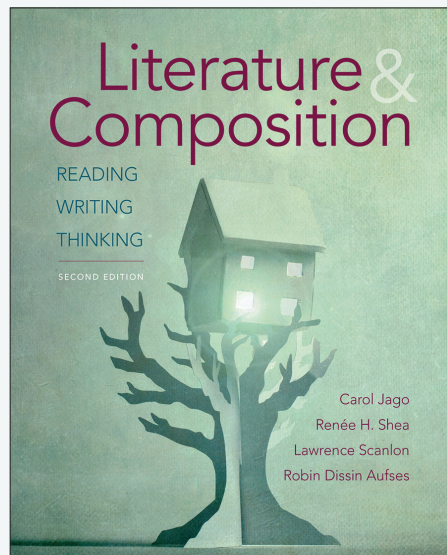
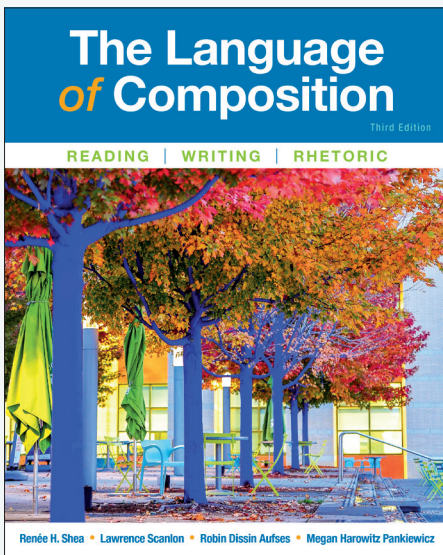
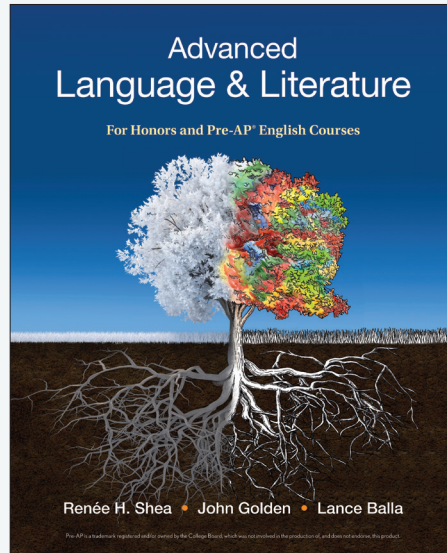
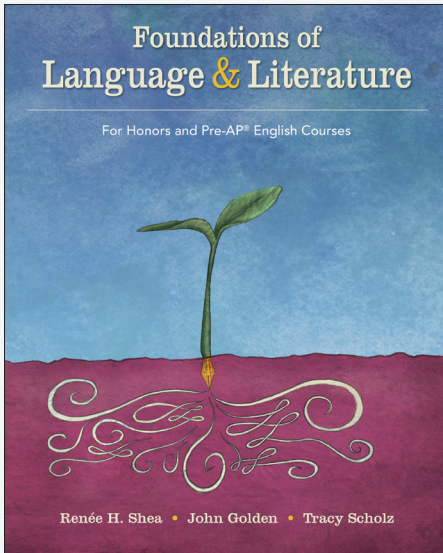


9-12 Pre-AP[®] to AP[®] English:

Vertical Teaming Guide



Kate Cordes
Billings Skyview High School, MT

PART 1

Benefits of Vertical Teaming and an Intentionally Scaffolded Approach Using BFW Textbooks with 9th-12th Graders

Having taught English Language Arts for eighteen years, I have long felt as though English teachers really have to tackle multiple distinct subjects. At the simplest level, we teach reading and writing. However, it does not take long to become overwhelmed by the understanding that we are, in actuality, teaching students how to read texts of all kinds, across all disciplines, including not only traditional print texts but visual texts as well. Even within print texts, students need to understand the varying approaches to literature and informational texts; poetry and prose; short stories and novels; and literary nonfiction and historical, scientific, and technical writing. When it comes to writing instruction, we balance the priorities of helping students master sentence structure at appropriate developmental levels with the priorities of making sure they can synthesize sources and shape arguments.

