saying (the quotation) and what the tag is (the verb and any modification of the verb)?

   "Do you know why you hit me with that book?" Mr. P finally asked.

   Quotation **Dialogue Tag**

   (Note in this example the verb "asked" is modified by an adverb that adds a detail: "finally" tells us that Mr. P waited a long time before asking his question.)

3. Direct students to look at a section of the text that includes several quotations; identify them, and note how the quotations and dialogue tags are used. Students' comments might include:

   - *Quotations are short. The dialogue tag tells you who said it.*
   - *The sentences often don't have a dialogue tag, but you can tell who said it by context.*
   - *When a tag is used, the verb "said" is used most often, with "asked" being the second most common tag.*
   - *The tag usually comes after the quotation.*
   - *What the speaker says is in quotation marks. Commas come after what the speaker said and before the ending quotation marks unless the quotation is a question. Then the question mark comes inside the quotation mark.*

4. Take one or two paragraphs from the text, remove the verbs in the dialogue tags, and ask students to brainstorm words that can be used as alternative dialogue tags to "said," like "apologized" or "replied." Continue to brainstorm other words that could be used in place of "said," such as "declared," "revealed," "announced," "murmured," or "stated." Then, look at the original quotation and dialogue tag and ask students to consider why the writer used the words they did. If you wish, provide a list of words that students can use in place of "said," but caution them that sometimes "said" is the best word for the occasion.

5. Show students how to punctuate dialogue and how the punctuation changes when they are quoting dialogue. Project examples from the text students are reading, like the one included here from *The Absolutely True Diary of a Part-Time Indian*, and ask them what they notice about the writer's use of punctuation. Emphasize that the purpose of punctuation is to enable readers to understand who is speaking and what their stance, not rules for the sake of rules.

   From *The Absolutely True Diary of a Part-Time Indian,* chapter 5, "Hope Against Hope," p. 39:

Quotation with dialogue tag after the quotation: "I really thought she was going to be a writer," Mr. P said. "She kept writing in her book. And she kept working up the courage to show it to somebody. And then she just stopped."

I notice that the quotation marks go at the beginning and end of the quotation and that there is a comma inside the quotation marks before the dialogue tag. The quotation then resumes after the dialogue tag with another pair of quotation marks.

Incorporating a quotation that is a partial sentence in another piece of writing: Mr. P had faith in Junior's sister, Mary, and confided that he believed "she was going to be a writer" (39) until something caused her to give up writing her romance novels.

I notice that there are still quotation marks around the quotation, but it is only part of Mr. P's sentence, so it doesn't begin with a capital letter. The writer included the page number so the readers can locate the quotation in the book. The writer also used a different tag, "believed," from what Alexie used, "said."

Incorporating a quotation that is a whole sentence in another piece of writing: Mr. P had faith in Mary and said, "She kept writing in her book," (39) but then something caused her to give up writing her romance novels.

In this example, the writer quotes a whole sentence. It begins with a capital and has quotation marks and the page number in parentheses, but it doesn't end with a period because the rest of the sentence continues. If the writer had stopped with the quotation, the period would have come after the page number.

Telling a Story with Dialogue

PI.A.1-3, PI.B.5, PI.B.7-8, PII.A.2b

Purpose: To deepen understanding of the function of dialogue by inviting students to create a conversation between two characters in a text and practice reading it aloud

1. Understanding how and why a writer uses dialogue can be challenging. In this activity, students create a T-chart of a conversation between two characters in the text and participate in retelling the text by reading the dialogue aloud. Guide the students to create a chart with columns for each speaker. As students put the dialogue into the appropriate columns, ask them to notice the clues (tags and context) that enable them to know who is speaking.
2. Have students work in pairs to complete the section of text you have selected. Jigsaw longer texts, for example a whole chapter, so students each analyze about half a page.
3. When students have completed writing, have them practice reading their dialogues in pairs. Then, have a whip-around performance, in the order of the text. This can serve as a review of the use of dialogue, as practice in oral reading, and allow you to formatively assess their understanding of how dialogue is constructed.
4. Ask students who keep diaries themselves if they record dialogue in them. Conclude by asking students why the writer uses dialogue and how the text would be different if it relied more on describing events rather than on recording what characters said in their own words, pointing out that the dialogue lends immediacy and helps us relate to the characters. Then assign students to write a narrative with dialogue based on an event in their own life that involved conflict. When you return the activity to students, ask them to talk about when they chose to use dialogue tags and why. Ask a few volunteers to read their narratives, remembering that some students may not want to share their story with the whole class.

Telling a Story with Dialogue

You have just recreated and performed a dialogue from the text we've been reading. Now, independently recreate a conversation in your life that involved conflict using dialogue. Recall a conversation between yourself and a teacher, friend, or family member that involved a conflict.

Draw a chart and label the columns with the names of the people involved. You do not need to use real names unless you wish. Create several lines of dialogue for each character.

Tell the story of the event and incorporate some of the dialogue, choosing thoughtfully when context makes clear who the speaker is and when to use rhetorically accurate dialogue tags. If you don't remember exactly what was said, create an imaginary dialogue, but base it on a situation you experienced.

Learning About Register

PI.A.1, PI.A.4, PI.B.5, PI.B.8, P2IIB.4, PII.C.6, PII.C.7

Purpose: To build students' metalinguistic awareness by introducing the concept of register

1. **Register Explanation:** Explain that the "register" we use when communicating with others is the combination of words and the way we put them together based on who we're communicating with, the content area and topic of our communicative messages, and the mode of communication (written, spoken, multimodal, etc.). Language is not governed by a set of rules, but is a set of choices we make, based on our rhetorical situation. Everyone "shifts register" almost daily. For example, the way one talks with a friend is likely to be different from the way one talks with a boss or grandparent. Language is not "proper" or "improper," but it can be inappropriate for our audience and potentially ineffective for our purpose. In other words, when we don't select the language that meets the expectations of the people we're communicating with, they might think we're not capable of using language appropriately.
2. **Register Video:** Introduce the Jamila Lyiscott TED Talk, "3 Ways to Speak English" video (www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english) from the 10th grade module "Age of Responsibility" as a way of illustrating what register shifting looks like. Ask students to take notes about how Lyiscott uses language rhetorically; in other words, tailors it for her rhetorical situation.
3. **Small Group Discussion:** After showing the video, ask students to discuss their notes in table groups.
4. **Whole Group Discussion:** Facilitate a whole-class discussion using the questions provided. Clarify the term "register," as needed, and ask students to make connections between the video and their day-to-day life when they use language in different contexts, with different people, and for different purposes.

Learning About Register

TED Talk: Jamila Lyiscott, "3 Ways to Speak English"

Preview the questions below before watching the video. As you watch, record some notes to support your small group discussion following the video.

- In what ways does Ms. Lyiscott use English?
- What points is she making by using English in these different ways?
- What reactions does she evoke by using English in these ways?
- What connections can you make between the video and your day-to-day experiences with language? How do you use language differently in different contexts, with different people, and for different purposes? Why do you use it differently? What reactions do you want to evoke?

Code Switching Game

P1.A.1, P1.A.4, P1.B.5, P1.B.8, PII.A.3-5, PII.C.6-7

Purpose: To provide an opportunity for students to apply their understanding of "register" and develop metalinguistic awareness

1. **Review the Term "Register":** Ask students to review and discuss with a partner or table group their notes on "register" from the Learning About Register activity if they have recently completed it, or look up a definition if they have not. Have pairs/groups to share a concise definition of register, and invite other students to add to it, as needed. Clarify what the term means.
2. **Explain the Game:** To practice what it feels like to "shift registers," introduce the code switching game. Ask students to read the "rules" (provided). Invite a student to explain the rules, and clarify their response, as needed. Ask students to work in pairs, taking turns with each scenario. Make sure to invite them to use their acting skills to take on the persona in the scenario (in the style of the improvisational theater). Partner A takes scenarios 1 and 3; Partner B takes scenarios 2 and 4.
3. **Game Debrief:** After the game, ask the students to debrief in partners or table groups, using the questions provided.
4. **Register Translation Task:** Select a passage from a text that students are reading. Group the students in pairs. Explain the Translating Game rules. When students have finished their translations, invite them to get up, find another partner, and compare their translations.

Code Switching Game Rules

Uh-oh! You recently got your driver's license, and you have just gotten your first speeding ticket! Working with a partner, take turns using your best acting skills to role play the following scenarios:

1. Partner A tells Partner B what happened when you got the speeding ticket. Partner B is your best friend.
2. Partner B tells Partner A what happened when you got the speeding ticket. Partner A is a three-year-old child (a younger brother, sister, cousin, etc.).
3. Partner A tells Partner B what happened when you got the speeding ticket. Partner B is the school principal.
4. Partner B tells Partner A what happened when you got the speeding ticket. Partner A is a traffic court judge.

Translating Game Rules

In your day-to-day life, you move in and out of many different contexts where people use language differently. Being aware of when and how you are code switching will help you use language more intentionally. Work with your partner to translate the two messages below into different codes:

Excerpt from the article: *(Insert 1-3 excerpts from the text students are reading here.)*

- Translate the text as though explaining it to a first grader.

Example from talking with a friend: *(Provide a short statement in everyday language for students to translate.)*

- Translate the text as though writing for a newspaper.

Stylistic Choices in a Speech

P1.A.1, P1.A.3, P1.B.7-8

Purpose: Use this activity to enable students to consider a speaker's rhetorical choices

This activity is intended for students to analyze stylistic choices in the transcript of a speech. It can be adapted for written texts as well.

1. Arrange students in partners or small groups.
2. Depending on the text, assign groups to work with different sections of the text or to look at the whole text.
3. Have them reread the text, highlighting or underlining places where the writer/speaker repeats words, phrases, or ideas.
4. Have groups discuss the impact of the writer's/speaker's rhetorical choices on their audience. What ideas are being emphasized? What feelings are being evoked? Add other questions as appropriate.
5. If appropriate, have students return to the concept of stylistic choice when they are writing their own speeches and consider how they may use repetition and other stylistic options for rhetorical effect.

