High Impact Strategies Toolkit to Support

English Learners in ERWC Classrooms

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High Impact Strategies Toolkit to Support

English Learners in ERWC Classrooms

Developed by Adele Arellano, Debra Boggs, Roberta Ching, and Pam Spycher

This toolkit provides protocols from ERWC modules that can be adapted and used with any module and text. The instructional strategies in the toolkit are designed to support English learners (ELs), particularly those students at Expanding and Bridging levels of English language proficiency (with an emphasis on Long-term ELs), in both English Language Arts and English Language Development (ELD) ERWC classrooms. However, all students in the process of acquiring academic English can benefit from the options for scaffolding and support that they offer.

Protocols are organized according to where they can be used as you follow the ERWC Arc while teaching a module. Protocols that can 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 students 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 and at all grades where ERWC modules are taught. However, they 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.

Strategies that Appear at Multiple Points on the Arc

Setting and Reflecting on Learning Goals

Creating Personal Learning Goals

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 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 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 "Setting Learning Goals" chart. Have students update their charts, recording their interim progress. At the end of the module, give them time to 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

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 give students the 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. Project and go over 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 4-corner 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 below.

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

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		

Pairs Conversation and Evidence Chart

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		

Discussion Norms

Setting Discussion Norms

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 big 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 the students. This is also a good opportunity to model the use of academic terms by offering some in lieu of the language students 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 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*	*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 in which you want to improve. Keep track of how you are progressing toward this goal over the course of the module. Write the area below and why you want to improve in it.

Establishing Norms for Civil Discourse

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 do 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?

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

2. Ask the class to brainstorm the characteristics of 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" 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?

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

4. Tell the class you will all be working together to create "ground rules" for the playing field of 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 characteristic in parentheses.

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

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

7. 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 Kate Shuster, "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

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

1. Ask students to skim the scholarly discourse moves chart (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

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* authors say, a deeper question is *"Why* do authors 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 different 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" in the student version. Refer to the "Socratic Seminar: Teacher Tips" below for more detail. Explain the term "credible" and post a working definition on the word wall.

2. **Facilitate the Activity:** Use the student version to refer to the activity steps, beginning with a pre-seminar quick-write. 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,_____, in the following way(s):_____.

Teacher Tips

Equitable room Set-up: Configure the desks so that there is an inside circle of about a 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). Students should define goals for themselves (novice or expert).

- Before some of the questions are discussed in the inner circle, students have an opportunity to discuss the question 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 tallyer," "comment tallyer," "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

   Look at and listen attentively to the speaker.

   Speak at least twice, making unique contributions.

   Refer to the text, and cite specific evidence.

   Expert Goals

   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" participate in a discussion co-facilitated by the teacher and students.

   - Before some of the questions are discussed in the inner circle, students have an opportunity to discuss the question in their small groups.

   - Students in the "outer circle" will have a specific job. Your teacher will assign these.

   - Take notes for yourself as the discussion proceeds. (You will need good notes for both the discussion and later for your final writing task.)

Pre-Seminar Preparation Notes: Do a quick-write to prepare for the seminar.

   - What do the texts you have read during this module have in common?

   - How are these articles different?

   - What makes each article "credible" to you? Which article do you find most credible? Why?

Conversation Notes:

Structured Academic Controversy

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.

   - This is an adaptation of the strategy. To learn more and see a skillful teacher facilitating the strategy, visit the Teaching Channel video, "Structured Academic Controversy," at www.teachingchannel.org/video/structured-academic-controversy-sac

2. **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.

3. **Gallery Walk:** In their small groups, students visit one other group's poster and discuss the issue and perspectives on the chart. (If time permits, they can visit another poster.) They add at least one additional reason to each space.

4. **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.

5. **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 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 or 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 perspectives, 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. 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

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 in the 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 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 your 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 work of the group into a short statement. Groups have five minutes for this final 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

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. See the Charting Multiple Text graphic organizer in the 11th grade module, Changing Minds: Thinking about Immigration for a related strategy. As students read, they should fill in a graphic organizer for each of the texts in the module.