Ideally, my students would remember well what they learned the year before in their English class, and I would be able to anticipate their familiarity with concepts and mastery of skills. But in the past, the school year often felt like an ongoing guessing game for the students and me, because I was always trying to figure out what they knew, and they were always trying to figure out what my expectations were. What students knew often depended on which teachers they'd had in previous years, and it was all too easy for me to blame the teachers before me when students had not learned how to formulate an effective thesis or recognize the impact of imagery on meaning.

One day, however, I realized that my students were not always remembering what I had taught them the month before, let alone what they had been taught the year before. That is when I began to understand the importance of prioritizing key concepts and skills and practicing them consistently, the way a professional pianist does with scales, or a professional basketball player does with free throws. The challenge was that there did not exist any comprehensive instructional materials or textbooks to support my colleagues and me through the process of recognizing such skills, scaling them to challenge students at all levels, and providing consistent expectations from one grade

to the next. The solution materialized once Bedford, Freeman, and Worth developed textbooks for on-level *and* advanced 9th and 10th grade students that aligned with their existing AP® English Language and AP® English Literature textbooks.

This guide explores the individual features of these texts as well as how to use them to team vertically within your English department to create an intentionally scaffolded approach. There are also exemplar lessons to demonstrate the progression of skills students need in order to read fiction, nonfiction, and poetry critically, and to write about all of them at increasingly sophisticated levels.

Benefits of Vertical Teaming and Scaffolding

In its simplest form, vertical teaming happens when teachers across grade levels communicate with each other about their expectations of students, their methods of assessing student learning, and their delivery of content. At a more comprehensive and complex level, vertical teaming becomes something much more robust as a result of thorough and intentional development. The teacher of 9th graders knows not only how far to take students to prepare them for 10th grade but also how his lessons and goals are setting his students up to be successful three years later in 12th grade. An AP® English Language teacher knows her students have learned about the essential elements of argument in 9th grade, including rhetorical situation and appeals, and have expanded their ability to understand complex arguments and to utilize sources and evidence to develop their own argumentative writing in 10th grade. As a result, she can develop appropriate formative assessments for them when they enter her 11th grade AP® English Language classroom. In short, vertical teaming should take some of the guesswork out of your planning when it comes to student preparation.

Here are some additional concrete benefits of vertical teaming:

- consistent language and terminology
- clearer clarification of responsibilities
- reliable and proven texts, lessons, and assessments
- common goals
- increased communication and professional learning
- authentic opportunities for individual and team reflection

- increased understanding for students of what is expected of them
- decreased learning loss

Benefits from the 9/10 Teachers' Perspectives

Those teaching 9th and 10th graders will occasionally have had the opportunity to teach AP® English Language and/or AP® English Literature, but this is not always the case. And while 9th and 10th grade students may encounter standardized testing that measures language, reading, and writing skills, they are less consistently tested than older students (for better and worse). As a result, teachers of 9th and 10th grade students may have little awareness of the skills students need to master to find success on the ACT, SAT, and AP® English Language and Literature exams. Similarly, these teachers are not receiving feedback about their own abilities to improve student learning, because they do not have the benefit of such test results. In reality, educational vacuums can easily develop for teachers of 9th and 10th graders, and even more important than standardized test results is the need for students to be prepared to read and write at levels commensurate with those required by most career options and higher education institutions.

Never before have there been 9th and 10th grade textbooks designed to challenge students of all abilities that also prepare them for the rigors of AP® English courses. Some educators and parents may hesitate to embrace textbooks labeled “For Honors and Pre-AP® English Courses” for on-level students and students with disabilities; however, College Board believes “Pre-AP® is about achieving results for all students” (pre-ap.collegeboard.org/about/overview), and BFW strives to make such achievements a possibility. It’s not about where kids are coming into the year, but where we want them to be at the end of the year. For example, its purpose in developing *Foundations of Language & Literature* “was to identify and provide opportunities to practice the most essential skills that all students need to be successful in their freshman year.” To this end, the authors created textbooks that will support not only those students who are on track to experience success in AP® English courses, but also those “who might be less prepared but nonetheless aspire to reach the level necessary for success in an AP® English class” (TE-5). *Advanced Language & Literature* builds on this premise to take students one step closer to

feeling confident in their abilities to tackle rigorous coursework. As a result, all students can find success with the proper support and at a level that boosts their sense of self-efficacy, and very few factors are more powerful in a student’s learning journey than this combination of experiences.