Sample questions (adapt as needed):

- Where in the speech does the speaker use repetition? What's the impact of the repetition on the audience?
- Look at the pronoun usage. What do you notice? Does the speaker shift what they are talking about or who they are addressing? What is the effect of this shift?
- Does the speaker ask the audience questions? What is their purpose in doing so?
- Where does the speaker anticipate and/or acknowledge alternative perspectives? What are those perspectives? How do they refute them?
- How does the speaker open and close the speech? What is the function of the opening? What are they trying to accomplish in the closing? How are these aspects connected to the context or occasion of the speech? How do they take into consideration the intended audience(s)?

Questioning the Text

Levels of Questioning

P1.A.1, P1.A.3-4, P1.B.5, P1.B.6b-c

Purpose: To have students create questions to use while they read, share with a partner, and participate in a structured discussion

1. Introduce students to the concept of the three levels of questions: those that can be answered based on the text (Level 1); those that can be answered based on drawing inferences from the text (Level 2); and those that can be answered by going beyond what is in the text (Level 3).

   Level 1 Questions:

   - The answers can be found in the text (either directly or indirectly).
   - The answers are very concrete and apply only to the text.
   - The question asks for facts about what has been heard or read.
   - The information is recalled in the exact manner or form in which it was heard or read.

   Level 2 Questions:

   - The answer can be inferred from the text.
   - Although it is more abstract than a Level 1 question, a Level 2 question still applies only to the text.
   - The information can be broken down into parts.
   - The answer involves examining details, analyzing motives or causes, making inferences, or finding information to support generalizations.
   - Questions combine information in a new way.

   Level 3 Questions:

   - The answer goes beyond the text.
   - The answer is abstract. It cannot be answered directly from the text.
   - The question asks that judgments be made from the information.
   - The answer gives opinions about issues, judges the validity of ideas, justifies opinions and ideas, or makes connections to things outside the text.
2. Provide students with three different colored notecards or slips of paper. On the board, write a key; for example, blue = literal, pink = inferential, yellow = extension. If students have not created these types of questions before, model how to create and answer them. Demonstrate how precise your questions and answers are; students will need to refer to their assigned chapter or section of the text so that their questions are accurate and specific.
3. Assign a different chapter or section of the text to each student. Have them put their name and chapter number on the front of each card and create one question for each level: Level 1 on a blue card for literal, Level 2 on pink for inferential, and Level 3 on yellow for extension.
4. Collect all the cards and redistribute each set of three to another student. Have students answer the questions on the back of the cards they receive, referencing the text as needed.
5. After they have answered the questions, have students find their partner (the person who wrote the questions) and discuss their answers to the questions.

Adapted from Costa and Garmston, “Questioning Syntax,” p. 112 and Costa “Teachers Behaviors That Enable Student Thinking,” pp. 359-369.

Answer and Pass P1.B.6a-c

Purpose: To analyze which events or examples from a text are most significant

This activity was created for use with a novel but could easily be adapted for a shorter text or text set.

Students synthesize information from all the reading they have done for the module by finding textual evidence to support their choices of the most significant events or examples to support a claim or claims. Participating in a discussion on paper enables students to practice using sentence frames for several key "talk moves," and sets them up for end-of-module writing tasks. For a novel, students make three decisions: one about the setting, one about the characters, and one about the conflicts. For other types of texts, students may choose evidence in support of a claim, for example. The graphic organizer sample included is based on the 11th grade module, "*The Distance Between Us*."

1. Begin by reviewing student discussion norms. Then have students respond to questions in the top row of a graphic organizer designed to help them capture their thoughts. Urge them to use evidence to have the best "conversation" with their classmates. Participate strategically with students who need a little extra support to craft questions and write responses.
2. Once they have written their examples or evidence, direct students to pass their paper to a classmate. This works well in rows. The classmate reads and responds to one of the answers.
3. Continue passing three times. Note that some of the spaces on the paper will be blank. If you have time, feel free to keep going. Sometimes if no one responds to someone's answer, it serves as a good "wake-up call" that their answer could use some work, either in accuracy or in detail. It's hard to respond to something that doesn't make sense!
4. At the end of the activity, students get their paper back and write a rebuttal or a conclusion based on the evidence.

What is the most significant setting?	**Who is the most important character?**	**What is the most influential conflict?**
Abuelita Chinta's house is the most significant setting in the story. Even though this was the most humble home Reyna lived in, it was the place where she felt most loved and accepted.	*Juana is the most important character in this part of the story. When Juana left the children for the second time, it changed the dynamics of the family completely and ended Mago's brief childhood.*	*The external conflict that most impacted Reyna was the relationship between Juana and Natalio. When Natalio left Juana for another woman in the US, it set the family on an even more difficult path. Juana, who was humiliated, looked for comfort wherever she could find it. Her unsuccessful relationship with Francisco caused the children more anguish and suffering.*
Partner's Response:	**Partner's Response:**	**Partner's Response:**
I agree and I would add that even though she felt loved, Abuelita	*I disagree. I think that Mago still behaved like a child. When she*	*I agree. Juana coming in and out of the kids' lives makes it worse.*

Chinta really didn't have the resources to care for the children properly.	*poisoned the puppies, she was acting out in a really immature way.*	*Just when they start to feel secure, she leaves or comes back and disrupts the family.*
True. An example of this is when Betty got burned by the bathwater and Mago had to get a job to get her medication. She was a child herself, but she had to become like a mother for the children.	*Yes, Mago handles her anger in the wrong way, but don't you think she is entitled to be angry? At least she tries to take care of Reyna and Betty.*	*I feel angry for how she just leaves the children. She might have a good reason for doing it, but I think it is horribly selfish.*
My Reflection:	**My Reflection:**	**My Reflection:**
Abuelita Chinta's house is the most comfortable for Reyna. It is different from Abuela Evila's house, where she had more food, but less love. I think love is more important than food to Reyna at this point since she feels so abandoned by her parents.	*Although Mago may be more violent than necessary, these periods of acting out are pretty rare. I think she's only acted out a few times—the poop tacos and killing the puppies. She has a lot of responsibility on her shoulders, yet she is just a child. Mago is a complicated character. I'm not totally sure what to think of her.*	*Juana is not a responsible parent. The first time she left for the US, she wanted to help make her children's life better. But once she returns to Mexico, some of her decisions are not made with the children's best interests in mind. She's lucky to have a mother who will just take the four children in without question.*

Golden Line Constructed Response

P1.B.6a-c, P1.C.10a, P1.C.11

Purpose: To practice writing a constructed response paragraph based on golden lines

1. Using the "golden lines" they collected, have students come to a conclusion about the module topic so far by connecting the evidence they have gathered. This is also a teachable moment about choosing significant "golden lines," not just random quotations.
2. Guide students in creating a constructed response paragraph by modeling how you would write a paragraph based on one or more "golden lines" you have chosen by doing the following:
   a. Create a claim about the text(s) you have read.
   b. Support the claim with at least one "golden line."
   c. Explain how the evidence supports the claim.
3. Invite students to choose a "golden line" from a text they have read and write a paragraph about it. Consider asking them to then stand, share their golden line with a partner, and explain how it supports their claim about the text. After both partners have shared, ask them to rotate to new partners. Repeat for two or three rotations.

Annotating and Questioning the Text P1.A.1, P1.A.3, P1.B.6a-b

Purpose: To enable students to explore more deeply how a text works to inform or persuade its readers

As students reread the assigned text, ask them to annotate it by making marginal notations (e.g., asking questions, expressing surprise, disagreeing, elaborating, and noting any instances of confusion). Providing some textual features for students to look for will help their annotations be purposeful. Assessing how well they have annotated for these features and giving feedback, either individually or to the class, will enable students to develop their annotation skills while offering you a window into their comprehension and analysis of the text.

For a sample annotation rubric, see Appendix A: Rubric for Assessing Annotation, Summary, and Response in the PDF Teacher Version of the 12th grade module, "Waste More, Want More."

Annotating and Questioning the Text

Reread and annotate the text, noticing both what the writer is saying and how they say it. Pay careful attention to the following:

- Key claims
- Types of evidence
- Emotional and logical appeals
- Personal stories and anecdotes
- References to continuity and change
- Cause and effect relationships

As you annotate the text, include your reactions to what the writer is saying. You can make notes about the rhetoric of the piece, ask questions, express surprise, disagree, elaborate, and note any moments of confusion.

Compare your annotations to a partner's, adding comments or questions to your own copy of the text as relevant.

Collaborative Summarizing

P1.B.6, P1.B.8, P1.C.8, P1.C.11, PII.B.5, PII.C.7

Purpose: To work collaboratively with a partner to read, discuss, and summarize a text

1. **Introduce** the article or text. If the text is not broken into short sections, establish section breaks. Give students time to read the article.
2. **Model** how to use the protocol: Read paragraph 1 aloud, thinking aloud and marking up the text, using steps 1-5 in the Collaborative Summarizing protocol. Read with the students using fade-in/fade-out reading, choral reading for some parts, pass the baton reading, or another "read with" technique.
3. **Students read** in partners. Have students work in pairs to read each section in the rest of the text. Pair students strategically and according to their various strengths. For example, a more proficient reader who is less reflective about reading may be paired with a less proficient reader who is more reflective. In this way, both partners contribute their assets to the task.
4. **Monitor** discussions by listening in to the students' conversations and taking notes on what they say. This shortens the time needed for the whole-group debrief.
5. **Whole-group** debrief. Pull the whole class together and ask students (with equity cards, volunteers, or other techniques) to share what they summarized for each section. Ask if there are other perspectives, and clarify any misunderstandings. Ask students to share any lingering questions they have about the thesis, central ideas, terms, etc. Chart these, and respond to, or ask other students to respond to, as many as you can. By charting them, you can return to them later.