Debrief: Place a graphic organizer under the doc cam. Lead the class in a discussion of the problems and potential solutions or main arguments and evidence as well as key quotes 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. Explain anything the class does not understand**.**

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 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: With the last five minutes, ask students to return to their seats and debrief the process with the whole class. 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

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 quote or excerpt from an article 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 a 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 seats 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

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 them 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 question 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. However, the strategy can be used to facilitate different kind 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 underline 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 his/her 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 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 that 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 Most Compelling Question:** When all have shared responses to all of the questions, determine which question is the most compelling for the group to share whole class.

Rubric for Academic Language Use in Group Discussion

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 (for example, 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 other in discussion.	Participates in discussions; sometimes includes others in discussion.	Initiates and participates in discussions in groups; 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

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 understanding and be able to use vocabulary effectively about the topic.

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 log. Then model a think aloud to fill in the columns. Allowing students to find a partner and identify and log words 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 was used when you saw it)	Definition (In your own words)	Application (Write it in a sentence.)
Example: *abundant*	*adj.*	*abundance (n)*	*the most abundant greenhouse gas is water vapor.*	*more than adequate quantity*	*There is an abundant amount of rain in Seattle.*

Concept Map

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

Ask students to create concept maps for one or two words that encapsulate key concepts in the module.

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

Vocabulary Matching Game

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 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. Create a chart with the words or phrases and a brief definition. Create cards with sentences with a space for the word or phrase left blank. One set is needed per small group. Mix the cards up, clip them together, and place them in an envelope

1. **Highlight the vocabulary:** Explain that the text students are going to read has a number of academic terms that might be unfamiliar. Before they read the text in depth, they will have the opportunity to focus in on 15 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 article 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.

4. **Debrief:** Whole class debrief to check for understanding, clarify misunderstandings, and review students' definitions. Students will make notes on their template.

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

Purpose: To engage 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. Then they 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. 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 triad, students 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

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 read it; 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 understandings 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 article 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 together the sentences in the text that use the terms, to highlight the terms in their text, and then read the sentences in which they appear. Providing paragraph numbers for the words 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 in the context of the text to see if it makes sense. Have pairs brainstorm other examples of the terms and fill in the chart columns with "sentence from the text" and "what it means."

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 might have meant in the context of this text and ask students to jot down notes while you speak, 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 re-explain 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 the students to use the words in their discussions and writing.

Word	Sentence from Text	What it Means: Brief Definitions, Examples	What the Author Is Saying

Day 2

1. **Distribute the Terms:** Assign each student one key term. Have them write their term and the "what it means" notes from the 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 a 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) 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.

Collaborative Text Reconstruction

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

The text reconstruction can be based on a short chunk of text, adapted if appropriate, or 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 1-2D 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 also for 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 reader 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 make 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 first column of the note-catcher (one to three words in each line).

- **Third read:** Write additional notes in the second column.

- **Partner share:** Compare your notes with your partner.

- **Reconstruct the text:** Work together to use your notes and 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 second reading	Notes from 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 question: Why did the author use the word "arbitrarily"? What is your reaction when you read the sentence?)

Independent Reading

Independent Reading

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, ask them to jot down books, news websites, and podcasts that are relevant and interesting for them (40 minutes).

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 peruse podcasts online. Most podcasts are free. On smart phones an app is built into the phone to search podcasts easily. They can also be accessed on computers.

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

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

5. **Organizing groups:** Group students into diverse groups of 4-6 students each. It's important that the groups gel 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 them 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 names somewhere in the classroom and invite students to decorate as they wish on their own over time.

6. **Set expectations:** Tell them you expect them to read about two hours a week outside of class but hopefully more. Introduce the reading log. Put this into a digital format if you want the students to submit online or copy and paste into Word or Google docs. They should get started on reading in the evening, lunchtime, or after school. 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 book talk to classmates who have been reading other books.

Independent Reading Log

You will be using the log to track your independent reading and 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 to your life?

Independent Reading – Metacognitive Reflection

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

1. Ask student to turn to where they left off reading 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 them 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 "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 add ones that sound helpful to their own list. You may also wish to create a class chart students can refer to. Add to the chart as other strategies emerge in discussion during the course of the module. You can also share some of your strategies and talk about texts that 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 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 "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 and Reading Purposefully

> **One Idea Protocol**

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 zoom in on one section of the text in order to get a better sense of the module question 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 minutes 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, using the protocol.

> **One Idea Protocol**
>
> Article/Reading Selection: _____
>
> 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.
>
> - **Step 1:** Re-read 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) 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 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 his or her 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.