Benefits from the 11/12 Teachers' Perspectives

“We definitely get the phrase ‘you should have learned this last year’ quite often in English.”

—STUDENT

As an AP® English Literature teacher, I know I have said this very phrase to students year after year, and without a structure in place to coordinate with the teachers my students have before me, we have found it challenging to agree on priorities, to compromise on expectations, and to find a focus that can constructively drive our conversations. The 9th grade teachers in my building are trying to understand the many and varied experiences their students have had in 8th grade. The 10th grade teachers are trying to reign in students’ haphazard approaches and underdeveloped skills. Developmentally, 10th graders may not be ready for the complexity they will encounter in 11th and 12th grade on-level and AP® English classes, but we need to get them there somehow.

Again, enter vertical teaming approaches, now with the added benefit of backward design. Yes, we always need to be mindful of where our students are starting, but without a sense of where they need to get to, a starting point is only a road trip without a destination. Backward design means starting with the end learning goals in mind and determining appropriate and achievable benchmarks all the way back to where students’ journeys begin. Consequently, 11th and 12th grade teachers have a much better sense of what their students’ skills are each fall, and they have a much more clearly articulated process in place to take them the rest of the way. Furthermore, it matters less which teacher the students had the previous year because teachers can maintain ownership over what they teach with the added confidence that they are covering predetermined foundational skills consistently. If I know my incoming students not only

know what an ethical appeal is but can also identify one in a text and incorporate it in their own writing, I know I can build on those foundations right away. Similarly, if my students have practiced writing about the effect of multiple literary elements in an essay, I can help them apply the same skills to developing arguments about increasingly complex texts in increasingly sophisticated essays.

Benefits from Curriculum Directors' and Administrators' Perspectives

For many years, there were not options for districts and schools wanting to adopt a comprehensive 9-12 Pre-AP® and AP® English curriculum—even if they were not also looking to buy textbooks for their on-level students. Some textbook companies offered suitable but relatively generic anthologies for AP® English courses, but it wasn't until BFW developed the first textbooks designed specifically for such courses that districts and schools had an alternative. Even then, what to do with students in the 9th and 10th grades? Many teachers simply relied on what they had been doing for so long on their own, and they continued piecing together texts, lesson plans, and units. Traditional textbooks offered spotty resources that still required differentiation for high performing students, and the alignment needs of vertical teaming created as many challenges as they did solutions.

Newer editions kept teachers hopeful, but they would often dive into new resources with excitement only to realize they didn't offer much substance. Inevitably, these expensive books ended up spending far more time on shelves and in book rooms than in the hands of teachers and students. With the development of BFW's *Foundations of Language & Literature* and *Advanced Language & Literature* textbooks, however, curriculum directors and administrators can now look to one source in order to put well-chosen texts and well-developed resources in front of students and teachers. And because BFW's focus has been on quality texts and resources instead of on flashy but empty appearances, the cost effectiveness and consistency are unparalleled.

PART 2

Approaches to Scaffolding a Scope and Sequence for Vertically Teaching Pre-AP®, Honors, and AP® English Courses

Coordinating Goals and Learning Objectives

Goals are the long-term outcomes we expect our students to achieve. They are fairly broad, and while it helps if we can measure a student's achievement of a goal, goals may not be measurable in concrete, finite ways. For example, a goal for 10th grade students could be that they are able to adjust their writing according to purpose, task, and audience. While we know what that looks like, assessing it is rarely a straightforward process.

Objectives, however, are short-term outcomes articulating what students will learn and what they will be able to do. They are specific and must be observable and measurable (even though objectives in an English Language Arts course often still feel difficult to measure because of the frequently subjective nature of ELA assessments). Multiple objectives are needed to accomplish a single goal. One writing objective that would work with the previously stated goal of writing according to purpose, task, and audience could be that the same 10th grade students learn to develop thesis statements articulating interpretations of a fictional text in the form of debatable claims. We can then fairly easily assess whether the statements are debatable interpretations, and students' accomplishment of this objective demonstrates progress towards our goal.

To establish common goals and objectives is an important starting place for teachers working on vertical alignment. While this task can be daunting, state standards and a district's curriculum will inform the process. If you have not already done so, develop a list of "power standards" as a vertical team to establish what you believe to be the most important standards students need to learn, and start just with these as your priorities. For example, the second Common Core State Standard for writing in the 9-10 band states that students will "write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content" (corestandards.

org/ELA-Literacy/W/9-10/). This Standard informed not only the writing of the previously stated appropriate goal but also of a relevant and realistic outcome:

Goal: Students are able to adjust their writing according to purpose, task, and audience.