Collaborative Summarizing Protocol

Part A: With a partner, read the text one section at a time to gain a basic understanding of it. Then, summarize each section concisely. First, determine how you will read the text aloud with your partner (for example, each person reads two sentences and then switches, each person reads the entire section and then switches, or another option). As you read each section:

1. **Underline** words or phrases you think are central to the section and that will help you to summarize it.
2. **Circle** any words that are new to you and/or that you think are important.
3. ✓ (check) any sentences, phrases, or words that could be related to the writer's thesis, and write "thesis" in the margin.
4. **?** (question mark) places where you have a question or are unclear about the meaning.
5. **Summarize**: Stop at the end of each section.
    a. Discuss what the section means, using your markings.
    b. Clarify any questions you had about meanings or words.
    c. Come to a consensus on a concise summary statement for the section (25 words or less), using the words and phrases you underlined, as needed.
    d. Write a summary statement at the end of each section.

Part B: Continue reading the text with your partner, repeating steps 1-5 in each section.

Part C: When you've finished reading, discuss the following question with your partner: What is this entire article mostly about? Together, create a concise statement in one or two sentences that summarizes the whole text.

The following sample is from the 11th grade "Human Impact on Climate" module.

"Responding to Climate Change" **From NASA: *Global Climate Change: Vital Signs of the Planet***		
Paragraph	**Text**	**Summary Statement** (25 words or less)
1	Climate change is one of the most complex issues facing us today. It involves many dimensions—science, economics, society, politics and moral and ethical questions—and is a global problem, felt on local stales, that will be around for decades and centuries to come. Carbon dioxide, the heat-trapping greenhouse gas that has driven up recent global warming, lingers in the atmosphere for hundreds of years, and the planet (especially the oceans) takes a while to respond to warming. So even if we stopped emitting all greenhouse gases today, global warming and climate change will continue to affect future generations. In this way, humanity is "committed" to some level of climate change.	*Because carbon dioxide stays in the atmosphere for many years, future generations will be affected by climate change.*

Keyword Summaries

P1.A.1-3, P1.B.6a-b, P1.C.10b

Purpose: To provide students with an opportunity to understand and summarize the main idea of a text

This activity moves students from individual work to pair work, and then to small-group work. You may choose to begin this activity by having students complete a paragraph reconstruction of a model summary paragraph.

Keyword Summaries

Your purpose in this activity is to understand and summarize the main idea of the text.

Step One: Start by writing down five words in your notes that you believe to be most important to the main idea of the article. These can be words that you find in the text itself or that you would use to describe the writer's main idea.

Step Two: Compare your list of five words to a partner's. Discuss your rationale for choosing your words. The two of you must work together to evaluate and synthesize your lists and create a new list of five words you both can agree on.

Step Three: Join another set of partners to form a group of four. Compare the two five-word lists from each partnership. As a group of four, create a synthesized list of only five words that represent the group's best understanding of the writer's main idea. Which words from the two lists are most important? Be prepared to defend your choices.

Step Four: Share your list with the class. As you listen to other groups share, note the choices they made and the reasons they give for those choices.

Step Five: Lastly, write a paragraph summarizing the article. Use all five words from your final list in your summary paragraph.

Summarizing Quotations

P1.A.1, P1.A.3, P1.B.6c, P1.C.11a

Purpose: To identify, unpack, and summarize quotations the writer uses to support their main claim

Use this activity after students have read a text at least once and have a basic understanding of the writer's main claim(s).

1. If students have not already identified the writer's main claim, have them do so now. You'll want to let students know that the main claim can appear in different places in different texts, including the title. In some texts, the main claim is implied rather than stated.
2. Ask students to skim the article and find the evidence the writer uses to back up their claim.
3. Divide students into heterogeneous groups of three or four to more closely examine the quotations used to support the claim.
4. Model finding the first quotation and write it in the first box of column one of a graphic organizer similar to the sample included. Have students talk to a partner about what they think the quotation means. Then, model thinking aloud to unpack the quotation and explain what it means. Make sure students take notes in their graphic organizer as you model.
5. Have students unpack remaining quotations in groups. Circulate as the groups are working. When students are finished, ask them to share the quotations they identified and explain what they mean.

This sample is from "Free Speech," a 10th grade module.

Activity 10: Annotating and Questioning the Text – Summarizing Quotations

Wheeler cites student free speech advocates as well as the Supreme Court justices who decided in favor of Tinker to support his main claim.

1. **Paragraph and Quotation:** Work with your group to identify each quotation of a source that supports Wheeler's main claim and write the quotation in the first column of your graphic organizer. Indicate the paragraph where you found the quotation, use quotation marks, and identify who is being quoted.
2. **What It Means:** These quotations contain academic vocabulary and densely-packed sentences. Take time to unpack each quotation, discuss its meaning, and explain what it means using language that you can understand. Fill in your version of what the quotation means in the second column.
3. Leave the third column (Rhetorical Purpose) blank. You will complete it during a future activity.

Only fill in column 1 (Paragraph, Quotation, Source) and column 2 (What It Means).

Wheeler's main claim: *Students are being punished by schools for expressing themselves using social media. This is threatening their rights to freedom of expression.*		
Paragraph, Quotation, Source	**What It Means**	**Rhetorical Purpose**
Par. 1 – Students do not "shed their constitutional rights to freedom of speech or expression at the school house gate." (US Supreme Court in Tinker v. Des Moines)	*Students' right to free speech/ expression are protected while they are at school.*	*(Leave blank.)*

Par. 4 – "The digital age, with its wonderful capacity to democratize speech, is so important to students' rights, but also carries…threats to students' rights." (Tinker)	*Student free speech on the Internet is threatened because it can lead to harsh punishments.*	
Par. 4 – "...if we do not encourage young people to use their First Amendment rights, our society is deprived of their creativity, energy, and new ideas. This is a huge loss, and also a human rights abuse." (Tinker)	*Limiting student free speech is so detrimental to society and individuals that it is a human rights abuse.*	

Summarizing and Responding

P1.A.1, P1.A.3, P1.B.5, P1.B.6a-c, P1.C.10b, P1.C.12a

Purpose: To model how to summarize and respond to a text students have viewed, read, or listened to

Chunk the text into meaningful sections and assign each section a letter. Tell students they will be annotating and charting a text they have already read and discussed.

1. **Model** the first chunk. Distribute copies of the text and the Summary, Purpose, Style Chart (provided). Model how you would annotate and chart the first chunk of the text.
2. **Remind** students that a writer crafts an argument for a rhetorical purpose; in other words, to persuade their audience to believe or do something. To do this, they try to create a credible image of themselves in the minds of readers (ethos); use evidence, qualifiers, and counterarguments to construct a convincing argument (logos); and use word choice, examples, and tone to appeal to the reader's emotions (pathos).
3. **Show** students how to use the list of purpose words and the list of possible stylistic features, but remind them that these are only suggestions.
4. **Annotate** and chart the second chunk collaboratively. Ask students to independently reread a section of the text. Then, as a class, collaboratively chart that section and have students fill in the boxes on their chart with the class version.
5. **Students complete** the remaining chunks in pairs: Form pairs and invite students to apply what they have learned by charting remaining sections of the text with a partner. If students are still learning how to annotate and summarize, and/or if the text is very long, consider assigning each chunk to a different pair of students. Students can then share their annotations with their classmates.
6. **Identify** the main arguments/claim. Ask students to write the main arguments/claims of the text in pairs, or work to do this collaboratively as a class.

Summary, Purpose, Style Chart			
Section	**Summary**	**Text Purpose**	**Stylistic Features**
		Suggested words to describe what texts do (rhetorical purpose): argues, analyzes, asks, connects, demonstrates, describes, explains, illustrates, introduces, lists, narrates, predicts, questions, states, speculates, suggests, summarizes, tells	Possible stylistic features: Using humor Using informal language Addressing listeners/readers Repetition Asking questions; using if-clauses Using modals (can, could, will, must, should, may, might, would) Quoting individuals and groups of people Using scare quotes
1	*Adichie's friend, Okoloma, called her a feminist and meant it as an insult. Later another man told her*	*Introduces examples from Adichie's life in Nigeria to show that the term feminism has a lot of "baggage."*	*Narrative*

	feminists were unhappy because they couldn't find husbands, and a woman told her she had been corrupted by feminist books. She decided to call herself a Happy Feminist to push against the negative attitudes about feminists.		*Informal language: "So I would like to start . . .," "baggage"* *Humor*
2			
C			
Primary Argument/Important Claims:			

Peer Response

PI.A.1, PI.A.2, PI.A.3, PI.B.6a,b, PI.B.7, PI.C.11.b

Purpose: To summarize the text and then offer and receive feedback from peers using a rubric

If students are experienced in writing summaries that are accurate and concise, have them write their summaries independently. If they are still acquiring this challenging skill, you may want to co-write the summary with the class or have students collaborate. Each student can then write their response independently.

After students have written their summaries and responses, place them with partners. Assign the partners in a way that ensures that each student in the pair will benefit from working together.

For additional resources for developing and using rubrics and success criteria, see Rubrics for Assessment of ERWC Students in the Online Community.

This activity sample is from the 11th grade module, "Changing Minds: Thinking About Immigration."

Activity 13: Summarizing and Responding – Peer Response

Use the article with your annotations and statements of what each chunk of the text says and does and the purpose of each chunk to help you write a summary of the text. Then, write your response to Machado's article and her argument.

1. Write a one-paragraph summary of the article. A summary is a shorter version of the text that contains all the most essential information and nothing extra. Identify the title and author in your summary and write the entire summary in your own words; do not quote.
2. Write a response to the article (one paragraph). A response is your personal reaction to the text. For example, what personal experiences have you had or what have you read or viewed that cause you to agree and/or disagree? Why?
3. Exchange your summary and response paragraphs with a classmate. Read them carefully and respond to the questions in the Peer Response to Summary and the Peer Response to Response that follow.