Scanning the Text

Purpose: To provide students with an opportunity to discuss their predictions about an article by reading the title and subtitle and then scan 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, 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 on a concise statement.

4. Will the article take a strong position on the issue? How do you know?

Making Predictions and Asking Questions – Image Gallery Walk

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.

4. At the first station, students view the image and write "I notice…" and "I wonder…" statements on post-its. They then share their statement with their group. The group discusses the statement. Students leave their post-it statements on the chart.

5. 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.

6. 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 1 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, re-read 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… /_____ is the result of _____

_____ causes/has caused _____

Due to…

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.

7. After five minutes, groups move to another image and repeat the process. Groups should visit at least two images to create a statement using the vocabulary.

8. Bring the class back together. Call on groups to share out their sentences. As students share out; write down their sentences on a document reader, whiteboard, or on a classroom chart. Engage students in a discussion about their sentences, call attention to the different ways statements can be constructed around the same image, highlighting the different choices of vocabulary and sentence structure.

Formative assessment: Take note of students' use of verbs and nouns in the sentences. The vocabulary presented in an academic context often includes nominalization, the transformation of a verb or adjective into a noun or noun phrase, and are included in the words presented to students. As students share out their sentences, take note of their use of the language. Based on what you observe, provide clarification or additional instruction to individuals or the class as a whole. The vocabulary from this lesson can be used to engage students in a lesson around nominalization at a later date.

Gallery Walk Sentence Template	
Work with your group to revisit the image, re-read 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**

Collaborative Summarizing

Purpose: 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:** Listen in to the students' conversations and take 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

Part A. With a partner, read a section of the text to gain a basic understanding of it. Then, summarize the 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).

1. **Underline:** Underline words or phrases you think are central to the section and that will help you to summarize it.

2. **Circle:** Circle any words that are new to you and you think are important.

3. **✔ :** Check any sentences/phrases/words that could be related to the author's thesis, and write "thesis" in the margin.

4. **?:** 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 the summary statement in the box under each section.

Part B. Finish reading each section with your partner, using steps 1-5.

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.

	"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 scales, that will be around for decades and centuries to come. Carbon dioxide, the heat-trapping greenhouse gas that has driven 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.*

Expert Group Jigsaw

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 in order 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 in order to balance/leverage strengths, learning needs, and interests. Group students; invite all #1s sit together, all #2s sit together, and so on.

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 read 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, the 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.

(Source: Spycher and Spycher 2016)

Expert Group Jigsaw

In groups, you will be reading and discussing several additional articles to deep 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 Groups. Mark up your text and take notes using the graphic organizer below.

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

Step 3: Share your expertise about your article and learn from others in Jigsaw Groups.

Step 4: Share what you learned back in your Expert Groups.

Attentive Reading

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

1. **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	

2. **Reading Attentively:** Invite students to read an excerpt, 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.

3. **Debriefing:** When debriefing the reading excerpt, ask a few students to share their thoughts about the meaning 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 them to reflect on how reading attentively with a partner helped them better understand a challenging text.

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 out loud and thinks out loud 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 the first person is reading, Partner B listens carefully and does the following:

   - Marks any words or phrases that were unfamiliar or confusing

   - Writes notes in the margins

Reading Purposefully

Interrupted Reading

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—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 construct meaning from all the available evidence. Annotate the text as the class discusses the lines and project collaborative annotation at the end of the activity.

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

   - What do you notice? What words are important here?
   - Now what stands out?
   - Why is this important?
   - What do we learn here about what is happening?
   - What do we learn here about a character in the text?
   - What do you see here?
   - Does this idea show up anywhere else?
   - Why does the writer repeat this?
   - How does this make you feel?
   - What does this make you think about?
   - What does this suggest?
   - What does this punctuation do rhetorically?
   - Does anyone know what this word means? What else could it mean?
   - What is another way of saying this?
   - What is the connotation of this word?
   - What stands out to you about these lines?

Collaborative Reading with the Grain

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

2. **Students Continue Reading Independently or in Pairs:** Have students continue working through the text sections using the guiding questions and underlining and noting in the margins what the paragraphs are mostly about, what they are saying, and important information independently or in pairs.