Objective: Students are able to develop a thesis statement articulating an interpretation of a fictional text in the form of a debatable claim.

Other standards may not be as critical for your team to cover. Standard W.9-10.2.D may not be a top priority for you because while you believe it is important that students “use precise language and domain-specific vocabulary,” you are not as concerned as a group that they do so “to manage the complexity of the topic” (corestandards.org/ELA-Literacy/W/9-10/). Deciding to eliminate this as a power standard can provide just a bit more focus for your team.

Creating Recursive Lessons to Develop Skills

It can be so frustrating when students fail to remember what we know they were taught the previous year in other teachers’ classrooms—and even the previous semester in our own classrooms. Students clearly need to practice skills repeatedly and in ways that require ever-increasing levels of complexity and rigor. Furthermore, they still need to be taught how to read complex texts and write effective essays even in 11th and 12th grade English classes, not just assigned complex texts and essays. Otherwise, they will not readily recall how to be active readers or remember the features of a well-written thesis statement.

Using a vertical teaming approach with BFW’s English Language Arts textbooks will provide you with built-in opportunities to give your students the scaffolded repetition they need. You can even find most of the foundational elements in the opening chapters of each textbook because all of them address active reading, analysis, and writing skills. Similarly, they all include a wide variety of text types and themes to provide autonomy to each teacher even as your vertical team focuses on common goals and objectives.

Here is a snapshot of a recursive reading sequence and a recursive writing sequence:

Becoming an Active Reader

Foundations of Language & Literature 9th grade

- introduces what active readers do
 - preview, predict, connect, visualize, question, reread
 - annotate using questions, personal responses, pictures/symbols, importance, and summary
- provides tips and tricks for annotation
- models annotation
- provides a nonfiction piece and poem for students to practice annotating as an activity

Advanced Language & Literature 10th grade

- frames close reading as the basis for good rhetorical analysis
 - make observations, identify patterns, draw conclusions
 - use SOAPS and annotations
- models annotation
- provides a nonfiction text for students to practice close reading skills and a model annotation of the same nonfiction text
- includes guiding questions for close reading of the text as activities

The Language of Composition 11th grade AP® English Language

- establishes how close reading uncovers the many levels and layers of meaning in complex texts
 - reviews how to talk with the text, ask questions, and annotate
 - introduces the use of graphic organizers
- models annotation and the development of a graphic organizer
- provides four texts for students to practice close reading including two speeches, an op-ed piece, and an excerpt from an essay
- shows the progression of close reading to rhetorical analysis to writing a rhetorical analysis essay

Literature and Composition 12th grade AP® English Literature

- describes the cognitive processes of active reading in relation to methods of active reading
 - reviews the practice of annotation and its benefits

- introduces how to use a reading journal and think-aloud dialogue
- models annotation and a reading journal
- provides two poems, an excerpt from a short story, and an excerpt from the opening of a novel for students to practice multiple methods of active reading

Developing a Thesis Statement

Foundations of Language & Literature

9th grade

- explains the basic purpose of a thesis statement
 - introduces an idea
 - takes an interpretive stance
 - explains *what* happened and *why* it happened
- provides examples of thesis statements to support an analysis of a short story
 - includes weak thesis statements and why they are weak
 - models a working thesis
 - explains alternative ideas for comparable thesis statements
 - provides an opportunity for students to develop working thesis statements that take interpretive stances
 - reviews elements of thesis statements throughout the book and in conjunction with writing activities

Advanced Language & Literature

10th grade

- introduces the nuances of thesis statements
 - narrows the focus of an essay
 - states an interpretation of how literary strategies connect to the theme of the work
- includes additional considerations for thesis statements
 - explains what to avoid when writing strong thesis statements
 - reinforces and expands on the importance of debatable thesis statements
 - introduces the role of context for a student's writing
- provides sample thesis statements for students to evaluate on their own
- discusses the role of a writer's or speaker's purpose as it relates to students' development of a rhetorical analysis
- walks students through choosing key rhetorical strategies to include in a thesis (instead of trying to cover them all)
- demonstrates for students the connection

between a writer's purpose and her rhetorical strategies and how both need to be articulated in an effective thesis