Peer Response to Summary	
1. Does the writer include the author's name in the first sentence of the summary? *Writer: Include the author's name.*	Yes No
2. Does the writer include the title of the article in the first sentence of the summary? *Writer: Include the title of the article.*	Yes No
3. Is the title in quotation marks? *Writer: Punctuate the title using quotation marks.*	Yes No
4. Does the first sentence clearly state the main idea of the article? *Writer: State the main idea in the first sentence. Make sure it is clear and accurate.* You can improve your first sentence by _____	Yes No
5. Does the writer include all of the important ideas or supporting points from the article? *Writer: You left out an important point (specify which).*	Yes No
6. Does the writer use their own words to paraphrase the main ideas? *Writer: You used the author's words instead of your own.* Give paragraph or line number: _____	Yes No

7. Does the writer keep their own opinions out of the summary? *Writer: You mentioned your own opinion in the summary. Remember to save your opinion for the response.*	Yes No

Peer Response to Response	
1. Does the writer choose one or two ideas from the article to respond to? *Writer: Be sure to focus your response on the ideas from the article.*	Yes No
2. Does the writer give some personal experience to show why they are responding to the article this way? *Writer: Be sure to connect your ideas to your personal experience.*	Yes No
3. Does the writer avoid summarizing information from the article? *Writer: Don't summarize in the response. Assume that the reader has read your summary.*	Yes No

Now respond to the following question:

Reflection: What did you learn by providing revision advice and receiving it from your partner?

Homework: Revise your summary and response, using what you learned during the peer response process.

Rhetorical Précis Peer Feedback

P1.B.6a, P1.B.7, P1.C.10b

Purpose: To help students refine their ability to write a rhetorical précis while using academic English to provide feedback for each other

Ask students to evaluate each other's précis using the rubric below. If you have not done this before, be sure to explain the purpose of peer response and model how to use the rubric with a sample student rhetorical précis before asking the students to do the activity themselves. You may wish to group students by proficiency level. If this is a graded assignment, use the same rubric to assign grades. This activity ramps up the process of summarizing by asking students to not only summarize a text but to articulate the purpose, intended audience, and writer's ethos.

For additional resources for developing and using rubrics and success criteria, see Rubrics for Assessment of ERWC Students in the Online Community.

Rhetorical Précis Rubric

Purpose: The purpose of this activity is for you to apply a rubric to evaluate another student's rhetorical précis for how accurately it summarizes the argument, the organization of the text, and the rhetorical strategies of the writer. This experience will provide your peer with guidance for revision and will also help you identify how best to revise your own rhetorical précis.

Rhetorical Précis Rubric 1 = serious problems 2 = developing effectiveness 3 = adequate effectiveness 4 = clear effectiveness	
1 2 3 4	**Sentence 1** clearly states the author, genre, title of publication and publication date; demonstrates a concise and accurate understanding of the focus of the passage.
1 2 3 4	**Sentence 2** explains how the author develops and supports the thesis following the organization of the article.
1 2 3 4	**Sentence 3** states the author's apparent purpose and gives a reason.
1 2 3 4	**Sentence 4** describes the intended audience and the relationship the author has established with their readers.

Circle the number in each category that best describes the effectiveness of each sentence in the précis. Add the numbers, and then divide by 4 to get an average score.

Total _____ Average _____

Preparing to Respond

Discovering What You Think

Gathering Relevant Ideas and Materials P1.C.11a

Purpose: To encourage students to review what they have written up to this point in preparation for drafting their writing task

If students have been keeping a portfolio notebook during the module, ask them to review what is in the notebook. Otherwise, have students assemble the documents they have produced during the Reading Rhetorically part of the module, such as the following:

- Charting Multiple Texts chart
- Golden Line charts
- Annotated copies of the texts
- Quickwrites

Tell them to further annotate, perhaps in a different color, what they have read and written, so they can easily locate important evidence and quotations in each of the texts as they write their task. Remind them that as they write, they need to address all the major arguments, not just the ones with which they agree. Students can begin this process in class, but they will probably need to finish it as homework.

To prepare students to provide evidence for their own arguments, you may want to do a Four Corners activity. Create posters for the wall for different possible positions. Assign one source to each student and ask them to find evidence (quotations or paraphrases) to put on the appropriate posters. Remind them to consider the counterarguments and alternative perspectives in the text as well as the writer's arguments, and let them know they may want to put evidence from a single text on more than one chart. Leave the posters up for students to reference.

If students have done Charting Multiple Texts charts, you can suggest they revise their charts with any new arguments, quotations, or responses that they have discovered as they review the annotations and informal writing they have done while reading. This way they can reference a single document during drafting rather than a difficult-to-manage collection. See Charting Multiple Texts in the High Impact Strategies Toolkit for guidance in how to teach students this valuable strategy.

Unpacking the Prompt and Success Criteria for Argumentative Writing P1.A.1, P1.A.3-4, P1.B.5

Purpose: To provide an opportunity for students to understand the expectations for the culminating assignment and begin to generate ideas for responding to the prompt

Unpacking the writing prompt ensures all students understand their task. Using success criteria provides students with a clear idea of the expectations audiences have for their writing product and helps keep the writing on track. Modify the success criteria below according to the features of the specific task that you want students to focus on.

Some ERWC modules include a rubric or success criteria for the culminating writing task. Others include a process to guide the class in generating their own success criteria (see example of generating success criteria for a letter below). Others leave the choice of rubric or success criteria up to you. For additional resources for developing and using rubrics and success criteria, see Rubrics for Assessment of ERWC Students in the Online Community.

1. **Unpack the prompt:** Give students a handout with the prompt. Ask them to read and annotate the prompt independently using the annotation protocol they have practiced earlier in the module.
2. **Pair discussion:** Invite students to turn and talk to a partner to clarify questions and share any initial concerns, ideas, etc.
3. **Class discussion:** Debrief by asking volunteers to share out what they discussed with their partner, inviting questions and charting any initial ideas that students share.
4. **Unpack the success criteria or rubric:** Let students know how you will assess the assignment. To make sure all the language is clear and understandable, ask students to first do a close read and annotation of your success criteria or rubric similar to how they looked at the prompt. Encourage students to refer to the success criteria as they are writing.

   Sample Argumentative Writing Task Success Criteria

   My argument includes …

   - A statement with my perspective (can be implicit or explicit).
   - An organized order to my ideas and an objective tone that is appropriate for my purpose and audience (ethos).
   - Anecdotes or other ways to gain the audience's empathy (pathos).
   - Multiple sound reasons and factual evidence with elaboration to support my perspective (logos).
   - Alternative perspectives and a response or counterargument to them.
   - An integration of ideas from multiple sources and proper citation of sources.
   - Words, phrases, and connectives that link the major sections of the text and create text cohesion.
   - A number of sentences that are "densely packed" with meaning (through the use of nominalizations, academic vocabulary, complex sentence structure, etc.).
   - A summary statement that reinforces my perspective.
5. **Discussion:** Invite students to turn and talk to a partner to clarify questions and share any initial concerns, ideas, or questions.
6. **Debrief:** Ask volunteers to share out what they discussed with their partner.

7. **Mentor text:** Provide a sample of student writing later in the week and use the rubric to analyze and assess the sample. If you do not have an example of student writing for this prompt, consider writing a text of your own and asking students to assess it using the success criteria or rubric.

For additional resources for developing and using rubrics and success criteria, see Rubrics for Assessment of ERWC Students in the Online Community.

Adding Independent Research P1.B.6a, P1.C.11a

Purpose: To review what students have written up to this point in preparation for writing a culminating task

Point out to students that the writing they have done so far has prepared them for their final writing assignment. They can begin the process of reviewing what they have already written in class, but will probably need to finish it as homework.

Let students know that they may want to locate one or more additional sources, especially if they choose to write about a controversial topic. The following protocol can be used to support students in doing this research to support the position they have chosen.

1. **Planning for Online Research:** Provide students with guidance for how best to conduct their research using in-class computers. Before assigning research as homework, ensure that students have equitable access to the Internet at home or in a library and that they have the capacity to print the articles that they select.
2. **Modeling Online Research:** Model for students how to go beyond simply the top article in a Google search. Show them how to develop multiple related search terms and how to use different search engines.
3. **Locating Sources:** Have students use the Resource Identification and Evaluation Chart (provided) to record information about promising articles and evaluate their credibility. If time permits, model how to do this using a mentor text you have chosen as an example.

Adding Independent Research

In preparation for writing, assemble the following:

- The annotated copies of the texts you read during the module
- Your quickwrites
- Charts you completed during your reading of the texts

Further annotate, perhaps in a different color of ink, what you have read and written, so you can easily locate important evidence and quotations in each of the texts as you write your task.

If you plan to locate additional sources about the controversial issue you plan to write about, fill out the following chart for each source you find. You will only want to use sources that you have evaluated and decided are highly reliable.

Resource Identification and Evaluation Chart

Text Author and Title:	
Source Name and URL:	
Main Argument:	
Purpose:	
Key Quotations or Evidence:	
Reliability Rating (1-10) and Justification:	

- Finish reviewing your annotated copies of the texts and your quickwrites.
- Review any charts of texts and descriptive outlines you have made; revise your Charting Multiple Texts chart with any new arguments, quotations, or responses that you have.

- Complete your online research and finish filling out your Resource Identification and Evaluation Chart(s); then add this text to your Charting Multiple Texts chart.

Keep your charts where you can reference them easily as you draft your own text.

Mentor Text and Success Criteria for a Text Other Than an Academic Essay

P1.A.1-3, P1.B.7, P1.C.10a, P1.C.12a, P2IIA.1, PII.A.2

Purpose: To invite students to analyze a mentor text for a genre other than an academic essay (e.g., an open letter, a letter of recommendation, an editorial, or a blogpost) and then create success criteria for evaluating their own text

1. **Find a mentor text:** Locate an example of the genre that students have been asked to write. Students will be most engaged by a text written about an issue that is current.
2. **Analysis of mentor text:** Ask students to discuss the questions below in triads about the text you have located. If one of the texts of the module is also a mentor text, have them answer the same questions at the time they read that text. This activity will reinforce what they have already observed about the genre just prior to their own drafting process.
   - Who is the intended audience for the text? Where and when was it published?
   - What rhetorical strategies does the writer use to persuade us?
   - What issue has caused the writer to write the text? How do they feel about that issue?
   - How effective is the evidence the writer uses?
   - What do you notice about the style of the text?
   - How does the writer conclude the text?
   - How is the text different from an academic essay?
3. **Create success criteria:** Invite students to create a set of success criteria to evaluate the effectiveness of their text.
4. **Compile success criteria:** When all the groups have come up with several criteria for an effective text, create a poster as a class of the agreed-upon criteria. You will want to guide students in creating criteria that look something like the ones below, modified for whatever genre is your focus. Tell students that you will evaluate their texts using the success criteria that they have generated.