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 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-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, as well, so that students have a record of the discussion. (They may want to refer to the notes in their culminating writing task).

Collaborative Reading

Purpose: To leverage the combined resources of the group to make meaning of 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 text into logical sections and complete specific tasks 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 Consideration

Successful collaborative reading requires considering 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/answer questions and note new/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/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.

6. Students discuss answers to the previous question.

7. Finally, Student D answers the "right there" question and all students accept an answer on which they can agree.

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

Paragraph Number	Essential Terms	One-Sentence Summary	"Right There" Question & Answer

Important Pointers

Individual accountability is key. This means EACH student should be responsible for recording information along the way and this information should be submitted to 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 (Appendix 1 in Online Resource 3, Modifying the Template for English Learners at the Expanding and Bridging Levels) 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 slipped into more familiar non-academic language.

Source: 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.

Talking to the Text – Annotation

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 below), so they can continue reading silently and independently making notes, asking questions, and underlining or highlighting key places. If duplicating is an issue, have them use sticky notes. 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, have them share their comments and marking with a partner, going back and making changes if they wish to their own copy.

5. **Debrief:** Invite volunteers to share with the class how they marked and responded to the text. Ask them to explain:

   - 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. 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.	*1 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. *2 "That's more than a little fast," I said.* *(Example from Dobbs, "Beautiful Brains")*	

Adapted from 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. 108-110.

Literature Circles

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 non-fictions books on a related topic and possibly in the same genre (i.e. 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' 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, as needed (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 each class each day to review their reading notes and prepare for their literature circles discussions. There may be times at the end of class to read, but they'll need to do the majority of their reading as homework; this will be their only homework 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 for the culminating task: Discovering What You Think, Composing a Draft, and Revising Rhetorically. 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 & 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 to what is happening in the book to

Sample Connections

- Articles or stories we've read in this class or 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

LANGUAGE LUMINARY

Responsibilities: Your job is to locate significant passages, quotes, 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 quotes, 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. Later, the quotes 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 re-reading 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—her or his 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).

Negotiating Meaning

Crafting Open-ended Questions

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 the 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 each person has read their part STOP.

3. Together, generate one really good open-ended question about the part that was just read. Here are some tips:

   a. Good 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 and 2 until you reach the end of the text. Once you finish, your group may select a section in the text to review and discuss.

Examining the Structure of the Text

Examining the Structure of the Text – Descriptive Outlining

Purpose: To give students practice in summarizing what a writer is saying and analyzing the rhetorical moves the writer makes in each part of the text as well as what the text is saying as a whole as a whole

1. **Post useful verbs:** Provide a list of verbs that describe what texts do (see Bean, Chappell, and Gillam, p. 57) and that might be useful for this text. A possible list includes the following:

   The purpose is to…

   - Argue

   - Cite

   - Compare

   - Describe

   - Explain

   - Propose

   - Question

   - Recommend

   - State

   - Suggest

   - Use

2. **Sentence starters:** In addition to providing the verbs listed above for students to use as needed when they write their "Does" statements, based on your assessment of students' abilities, you may want to offer the option of using sentence starters for students who need them. To create the sentence starters, chunk the text and write Says/Does statements yourself using the listed verbs (add others to the list as needed) and then use the sentences as the basis for the sentence starters.

3. **Form groups:** Place students in triads to complete the activity. Emphasize that in this activity, thinking and reasoning about organizational structure are more important than agreeing on where the lines should be drawn.

4. **Discuss rhetorical moves.** When students have finished their descriptive outline, ask them to identify the main rhetorical moves in the text.

Note: When introducing this activity for the first time, it is helpful to prepare the text by dividing it into sections determined by the textual organization and modeling for students what the text says versus what it does (highlighting the difference between content and rhetorical purpose). When most of the groups have finished, project one Says/Does each for each chunk, pausing to accept suggestions for revision. 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 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 before completing their section of the graphic organizer together.

For an example and a form for students to use when they do this activity, see Jennifer Fletcher, *Teaching Arguments: Rhetorical Comprehension, Critique, and Response,* pp. 218-220.

Text Jumble

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 pairs to cut up the jumbled text into the demarcated sections and turn the pieces upside down. 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.

Analyzing Rhetorical Grammar

Exploring Nominalization

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). Show the nominalization chart (below).

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 e.g., 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 re-write 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 texts.