- scaffolds ways to make thesis statements increasingly complex

The Language of Composition

11th grade AP® English Language

- introduces the elements of an explicit thesis statement
 - differentiates between open and closed thesis statements
 - explains the elements of a counterargument thesis statement
- differentiates between positions and opinions
 - introduces the role of facts, values, and policies in establishing a position
 - reminds students to keep counterarguments in mind
- provides examples of closed, open, and counterargument thesis statements
- provides prompts for which students develop thesis statements and examine the appropriateness of the type of thesis statement they have written
- reinforces the role of a thesis statement in texts and student writing

Literature and Composition

12th grade AP® English Literature

- focuses on thesis statements in literary analysis essays
 - explains and demonstrates the difference between summary statements and interpretive thesis statements
 - emphasizes the role of literary elements that illuminate the meaning of a work and the role these elements play in the thesis statement of a literary analysis essay
 - demonstrates the balance of literary elements with interpretation
- connects thesis statements to deconstructing essay prompts
- demonstrates how to revise thesis statements into insightful but concise sentences
- provides multiple statements for students to evaluate as summaries or interpretations
- connects thesis statements to the logical progression and organization of an interpretive essay
- reviews the elements of thesis statements in interpretations of varying texts and prompts including prose and poetry

Starting Points, Benchmarks, and Formative Assessments

Determining starting points, benchmarks, and formative assessments are what necessitate ongoing and open communication among members of vertical teams. There will always be variations in groups of students from year to year, and factors largely outside of teachers' control can determine or even limit what we can accomplish during a lesson, unit, semester, or year. Especially in the early years of vertical teaming, teachers may need to focus on formative assessments until they get a clear sense of whether learning objectives lead to attainable outcomes. Formative assessments will play a particularly appropriate role in 9th grade classrooms, unless 9th grade teachers have the opportunity to work with 8th grade teachers as well.

Starting points will consist first of where teachers hope their students are at the beginning of the school year, but teachers will still need to collect writing samples, assess students' abilities to comprehend grade-level texts, and administer such things as pre-tests of students' knowledge about and use of grammar and language skills. Following these early formative assessments, vertical teams can come together to discuss where students actually are, regardless of where teachers had hoped they would be, and it is important to document and analyze such findings in order to make changes for the next year.

Benchmarks should align with learning objectives and are merely tools to determine progress. While we tend to issue grades based on our students' abilities to meet established benchmarks and expectations, we can often get a more accurate sense of students' skills and abilities if we do not tie assessments to grades. For example, students will often find ways to earn the grades they want when it comes to demonstrating their knowledge of the definitions of a set of vocabulary words. They likely have not, however, encoded that knowledge of the words' definitions into their long-term memories. Instead, formative assessments and the application of the words more accurately demonstrate whether students have achieved the outcome of knowing the words' definitions and using them appropriately. Otherwise, we cannot assume they will still know the words next year let alone next week. In fact, I have found that I can more accurately gauge which concepts students are familiar with simply by asking them to rate their comfort with concepts instead of by giving them a

test, especially because students are not compelled to cheat on such a low-stakes assessment.

Informal though they may be, formative assessments can provide some of the most valuable information about learning to teachers and students, and while a vertical team could develop common formative assessments together, keeping such assessment methods consistent is not required. Because formative assessments are a mere snapshot at a moment in time, there are endless ways to use them, and teachers may even find that they alter their assessment practices by class period or even by student. Similarly, formative assessments are a great way to build scaffolding into instruction. For example, students do not have to write entire essays to demonstrate their analysis of a text. Starting with having them write only a thesis statement as an exit ticket still assesses students' comprehension and analysis.

The AP® English Product

In both AP® English classes, students are tasked with developing their analysis skills and their ability to write well-reasoned essays. AP® English Language focuses on nonfiction, rhetorical analysis, and analytic and argumentative writing. AP® English Literature focuses on imaginative literature from a variety of periods and genres, analysis of literary elements and their impact on meaning; and expository, analytical, and argumentative essays. College Board's course descriptions for both AP® English Language and AP® English Literature articulate differentiated course goals that are broad but helpful. BFW's 9th and 10th grade Pre-AP® textbooks have been designed with the upper level AP® English courses in mind, but all four textbooks offer solid opportunities for student learning regardless of whether a student plans to take AP® English classes and exams.