   Success Criteria for an Open Letter

   - Advocates for an issue that the writer feels strongly about.
   - Addresses a person or group of people who can bring about the desired change, but is also intended for the general public.
   - Makes a clear argument for the writer's proposed solution.
   - Develops the analysis by selecting the most significant and relevant facts, details, quotations, or other information or examples, including personal information.
   - Uses precise description, selection of effective details, and vivid vocabulary.
   - Concludes with a call to action.
   - Follows the conventions of a published open letter, including careful editing.

For additional resources for developing and using rubrics and success criteria, see Rubrics for Assessment of ERWC Students in the Online Community.

Analyzing Mentor Texts and Crafting Success Criteria

P1.A.1, P1.A.3, P1.B.6a-c, P1.C.10a, PII.A.1, PII.A.2a-b

Purpose: To guide students in analyzing mentor texts and developing success criteria based on their analysis before writing their own texts

Identify two mentor texts (student or professional) in the genre that students will be using for their writing task. Unpack the writing prompt with students, and then ask them to take the following steps. If you have not yet taught students how to analyze a text rhetorically using a PAPA Square, see Jennifer Fletcher's *Teaching Arguments: Rhetorical Comprehension, Critique, and Response*, pp. 45-49, and Appendix 6, p. 222 for explanation and a helpful form.

For additional resources for developing and using rubrics and success criteria, see Rubrics for Assessment of ERWC Students in the Online Community.

Analyzing Mentor Texts and Crafting Success Criteria

Part I: Explore the Mentor Texts

Step 1: Working in pairs, read the first mentor text three times, each for a different purpose, using the following protocol.

First Reading: Analyze the text for overall meaning.

- Highlight parts of the text that struck you as interesting or important.
- At this point, what is the basic gist of the argument made in the text?

Second Reading: Analyze the text for rhetorical devices and strategies.

- In your notebook, create a PAPA Square to analyze the text for its purpose, argument, persona, and audience. Your teacher will model how to create the PAPA Square and explain each element, as necessary.

Third Reading: Analyze the text for the way it is organized.

- How is the text organized?
- What are the meaningful sections of the text?
- Where does each section begin and end?
- What is the writer trying to accomplish in each section?

Step 2: Repeat the process with the second mentor text.

Step 3: Compare what you found in your analysis of each text.

- What similarities can you identify?
- What's different about them?
- What makes each text effective for its audience and purpose?

Part II: Identify Success Criteria

Working in a group of four, identify some general criteria from your analyses that could be used in our class as success criteria for the writing prompt. Think about what you learned by analyzing the meanings, rhetorical strategies, and organizational strategies of these two writers that you can apply to your own

writing. Be ready to share your ideas with the whole class and to co-construct the success criteria for the writing assignment.

Data Identification and Evaluation P1.B.6a, b P1.C.10a

Purpose: To provide students with guidance on how to conduct online research by modeling how to research in a scholarly way

Clarify your expectations for students' use of research. For example, you may want them to include at least one current statistic or fact in addition to those in the texts to use in their argument or counterargument on the topic they have chosen. Tell them they will need to attribute the ideas to the source on their Works Cited page.

1. Model how you could use the appropriate search terms to find up-to-date information. Recommend that students use multiple search terms to locate information for their own text, and model several that students may consider.
2. Select a Web site and model how you would evaluate the usefulness and credibility of the site. Show how you locate the date of the information to see if the data is current. (Older information may still be useful to students, but they will need to provide context.) Demonstrate how to find out about the organization or individuals behind the data or information. This may require several steps—just knowing the owner of the page is rarely enough. Who are they? What is their motivation in sharing this information? What potential biases do they demonstrate? Who might disagree with the presentation of this information?
3. Before assigning research as homework, ensure that students have equitable access to the Internet at home or in a library. You may want to take students to the school library or invite the librarian to the classroom to instruct students in how best to do online research. Additional guidance can be found at Common Sense Media at www.commonsense.org/education/digital-citizenship.
4. Ask students to use the Resource Identification and Evaluation Chart (below) to record information about promising articles and other material such as videos, reports, and data sets, and to evaluate the credibility of those texts.

Resource Identification and Evaluation Chart

Text Author and Title:	
Source Name and URL:	
Key Statistics and Other Evidence:	
Reliability Rating and Justification:	

Writing Rhetorically

Composing a Draft

Collaborative Writing of a Research Article

P1.A.1-3, P1.B.6a-c, P1.B.7, P1.C.10a-b, P1.C.11a, P1.C.12a

Purpose: To ensure students have a supportive and structured way to collaborate as they engage in writing a research article with peers

Stage 1: Preparing for Collaborative Writing

Asking students to collaboratively write a brief research article intended for online publication has the advantage of offering students a simulation of a real-world writing situation that requires research and produces a final product that is intended to be both engaging and tailored for a specific audience.

However, this protocol can be adapted for other types of research-based writing, including a research article or a research essay. The six stages below will guide students through the second half of the ERWC Arc from Discovering What You Think to Editing and Reflecting on Your Writing Process.

1.1. **Locate a brief article from an online publication:** Find an article that models the kind of writing you want students to do to use as a mentor text. You will want it to be fairly brief, engaging, and research-based. Online articles may use hyperlinks rather than follow MLA format for documenting sources; be sure to clarify for students how you want them to document their own sources.

1.2. **Unpack the writing prompt:** Have students read the culminating writing task prompt independently, marking places where they have questions and writing their initial ideas in the margins. Ask them to turn and talk with a partner to clarify questions and share initial ideas. Then, debrief by asking volunteers to explain the prompt, inviting questions and charting potential ideas.

1.3. **Rubric or Success Criteria:** Invite students to review the rubric or success criteria you will use to evaluate their final research-based text. Alternatively, after students have analyzed the mentor text, have them generate a class set of success criteria for the project.

Stage 2: Developing a Research Question

2.1. **Analyze the mentor text:** Provide students with a mentor text of the type of research document that you want them to write.

2.2. **Brainstorm questions:** Form writing groups based on your assessment of the strengths students will contribute to their groups. Brainstorm some research questions as a class and then give groups time to brainstorm several questions of their own. You may want to give students a topic and have them develop inquiry questions related to that topic, or you may want to allow them to choose their own. This will require additional guidance in helping them narrow their topic appropriately. Each group should then select a first and second choice question for inquiry they want to pursue.

2.3. **Do a Gallery Walk:** Have each group write their chosen question on chart paper and post them around the room. Depending on the questions students generate, you may want to add to the possibilities with some of your own. Give students time to walk around and review the research questions that have been posted. Then ask the groups to reconvene and finalize their choice. If they want to change or revise their question, give them a new sheet of chart paper. Remove any questions that no group chose.

2.4. **Create a Know Now/Need to Find Out T-Chart:** As a class, create a T-chart to record what the authors of the mentor text probably knew before they began doing research and what they needed to find out from their research. Then ask the writing groups to create their own T-charts for the topic of their research article.

What We Know	What We Need to Find Out

Stage 3: Planning to Write Collaboratively

3.1. **Logistics:** Give students your due dates for the first and the final drafts of the text they will be writing collaboratively. Tell students how much time you will give them to work in class. Ensuring that everyone has equitable access to the Internet will need to inform your decisions.

3.2. **Planning time:** Allow groups to talk about how they will share in the research and writing of their article. As they talk, circulate to give them feedback on their plans. Tell them they can revise their plans later if they need to, but you will probably want to keep the article due dates firm. The following questions and chart can guide their planning.

Planning for Collaborative Writing

Your article will be informed by the research your group does. You will need to synthesize it into a document that will be accessible and interesting for your audience. You will want your message and language to be precise and engaging. The format should convey your ethos as informed experts on the topic. Imagine that your article will become public, so it will need to go through several drafts, be carefully revised, and meticulously edited. Encourage everyone in your writing group to contribute their best at every stage of the project.

Discuss the following questions with your group, and, as you discuss the questions, fill out the planning sheet.

- How much time will we have to meet in class? Will we meet outside of class? When and where?
- Will we communicate electronically? How?
- How will we share preliminary drafts as we go along? When should we merge the drafts so we have enough time to revise?
- When will we edit to make the sentences varied and well-constructed and to check for grammatical and mechanical errors and typos?
- When is the official first draft due?
- How will we revise in the light of feedback from our teacher and from another writing group?
- When is the final draft due?

Task	Due Date	Who Is Responsible?
Development of the working research question		
Identifying what the group knows and needs to find out		

Finding credible sources on the topic; charting the sources		
Revising and refining the research question		
Outlining the article and writing drafts of the parts		
Merging the parts and revising the article rhetorically		
Gathering and responding to feedback		
Editing the article for publication		

Stage 4: Gathering Relevant Ideas and Materials – Resource Identification and Evaluation

4.1. **Planning for online research:** Provide students with guidance for how best to conduct their research using in-class computers, by going to the school library, and by doing research outside of class. Before assigning research as homework, ensure that students have equitable access to the Internet at home or in a library, and that they have the capacity to print the articles that the writing group selects. You may want to take students to the school library or invite the librarian to the classroom to talk with students about how best to do online research.

4.2. **Modeling online research:** Model for students how to go beyond simply the top article in a Google search. Show them how to develop multiple related search terms; use different search engines; follow research leads within articles by, for example, looking up articles written by someone referenced in an article or other articles written by the author of current article; and follow research leads in the reference lists for articles. Have them use the Resource Identification and Evaluation Chart (provided) to record information about promising articles and other material such as videos, reports, and data sets, and to evaluate the credibility of those texts. Model how to do this using the mentor text you have chosen as an example.

4.3. **Independent research and presentation:** Assign students to find one or two articles independently and fill out a resource identification sheet for each of them. Give students time in class to present their findings to their writing group. The writing group can then draw on the most relevant resources as they draft their article.