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 below)

   d. If necessary, a model with additional paragraphs.

   e. Working with a partner, have students work through and 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 nouns or noun groups • Usually verbs: destroy → destruction • Sometimes adjectives: different → difference • Sometimes an entire process: ecosystem degradation	Nominalization is used to make 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 (doer of the action) • To make the text flow smoothly (cohesion)

Examples:

Because global temperatures are increasing (v.), glaciers melt (v.). This causes sea levels to rise (v.).
↓
Due to an increase (n.) in global temperatures, glacial melt (n.) is causing sea level rise (n.).

People clear (v.) the rainforest to build homes (v.). This causes animals to lose (v.) their homes and displaces (v.) them throughout the rainforest.
↓
Land clearing (n.) and deforestation (n.) for urbanization (n.) purposes result in habitat loss (n.) and species displacement. (n.)

Nominalization Note-Guide

Paragraph	Nominalization	What it Means – Verb Form Translation
Example:		
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 these particles in the air are growing.*

Sentence Unpacking

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 meaningful, manageable chunks

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 below.

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.

1. **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.

2. **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 author 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 article we've been reading. With your partner, use the process below to unpack some grammatically complex sentences. Use your 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:** Identify the meaningful "chunks" in the sentence with slash marks (/). What does the 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 author "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.

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?

Example: Your teacher will model the first example. Use slashes to separate the chunks as your teacher models, and jot down some notes on the meaning below the sentence.

Sentences to unpack (Choose one to start with. You don't need to do them all!):

Sentence Combining

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.

2. **Review options for combining clauses:** Post the chart below showing options for using coordination, subordination, and transition words to join sentences.

3. **Model:** Combine the first set of sentences as 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 one or more dense sentences.

4. **Collaborative teams:** You may want to assign each sentence 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		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, till, 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

Incorporating Quotations

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.

1. **Prepare:** Provide verb chart. 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 quotes 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 quotation, point out how the author and article is identified the first time a writer quotes the person. 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

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

Analyze examples: Ask students to form groups and give them a selection from the text they are reading that includes several quotations from other sources.

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 used. Why does the writer use the quotation? What point does each quotations 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 the stance of the writer toward the quotation? (For example, does the writer agree with what 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.

   - 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 and quotation marks at the beginning and end?

   - Have I elaborated on my quotations so that my readers know what I want them to understand about them? (You may write additional elaboration on a separate page and add it to your next draft.)

   - 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

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

Have students join their established writing groups or form new groups. Ask them 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 as a whole.

You can give students guidance in using quotes, 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 of these strategies to report what sources have said about the topic. Modify the examples below (from the Politics of Food module) with examples from the text students are reading. For further activities, see Rhetorical Grammar for the grade 12 *Into the Wild* module in ERWC 2.0.

Negotiating Voices – 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. Examples of each use of the words of others 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.

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 Direct Quotation

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" (2).

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

  When an article has more than one author, you can cite just the first author and put "et al." (which means "and others")after his or her 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 quotations around it because it is the name of an article, not a book.

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

  Because the quotation is part 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 article 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 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 Paraphrase

The writers of "The Dirt on Organics" recommend reducing your consumption of the 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 (2).

- 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 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 the details. Summaries include only high-level, important information.

Sample Summary

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

Sample Synthesis

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) 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.

Verbs, Time Frames, and Time Markers

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 following information on 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 and then fill in the chart.

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 a 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 grade 12 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, they 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
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 or frames 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.

Qualifying Language

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 (a chart of modals and phrasal modals and their meanings is in Appendix B of the 12th grade module Politics of Food).

3. **Discuss:** When they are finished, ask students to talk with their partner and respond to the questions below 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 and 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 proved (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 take notes in the third column.

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 the unqualified statements?

3. How can you apply what you have learned about qualifying assertions to your own writing?

Analyzing Stylistic Choices

Learning About Register

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 and 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) as a way of illustrating what register shifting looks like. Ask students to take notes about how Lyiscott uses language rhetorically, in other words, tailored for her rhetorical situation.

3. **Small Group Discussion:** After showing the video, ask the students to discuss their notes in table groups.

4. **Whole Group Discussion:** Facilitate a discussion, using the discussion questions below. 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. While 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 these different ways?

- What reactions does she evoke by using English these ways?