Resource Identification and Evaluation Chart	
Text Author and Title:	
Source Name and URL:	
Purpose:	
Key Quotations or Evidence:	
Reliability Rating (1-10) and Justification:	

Stage 5: Writing and Sharing Preliminary Drafts

Purpose: To enable writing groups to plan how they are going to allocate tasks for the group

5.1 Give students time in their writing groups to plan how they are going to divide up the work of writing the first draft of their article. Based on their topic and the claims they want to make about it, you can give them guidance in how to think about the chunks. Each chunk will be several paragraphs long. Encourage them, at this point, to view what they are writing as exploratory, and reinforce that they will need to write several drafts in order to create a cohesive argument in response to their research question. Remind them also to return frequently to the mentor text while they plan and write their own article. Once students have assigned themselves tasks, they should begin drafting their assigned parts. Students whose tasks come later can help the student who is developing the claims.

Writing and Sharing Preliminary Drafts

Collaborative writing is a multi-draft process. You can take risks, explore ideas, and think on paper, knowing that you will have an opportunity later to revise and edit. Feel free to experiment with tentative positions and arguments that can be evaluated, refined, and sharpened in a later draft in response to feedback from your group.

1. **Determine your claims:** Look at the mentor text your teacher has given you and make a plan for how you will write a similar article. You may want to create an informal outline of your article and assign members to write different chunks. The question you have chosen and the response your group is making will determine the purpose and content of your chunks, but you will want to decide on the claims you are going to make. You are not limited to two claims; members of your group may each develop more than one claim. Remember that each claim will need to be fully developed with evidence and elaboration about what the evidence means.
2. **Assign responsibility for writing:** Make sure all the members of your writing group understand clearly what they are responsible for contributing to the initial document, and confirm the way in which everyone will share what they have written and when they must have their preliminary draft completed.
3. **Assign responsibility for creating a draft:** You will need to merge the drafts of chunks of text into a single, coherent document, and someone needs to create the Works Cited list following MLA format. You may want to postpone writing the introduction and conclusion until your group has drafted the body of the article. Then you may have more creative ideas for how to engage your readers and wrap up your article. Here is one possible way to divide your work:

Collaborative Writing Task Assignments

Task	Person Responsible	Due Date
Claim 1: Evidence and evaluation		
Claim 2: Evidence and evaluation		
Merged draft of the body of the article		
Introduction and conclusion		
Works Cited list		
Completed draft for teacher and peer feedback		

Stage 6: Reflecting on the Collaborative Writing Process

6.1 When the writing groups submit the final drafts of their articles, ask students to reflect on the experience of writing collaboratively. Consider assigning a formal essay in which students discuss what they learned from the process and how they navigated the challenges. This will enable you to provide two grades—a group grade for the work of the writing group, and an individual grade for each student based on their reflection. The reflections will also give you insight into the workings of the groups that you can draw on as you form groups for other activities and which you can take into account as you grade the final articles.

Jointly Constructing a Text

P1.C.10a, P1.C.11a-b, P1.C.12a, PII.A.1-2, PII.B.3-5, PII.C.6-7

Purpose: To provide students with an opportunity to "rehearse" academic writing

1. **Explain the Purpose:** "Jointly constructing a text" is teacher-facilitated to scaffold students' writing while also providing an opportunity for them to express their content understanding and knowledge of language. When jointly constructing texts with students, teachers might prompt them to add details to their sentences to expand or enrich them; elaborate on their thinking; reshape the text by moving or crossing out words, phrases, or whole sentences; add text connectives for cohesion; use more precise vocabulary; or condense their ideas by combining clauses or through nominalization. As the text is co-constructed, it is simultaneously being revised and edited and may have lots of crossed out text, words added to sentences, and circled sentences that needed to be moved to another place in the text. This "rehearsal for writing" can be done on a document reader or on chart paper; the resulting text should be short (a paragraph or two).

2. **Jointly Construct a Short Text:** Work with the students to craft a paragraph of their argument, using the success criteria. Depending on your focus, this may be the introduction or a body paragraph. The co-constructed text will serve as a mentor text, but students then need to write their own original paragraphs. Some tips for facilitating the co-construction are provided below:

   Preparing students for the activity

   - Set the purpose of the activity by telling the students what type of text they will be co-constructing and the social purpose of the text (e.g., to persuade, inform, explain, entertain, recount an experience).
   - Briefly review the information about the topic students will be writing about, contained on charts (created with and by students in previous lessons), so they have ideas to contribute.
   - Invite students to discuss with a partner how to start the text so they all have an opportunity to discuss their ideas before coming together as a whole class to discuss and co-construct the text.

   Writing on the chart

   - Act as a scribe, inviting students to co-construct the text, drawing their attention to relevant language features (e.g., vocabulary, phrasing, organization) that could be used, providing sentence starters, recasting what they say, and stretching their thinking and language as needed. You are still modeling while they are "rehearsing" the writing process that they will soon do on their own.
   - Model "first draft" writing by crossing out, adding, and/or rearranging words and phrases. Generally, model that writing is an iterative process that involves multiple drafts.

Source: Spycher, Pamela. *Scaffolding Writing Through the "Teaching and Learning Cycle."* WestEd, 2017, www.wested.org/resources/scaffolding-writing-through-the-teaching-and-learning-cycle/.

Introduction and Thesis Statement

P1.A.1-3, P1.C.10a, PII.A.1-2

Purpose: To guide students in evaluating thesis statements in preparation for writing an effective thesis statement for their own text

Preparation: Identify one or more thesis statements from texts students have read during the module. Select ten or so thesis statements from student writing on the topic. These can come from a previous year's student writing or from a different class. Modify to eliminate distracting errors and, if needed, to highlight their strengths or weaknesses as thesis statements.

Review the guidelines for developing thesis statements, and guide the class in a discussion of the thesis statements from professional texts. Alternatively, provide the professional thesis statements and ask students to generate the guidelines. Then ask students to work with a partner or in triads to evaluate the student thesis statements that you have provided.

Evaluating Thesis Statements

Using the guidelines below for developing effective thesis statements, evaluate the thesis statement from a text you have read. Then evaluate the thesis statements taken from student essays and included below. Finally, write your own working thesis statement for your text based on your understanding and analysis of what makes an effective thesis statement.

Guidelines for Developing Thesis Statements

An effective thesis:

- Reflects the writer's position on a question that has more than one side. After reading the thesis, the reader should be able to explain what the issue is and the writer's perspective on the argument.
- Makes the topic and the writer's position on the topic clear to the reader.
- Can express a qualified position (e.g., X is true in some cases but not in others; Y has benefits but also has some drawbacks).
- May include a "because" statement but does not give the writer's reasons or claims.
- Does not make a factual statement or ask a question.

Thesis from Text 1:

Thesis from Text 2:

Sample Student Thesis Statements:

Work with a partner or in triads to label each of these student thesis statements as "very effective," "OK," or "not effective," and briefly explain each of your decisions.

Student Thesis 1:

Student Thesis 2:

Student Thesis 3:

My Working Thesis:

Now write your own working thesis statement here. It is a "working thesis" because good writers often need to revise their thesis as they modify and develop what they think during the course of writing.

Support Paragraphs and Rebuttal of an Alternative Perspective (Mentor Text)

P1.A.1, P1.A.3, P1.B.6a,c, P1.C.7-8, P1.A.C10a, P1.C.11a, P1.C.12a, PII.A.1,2a-b

Purpose: To analyze how to effectively construct body paragraphs and respond to an alternative perspective

In this teacher-directed interactive activity, students focus on the organization of the body paragraphs in an argumentative text and the rebuttal of an alternative perspective. Make sure each student has a copy of the mentor text and the success criteria. Select a well-developed support (body) paragraph from the mentor text. Note: If you want to draw from a piece of journalistic writing, you may need to aggregate several short paragraphs into a single well-developed paragraph. If you do this, when the activity is finished, you can invite students to compare the paragraph to the original and discuss the conventions of journalistic writing compared to the more academic writing that you are asking students to do. Encourage students to observe that neither kind of writing is "better" than the other; in each case, writers are responding to the needs and expectations of their readers.

1. **Identify the topic sentence:** Focusing specifically on the first support (body) paragraph of the mentor text, ask students (in partners or triads) to read the paragraph and highlight the topic sentence of the paragraph. Students should be prepared to explain how they know it is the topic sentence. Point out that topic sentences can appear at different points within a paragraph and some paragraphs only have an implied topic. On the document camera, highlight the topic sentence. Ask students if anyone thinks there is another sentence that could be the topic sentence. Discuss responses and determine which sentence most clearly establishes the topic of the paragraph.
2. **Remaining components of the paragraph:** Ask students what the other parts of the first body paragraph are doing. Some of their answers could include giving examples, citing sound reasons and evidence from a source, explaining the evidence, or transitioning to the next body paragraph. Discuss and answer students' questions. Remind them the components of a body paragraph may include a sentence explaining the topic, evidence cited from a source, and explanation or elaboration of the evidence; however, they can play with the order of these components.
3. **Assess an alternative claim:** Ask students to locate and highlight the writer's rebuttal of an alternative perspective(s) in the text. Clarify the language: What is an alternative perspective? (It is a claim that takes a different position from that of the writer.) What is a rebuttal? (It is a response to the alternative position.) What does it mean to refute an alternative perspective? (It means to make an argument against the claim.) Why are these essential components of an argument? (They enable the writer to consider the viewpoints of those who hold alternate positions, and to explain why the writer's own position is the strongest.) With a partner, invite students to discuss and decide if this is done effectively in the text. Then, facilitate a whole-class debrief.
4. **Drafting students' first body paragraphs:** Remind students that this is still a discovery draft, so they don't have to worry about spelling, punctuation, or grammar; their goal is just get ideas onto the page. Invite them to draft their first body paragraph, drawing on their resources and texts and using the body paragraph mentor text as a guide. Challenge students to then write a support paragraph that refutes an alternative viewpoint. Possible sentence frames for this paragraph:
    - Some may argue _____; however, _____.
    - While _____ may be effective/important/possible, _____ is the best solution.