- What connections can you make between the video and your day-to-day experiences? 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

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 in their table groups their notes on "register" from the "Learning about Register" activity above and then share a concise definition of register. 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" in the student version. Ask a student to explain the rules, and clarify, 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 scenario 1 and 3, and partner B takes scenario 2 and 4.

3. **Game Debrief:** After the game, ask the students to debrief in partners or table groups, using the questions in their student version.

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 translation.

5. **Whole group debrief:** Clarify "register" and "code-switching," and facilitate a discussion of students' observations about language from the tasks in this activity. Then ask students to transfer what they have learned about register to written language by thinking about a text that they are reading and sharing their observations about the register or registers the writer has chosen. In many ERWC modules, articles include both more formal academic registers and more informal registers. Conclude by asking them to discuss how they can apply what they have learned about register to their own writing.

Code Switching Game Rules

Uh-oh! You recently got your driver's license, and you have just gotten your first speeding ticket! 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 a 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 two messages below into a different code:

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

Translate the text as though explaining 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.

Questioning the Text

Summarizing and Responding – Keyword Summaries

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

Summarizing and Responding – 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 in the article. These can be words that you find in the article itself or that you would use to describe the writer's main idea.

Step Two: Now 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-word lists. 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 and Responding – Rhetorical Précis Peer Feedback

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 give 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 author's ethos.

Summarizing and Responding – 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 and organization of the text and the rhetorical strategies of its 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 writer 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 his or her 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

Considering Your Task and Your Rhetorical Situation

Unpacking the Prompt and Success Criteria for Argumentative Writing

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.

Note: 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.

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. In order to make sure all of 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 structures, 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.

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

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 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 does he or she 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. **Create Class Success Criteria:** When all the groups have come up with several criteria for an effective text, create a poster as a class of the criteria. You will want to guide them 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

Analyzing Mentor Texts and Crafting Success Criteria

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, *Teaching Arguments: Rhetorical Comprehension, Critique, and Response*, pp. 45-49, and Appendix 6, p. 222 for explanation and a helpful form.

Analyzing Mentor Texts and Crafting Success Criteria

Part I: Explore the Mentor Texts

Step 1: Working in pairs, read the first 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.

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 author 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 III: 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.

Writing Rhetorically

Composing a Draft

Making Choices as You Write

> **Collaborative Writing of a Research Article**

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

Stage 1: Preparation 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 chart 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 engaging 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 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. **Model doing 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 to record information about promising articles and other material such as videos, reports, and data sets, and 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 them 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:	
Main Argument:	
Purpose:	
Key Quotations or Evidence	
Reliability Rating (1-10) & 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.

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.

> **Making Choices as You Write – Writing and Sharing Preliminary Drafts**
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> 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

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 reflections. 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

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 understandings 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 texts 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:

Teacher Tips (Source: Spycher, 2017):

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 a lot of 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.

Introduction & Thesis Statement

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 in triads to evaluate the student thesis statements that you have provided.

Making Choices as You Write – 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 below. Label them "very effective," "OK," or "not effective," and briefly explain each of your decisions.

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 to label these student thesis statements "very effective," "OK," or "not effective," and briefly explain each of your decisions.

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My Working Thesis:

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

Body Paragraphs and Rebuttal of a Counterclaim (Mentor Text)

Purpose: To analyze how to effectively construct body paragraphs and respond to a counterclaim

In this activity students focus on the organization of the body paragraphs in argumentative text and the rebuttal of a counterclaim. Make sure each student has a copy of the mentor text and the success criteria. This is a teacher directed interactive lesson. Select a well-developed body paragraph from a text students are reading. 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.

Note: Protocols for using the same mentor text to assess the introduction and thesis statements, body paragraph development and the conclusion are included in the grade 12 module, Detecting and Limiting Fake News. You may choose to teach each aspect of the mentor text during a single module, but you will probably want to focus on each one consecutively over several modules depending on time and the degree to which you think students will benefit from spaced instruction. If you choose to space the instruction, you will want to use a different mentor text for each module to match the writing task for that module.

1. **Definition of terms:** Tell students that they are going to focus on the organization of body paragraphs and the way the writer addresses and refutes a counterclaim. Clarify the language: What is a counterclaim (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 a counterclaim? (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.)

2. **Assess counterclaim:** Ask students locate and highlight the author's rebuttal of a counterclaim. Decide if this is done well. Discuss with a partner. Then, do a whole class debrief.

3. **Identify topic sentence.** Focusing specifically on the first body paragraphs of the mentor text, ask students (in partners or triads) to read the body paragraph and highlight the topic. 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 that 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 any responses and determine which sentence most clearly establishes the topic of the paragraph.

4. **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 evidence from a source, explaining the evidence, transitioning to the next body paragraph. Discuss and answer students' questions. Remind students that the components of a body paragraph 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.

5. **Drafting students' first body paragraph:** Remind students that this is still a zero or 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 include a counterclaim in their first body paragraph and refute that counterclaim.

Counterclaim and Rebuttal Development

Purpose: To learn opposing viewpoints, engage in respectful disagreements, and develop and rebut a counterclaim to 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. They engage in a discussion with students who hold another viewpoint, identify the most effective counter arguments, and craft a rebuttal to one of the counterarguments. 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. Form groups of two to four students that share a position. Students caucus with their group in different corners of the room that correspond to their position. Provide sentence frames if you think students would benefit from the additional support.

3. **Lead the concluding discussion:** Lead a debriefing 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 revise their thesis statements after discussing the thesis statements of their peers.

Counterclaim and Rebuttal of a Claim

1. In your group do the following:

    a. **Determine:** What is your best claim? What is the evidence to support it?

    b. **Sort through and weigh 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 or say 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 (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.

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    c. Repeat back to your opponent their best points. Make sure you ask them to check to make sure you understand each other's 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 that you address, so write it down.

- Write your rebuttal. To refute the counterargument; 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 counterclaim (opposing view) is. Do you agree the best counterclaim is the one you already wrote down? If not, revise. Is the best rebuttal the one you wrote down? If not, revise.

6. **Draft of a counterclaim and a rebuttal to add to your essay.** 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 in the corner). The representative presents to the audience the viewpoints of the 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

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 in a text, referred to and elaborated on so that the information and ideas flow, and how ideas stick together without being "choppy." Introduce the Cohesion Analysis chart.

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 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. **Whole group debrief:** Facilitate a 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 argumentative writing. What referencing words, synonyms, antonyms, substituted words, and other language features will they incorporate?

Making Choices as You Write - 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.

Sample Cohesion Analysis Chart (italicized words are examples that can be added to/modeled on the 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 lead 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

Purpose: To give students the opportunity to use a protocol to provide and receive peer feedback on their first drafts

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.

2. **Review the task**: Review 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 protocol. Note: You will need to determine the timing, but suggested timing is provided.

4. **Whole group debrief:** Ask students to share any commonalities, insights, or ideas 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?

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 of the feedback they got from their peers and to make decisions about what refinements and revisions they are going to implement. The "Draft Revisions: Guiding Questions" provides some questions for them to consider. It is useful for teachers to model this revision process with a sample paper. 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.

6. **Individual conferences:** Students revise their drafts while you and any other support staff in the room (e.g., classroom aides, tutors, assistants) 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 drafts.

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, mark ideas on the text directly, and note your feedback below.

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4. Swap papers clockwise again. Read the text carefully, mark ideas on the text directly, and note your feedback below.

5. Read the feedback in your own text once all rounds are complete.

6. Take turns providing feedback to each writer, using your notes below.

7. Discuss any 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 Revisions: Reflection Questions

- What are the main concerns my readers had in reading my draft?

- Do all of the readers agree?

- 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 to I need to make?

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

Analyzing the Structure of Your Text

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

1. 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). 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

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 doing the following:

    - 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 the section says (content) and, then, what it does (what 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 note to themselves on their draft about how they want to modify the structure of their text in the light of what they have learned. Give students any remaining time to continue to revise.

Analyzing Your Draft Rhetorically – Purpose Analysis

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

Ask students to form partners 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 papers. If students have not done a purpose analysis, model using a strong sample paper from your own or another class.

Purpose Analysis

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

Purpose

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

Past, Present, or Future
Explain whether the writer wants to make a judgement 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 his or her 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

Editing a Sample Student Essay

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 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. 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 two sentences to combine them, 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. 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 the light of their chosen emphasis. Ask them to make 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 further edit if they want to based on what they learned during the debriefing.

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