Alternative Perspectives and Rebuttal Development

P1.A.1-5,7,10a, PII.A.1,2a-b

Purpose: To learn opposing viewpoints, engage in respectful disagreements, and develop and rebut a counterclaim students may include in their essays

In groups that share the same position, students determine which of their claims are strongest and which evidence best supports their position. Then they engage in a discussion with students who hold another viewpoint, identify the most effective responses to that viewpoint, and craft a rebuttal to one of those viewpoints. This activity also gives students the opportunity to engage in active listening and speaking for maximum oral language production.

1. **Preparation:** Prepare students for the activity by asking them to name the issue and the different sides represented in the texts they have read.
2. **Form groups with the same position:** Students choose their position. In different corners of the room, form groups of two to four students who share a position. Students caucus with their group to craft a claim and determine the best evidence to support it. Provide sentence frames if you think students would benefit from the additional support.
3. **Face Off!** Each group meets with another group. They each make their argument and listen and take notes on their opponents' argument.
4. **Determine a rebuttal:** Groups then meet and determine the best response to their opponents' strongest claim.
5. **Face Off rebuttal:** Groups meet again with opponents and respectfully make their rebuttals. Remind students what respectful disagreement looks like before they begin.
6. **Four Corners:** One member of each group stays in their corner to explain their claim and their response to an alternative viewpoint. Others rotate to each of the other corners to hear different claims and responses.
7. **Reflection:** Students meet in original groups to reflect on what they learned that they can apply to their own writing.
8. **Lead the concluding discussion:** Lead a debrief in which you ask the following question: Do you still believe what you believed at the beginning of this activity? Then, ask students to write a draft of their thesis statement and return to the four corners to share their thesis statements with people who hold the same viewpoint. Invite students to ask questions and add to or to revise their thesis statements after discussing the thesis statements of their peers.

Alternative Viewpoints and Rebuttal of a Claim

1. In your group, complete the following:
   a. **Determine:** What is your best claim? What is the evidence to support it?
   b. **Weigh the evidence:** Sort through and consider the evidence to find the strongest reasons or evidence to support your best claim.
   c. **Rehearse:** Craft a concise "elevator speech" stating your best claim and your best evidence (one minute maximum). Write it down and be prepared to read it or present it to a peer.

   Our position is _____ (claim) because _____ (reasons/evidence).

2. **Face Off!** Meet with a group that has a different position. There should be several groups with varying positions. Stand in a straight line facing the other group so that you are facing one person with an opposing viewpoint. Meet your opponent and shake their hand.
    a. Present your "elevator speech" (your position and your best reasons or evidence). You have one minute each to present your argument. You may read your elevator speech, if needed.
    b. While one person is presenting their elevator speech, the other listens and takes notes. Once both people have shared, ask each other clarifying questions. **Note:** You are not going to argue with the person. This step is to learn about their best argument and the evidence they use to support it, not to argue against it.
    c. Repeat back to your opponent their best points. Make sure you ask them if you understand their arguments accurately.
    d. Thank them and shake their hand.
3. **Plan the rebuttal:** Return to the original group that shares your position. Discuss the following:
    - What was the position of the other team?
    - What was their best evidence or reasons for their position or claim?
    - Come to an agreement about the best argument of the other team; this will be the counterclaim or alternative perspective that you address, so write it down.
    - Write your rebuttal. To refute their argument, respond to your opponents' best points. Discuss in your group the best way to argue against the opposing side. When you select the best argument, write it down. This is your rebuttal.
4. **Face off for a respectful disagreement:**
    a. Line up again, the same as earlier. Meet with your same opponent and shake their hand again. You are about to engage in a respectful disagreement. Present your understanding of their position. You can say, "I understand that you believe _____, and the evidence that you have is _____. However, I think _____ because _____."
    b. While one person is presenting their rebuttal, the other listens and takes notes.
    c. Once both people have shared, ask each other clarifying questions.
    d. Repeat back to your opponent their best points. Thank them and shake their hands.
5. **Return to your group:** Discuss the experience that you had with the other team. Discuss if anyone has changed their position based on the discussion. Decide together, as a group, what the best opposing view is. Do you agree the best rebuttal is the one you already wrote down? If not, revise.
6. **Draft an opposing claim and a rebuttal to add to your essay:** Now it is time to draft an opposing claim to your argument and a rebuttal. Here are some possible sentence frames:
    - Some may argue _____; however, _____.
    - A strong opposing argument suggests _____; nevertheless, _____.
    - While _____ may be effective/important/critical, _____ is the best solution.
7. **Discuss with other groups:** For ten minutes, groups discuss their views. Then students select one of their peers to remain in the corner as a representative of their viewpoint. Each group moves together to the next corner (except the group representative who stays behind). The representative presents to the

audience the viewpoints of that corner. Students can discuss and take notes, all the while forming and reforming their positions. After all students have attended all four corners, everyone returns to their seats and the representatives each share what they discussed in their corner with their various audiences.

Analyzing Cohesion Through Lexical Chains and Referencing P1.A.1, PII.A.2

Purpose: To explicitly draw students' attention to cohesion and analyze how it works in a text by focusing on reference devices and lexical chains so they can better understand argumentative texts and write more cohesively

1. **Preparation:** Inform students that cohesion refers to how information is introduced, referred to, and elaborated on throughout a text so that the information and ideas flow. In other words, cohesion is how ideas stick together without being "choppy." Introduce the Cohesion Analysis Chart (below).
2. **Modeling:** Under the document camera, read the mentor text and model how to identify the language that helps the information flow and stick together by calling out the words and phrases that relate to the problem, the effect or result of the problem, or the proposed solution (modify according to the features of the text genre). Add these examples to the appropriate section on the Cohesion Analysis Chart. **Note:** Highlighting the three types of cohesive links in different colors helps students visually see the words that connect and create cohesion in the text. This type of analysis will raise students' awareness about how cohesion is created in text through vocabulary or lexical choices (e.g., the use of repetition, synonyms, and opposites) and reference words. These words allow forward and backward reference within the text to information already referred to, without having to repeat the same words and phrases (e.g., pronouns, demonstratives, and comparatives).
3. **Coding:** After modeling for students how to identify and color-code some of the examples in the text, students work with a partner to continue to analyze and code the language that creates cohesion.
4. **Sharing:** After approximately 15 minutes, bring the class back together and ask students to share their findings. Add student analysis findings to the chart.
5. **Debriefing:** Facilitate a whole-class discussion about what students found and clarify any questions they may have. As a closure, ask students how they will think about creating cohesion in their writing. What referencing words, synonyms, antonyms, substituted words, and other language features will they incorporate?

Analyzing Cohesion Through Lexical Chains and Referencing

Work with a partner to continue to analyze and code the language that creates cohesion in the text.

Below is a sample Cohesion Analysis Chart with some examples of possible answers included in italics.

Cohesion Analysis Chart	
Cohesion: How information and ideas are connected in a text; how a text "hangs together" and flows. Cohesion is created through various language resources.	
Language/words that refer to the problem (yellow)	*inept capacity to adapt*
Language/words that refer to the effects/result of the problem (bolded/blue)	*unprecedented flooding*
Language/words that refer to a solution (green)	*acts to protect our community*

Sample Cohesion Analysis with Colors (for teacher reference):

I am writing to express my concern about how Houston is addressing the issue of climate change and its effects on our city. Last September, **Hurricane Harvey** dumped trillions of gallons of water which led to unprecedented flooding and left behind billions of dollars of damage while **disrupting and devastating** the lives of 40,000 residents. Our government's inept capacity to adapt to the inevitable occurrence of **these natural disasters** puts our city in jeopardy of future **catastrophe**. It is of the utmost urgency that the city acts to protect our community, so vulnerable to **extreme weather**.

Revising Rhetorically

Peer Feedback Protocol

P1.A.1-3, P1.B.6a-c, 7, 8, P1.C.10a

Purpose: To give students the opportunity to use a protocol to provide and receive peer feedback on their first drafts based on the success criteria the class has established for the writing task

When students can observe and collaboratively participate in how to move from feedback to revision, they are better able to internalize the moves proficient writers make in revision, and subsequently engage in these moves independently. It is useful for teachers to model this revision process with a sample paper.

1. **Explain the purpose:** Explain that revision is a necessary step in the writing process. Both providing and receiving feedback on writing helps us to know what we need to improve to strengthen our writing and make it more effective.
2. **Review the task:** Review the success criteria that the class developed collaboratively. Then, discuss the Peer Feedback protocol with students. Clarify any questions.
3. **Peer feedback groups:** Group students into triads, ensuring heterogeneity in writing proficiency and other criteria. Ask students to use the Peer Feedback protocol to give each other feedback. Note: You will need to determine the timing, but suggested timing is provided.
4. **Whole-group debrief:** Ask students to share ideas and suggestions for revision that came up in their discussions. Ask them to reflect on the process. Was it helpful to receive feedback? Why? Was it helpful to provide feedback? Why? How can they use what they learned about revision in other situations?
5. **Apply feedback:** Provide students with time to use the feedback they received to revise their drafts and prepare a second draft. Ask students to consider all the feedback they got from their peers and to make decisions about what revisions they are going to make. The Draft Revisions: Guiding Questions provides some questions for students to consider as they prepare to revise their draft.
6. **Individual conferences:** Students revise their drafts while you work with individuals in writing conferences. Students benefit greatly from specific, individual feedback from you or a qualified tutor, aide, or trained student assistant who can help them improve their writing. If you see patterns that apply to many students, mini-lessons on text organization or supporting claims with evidence, for example, are beneficial.

Peer Feedback Protocol

Use this protocol to give and get useful and relevant feedback on your draft.

Step 1: (Individually – 5 minutes) Review your draft. Use the success criteria to identify two to three things you want feedback on. Note them here:

Step 2: (In triads – 45 minutes)

1. Take turns explaining where you are with your first draft. (Have you finished it? Are you almost finished? Are you on the second draft?)
2. Take turns explaining what you want feedback on, and write what your peers want feedback on below.
3. Swap papers clockwise. Read the text carefully as you keep the success criteria in mind. Mark ideas on the text directly, and note your feedback below.
4. Swap papers clockwise again. Read the text carefully as you keep the success criteria in mind. Mark ideas on the text directly, and note your feedback below.
5. Read the feedback on your own text once all rounds are complete.
6. Take turns providing feedback to each writer, using your notes below.
7. Answer any questions, clarify any uncertainties, and discuss the commonalities you found or any insights you now have, based on the feedback session. Note them below.

Feedback on paper #1:

Feedback on paper #2:

Draft Revision: Reflection Questions

- What are the main concerns my readers had in reading my draft?
- Do all of the readers agree on the concerns?
- What global changes should I consider? (thesis, arguments, evidence, organization, language)
- What do I need to add?
- What do I need to delete?
- What text structure and organization revisions do I need to make?

- What sentence-level and grammatical revisions do I need to make?
- What wording and stylistic revisions do I need to make?

Analyzing the Structure of Your Text

P1.A.2, P1.C.10a, PII.A.1

Purpose: To analyze students' own texts for structure in order to revise to make them more persuasive

1. **Review structure analysis protocol:** Remind students about the process of analyzing the structure of a text that they applied when they analyzed the structure of the module text(s) in their descriptive outlining work. If students have not done this before, model by creating a descriptive outline of a sample student paper. Suggest that they use words like the following when they write their purpose statements:

   The purpose is to…

argue	cite	compare	describe	explain	propose
question	recommend	state	suggest	use	define

2. **Create the Descriptive Outline:** Ask students to analyze the structure of the draft of their own text as an aid to revising it by completing the following steps:

   - Draw a line across the page where the introduction ends.
   - Draw a line across the page where the conclusion begins.
   - Draw lines after each chunk in the body of the text. Remember that chunks each have a rhetorical purpose and may include more than one paragraph.
   - Number the sections, and, on a separate sheet of paper, specify what each section says (content) and what it does (what rhetorical effect you want the chunk to accomplish).
   - At the end of the text, describe the overall content and purpose of your text.

3. **Note to Self:** Once students have analyzed the structure of their own text, ask them to write a short note to themselves on their draft about how they want to modify the structure of their text in light of what they have learned. Give students any remaining time to continue to revise.

Purpose Analysis

P1.A.1-2, P1.B.7-8, P1.C.10a, PII..A.1

Purpose: To guide students in assessing the effectiveness of their writing based on the demands of the rhetorical situation

Ask students to form partnerships and evaluate a peer's paper using the form below. When pairs have both completed the form, have them talk to each other about what they discovered about each other's paper, and use the feedback as they revise their own writing. If students have not done a purpose analysis, model using a strong sample paper of your own or one from another class.

Purpose Analysis

Writer's Claim/Position What does the writer say?

Ideas Describe what the writer wants the audience to know or understand.	**Feelings** Describe the emotions the writer wants to audience to feel.	**Actions** Describe what the writer wants the audience to do.

Past, Present, or Future Explain whether the writer wants to make a judgment about the past, understand a statement about the present, or decide a course of action for the future.

Quickwrite: How would you describe the purpose of this text? What do you think the writer hopes to accomplish through their argument? Does the argument serve multiple purposes? If so, which one(s) is/are most important?

Source: Fletcher, Jennifer. *Teaching Arguments: Rhetorical Comprehension, Critique, and Response.* Stenhouse, 2015.

Editing

For additional guidance and resources for developing rhetorical grammar activities, see Rhetorical Grammar in ERWC: A User's Guide in the Online Community. See the section titled "Providing Editing Feedback That Makes a Difference" (pp. 8-11), for suggestions about how to approach editing, especially for English learners. From there, you can access Rhetorical Grammar in ERWC to find rhetorical grammar chapters. Each rhetorical grammar chapter contains a sequence of editing activities—Editing Student Writing, Editing Your Guided Composition, and Editing Your Own Writing—tailored to the grammatical topic of the chapter:

Chapter 1: Sentence Fundamentals: Complete and Incomplete Sentences

Chapter 2: Sentence Fundamentals: Complete and Incomplete Sentences

Chapter 3: Passives and Modals

Chapter 4: Verbs in Expository Writing

Chapter 5: Connecting Ideas with Coordinating Words, Transitions, and Semicolons

Chapter 6: Writing About What Others Say

Chapter 7: Strengthening Verbs and Using Adverbial Clauses

Chapter 8: Adjectives, Adjective Phrases, Adjective Clauses, and Appositives

Chapter 9: Participial Modifiers and Special Punctuation

Chapter 10: Parallelism and Bulleted Lists

Editing a Sample Student Essay

P1.C.10a, PI..C.12, PII.A.1, 2a-b, PII.B.3-5, PII.C.6-7

Purpose: To give students practice editing a piece of student writing before they apply what they have learned to their own writing

1. **Prepare:** Select a strong student essay from your class or from another class that has written on the same topic. Repair major errors so they will not be distracting. Modify the student essay to include multiple examples of the language feature or features that you want students to edit for. The feature(s) you focus on will determine the Part II California ELD Standards that apply for this activity. For example, you may want to create a series of short, choppy sentences and ask students to combine them. You may want to remove modification and ask students to add it using adjectives, adjective phrases, and adjective clauses to add precise detail. You may want to repeat the use of important nouns and ask students to use synonyms and pronouns to create text cohesion. Double-space and create wide margins so students can write their edits on the copy rather than rewriting.
2. **Edit:** Have students independently edit the sample essay for the editing focus. If they want to rewrite sentences, have them write the new version at the bottom of the page. Remind them to refer to any wall charts or handouts that you used when you provided instruction.
3. **Co-create an edited version:** When most students have finished, co-create an edited version as a class, talking about the effects of different options. Encourage students to experiment and ask them to notice the way in which different options are punctuated. Emphasize how different punctuation choices affect meaning rather than simply asking students to "fix" punctuation errors by applying rules. Then, read the edited version aloud to the class, asking them to notice how much more effective it is compared to the original.
4. **Edit own writing:** Have students apply the same process to their own text. Ask students to write on their draft the two or three language features they want to focus on based on feedback they have received on their previous writing and on the practice they have just completed. Once you and they have agreed, ask them to write their editing focus on the draft so you will be able to tailor your feedback in light of their chosen emphasis. Ask students to make several different passes as they edit the passage, editing for one feature at a time. Circulate to answer questions as students work. Remind them about what they have learned about editing in previous modules.
5. **Debrief:** When they have finished, collect several edited drafts, project them, and ask students to talk about what the writers chose to edit. Take suggestions for alternative and perhaps more effective options. Allow students to edit further if they want to, based on what they learned during the debrief discussion.

Guided Editing

PII.A.2, PII.B.3, PII.C.6, PII.C.7

Purpose: To give students a process for editing their writing for publication

Asking students to consider editing as a part of their establishment of their ethos can help engage students in this process. Editing is a rhetorical tool that can help students make their arguments clearer and more persuasive for their audience and is not simply busy work. If students have trouble identifying places in their writing that would benefit from editing, mark one or two paragraphs and have them edit those, and then apply what they have learned to the rest of their paper. Circulate as students work so you can answer questions and provide additional guidance on the spot. Be cautious about asking students to help each other edit since they may unintentionally provide erroneous information. Further guidance for helping students develop their understanding of how sentences can best be crafted can be found in Rhetorical Grammar in ERWC: A User's Guide in the Overview Documents in the ERWC Online Community.

Guided Editing

Consider the audience you have selected for your paper and the expectations you have for how this genre is presented. Based on editing feedback you have received on other writing assignments and your teacher's guidance, choose several editing patterns to focus on as you edit your text. It will be much easier to locate places that require editing if you look for one pattern at a time. When you have made all the needed changes, select another pattern and repeat the process.

1. Have I used the most precise and accurate words and phrases to express my ideas? Can I replace less precise vocabulary with words and phrases I have learned during the module?
2. Have I combined sentences to create long, information-dense sentences when appropriate?
3. Have I left some short sentences for their rhetorical effect?
4. Have I made the connections between ideas clear and logical?
5. Have I incorporated each quotation accurately? Have I acknowledged the source (writer, publication) of the quotation? Have I punctuated it correctly?
6. Have I used time markers to communicate the timeliness of my topic?
7. Have I punctuated my sentences correctly?
8. Have I used a dictionary to check the spelling of words I'm unsure about?

Works Cited

California Department of Education. *2014 English Language Arts/English Language Development Framework*. Sacramento, CA: California Department of Education Press.

Costa, Arthur L. "Teachers Behaviors That Enable Student Thinking." *Developing Minds: A Resource Book for Teaching Thinking*. ASCD, 2001, pp. 359-369.

Costa, Arthur L., and Robert J. Garmston. "Questioning Syntax." *Cognitive Coaching: A Foundation for Renaissance Schools*. Christopher Gordon Publishers, 1994, p. 112.

"Creating S.M.A.R.T. Goals." UMass Dartmouth, www.umassd.edu/fycm/goal- setting/resources/smartgoals/.

Fletcher, Jennifer. *Teaching Arguments: Rhetorical Comprehension, Critique, and Response.* Stenhouse, 2012.

Lyiscott, Jamila. "3 Ways to Speak English." *TEDSalon*, New York, Feb. 2014, www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english.

Palincsar, Annemarie S., and Ann L. Brown. "Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities." *Cognition and Instruction*, vol.1, no. 2, 1984, pp. 117- 75.

Schoenbach, Ruth, Cynthia Greenleaf, and Lynn Murphy. *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary College Classrooms.* 2nd ed., Jossey-Bass, 2012, pp.96, 108-110.

Shuster, Kate. *Civil Discourse in the Classroom*. *Teaching Tolerance*, 2009, www.tolerance.org/magazine/publications/civil-discourse-in-the-classroom.

Spycher, Pamela. "Scaffolding Writing Through the 'Teaching and Learning Cycle.'" *WestEd.org*, 2017, www.wested.org/resources/scaffolding-writing-through-the-teaching-and-learning-cycle/.

Spycher, Pam. "The Teaching and Learning Cycle: Scaffolding Academic Writing for English Learners." *WestEd.org*, 2017, bit.ly/ScaffoldingWriting.

Zwiers, Jeff, and Marie Crawford. *Academic Conversations*. Stenhouse, 2010, p. 32.