The following table highlights key reading and writing skills and how each textbook addresses them. For example, 10th grade teachers can see the vocabulary used by *Foundations of Language & Literature* to introduce 9th grade students to rhetorical appeals and know the book uses Nicholas Kristof's article "Beyond Education Wars." Teachers can also see how *Advanced Language & Literature* further develops students' understanding of each type of rhetorical appeal as well as the texts in the book students will encounter. This vertical progression culminates in *The Language of Composition*'s much more in-depth

treatment of rhetorical appeals, and it demonstrates to teachers of 9th and 10th grade students why it is imperative that they take the time to scaffold students' experiences with such increasingly challenging concepts.

As a vertical team, you can decide which of the foundational skills and resources you want to use at each level with consistency, and that way you will know you can draw on what students have experienced in previous years in order to review key concepts and head in new directions. Your students

will in turn recognize the terrain and will feel a much greater sense of confidence even when they venture into new territories.

The table includes skills in listening, active and close reading, rhetorical situations, rhetorical appeals, staking and making claims and writing thesis statements, and presenting evidence as well as steps to writing argument and synthesis essays, analysis of argument essays, analysis of fiction and prose essays, and analysis of poetry essays.

Skill: Listening			
	Instruction	Texts	Activity or Assessment
9th	Active Listening (pp. 6-12) <ul style="list-style-type: none"> Listening to Gain New Information Listening to Engage in Conversation 	<ul style="list-style-type: none"> Gup, "In Praise of the 'Wobblies'" (p. 8) Baster-Stoltzfus, "Returning to What's Natural" (p. 8-9) Turkle, from "Stop Googling, Let's Talk" (p. 12) 	<ul style="list-style-type: none"> Listen to a podcast episode with students or essay from NPR's "This I Believe" Project
	Academic Conversations (pp. 13-19) <ul style="list-style-type: none"> Differences between Dialogue and Debate Building on an Idea Challenging an Idea Reaching a Consensus 	<ul style="list-style-type: none"> Jones, "I Fought to Defend Colin Kaepernick's Actions" (pp. 17-18) McRaven, "Letter to Presidents and Athletic Directors of the University of Texas" (pp. 18-19) 	<ul style="list-style-type: none"> Conduct a Socratic Seminar
10th	Listening Effectively and Effective Group Communication (pp. 1012-1015)		<ul style="list-style-type: none"> Utilize the "Guide to Speaking and Listening" (pp. 994-1015), and have students prepare and give speeches
11th and 12th	Questions for Discussion	<ul style="list-style-type: none"> Most texts are accompanied by "Questions for Discussion" 	<ul style="list-style-type: none"> Cycle back to the information in <i>FLL</i> and <i>ALL</i> about active listening and academic conversations Listen to parts of podcasts relevant to what students are reading and have students take notes and respond to what they hear Provide frequent opportunities for students to discussion with partners and in small groups Utilize jigsaw activities Conduct Socratic Seminars Have students prepare and give speeches

Skill: Active and Close Reading

	Instruction	Texts	Activity or Assessment
9th	Active Reading and Annotation (pp. 63-68)	<ul style="list-style-type: none"> • Sullivan, from “Students can’t resist distraction for two minutes . . . and neither can you” (pp. 65-66) • Drake and Greshko, “NASA Team Claims ‘Impossible’ Space Engine Works — The the Facts” (pp. 66-67) • Swenson, from “October” • Anderson, from “What I Really Want Is Someone Rolling Around in the Text” (p. 68) 	<ul style="list-style-type: none"> • Prepare copies of texts ahead of time so that students can practice annotations <ul style="list-style-type: none"> • Model annotating a text • Allow students opportunities to practice annotating • Incorporate sticky notes to help students annotate the textbook
10th	Look for Curiosities, Repetitions, Opposites, Links (p. 32)	<ul style="list-style-type: none"> • Goya, <i>The Third of May 1808</i> (pp. 32-33) • Nye, “Famous” (pp. 33-34) 	<ul style="list-style-type: none"> • Ask students to add additional observations to each of the categories for Goya’s painting • Print copies of Nye’s “Famous” for students to annotate. Consider assigning specific categories to individuals or groups of students
	Make Observations, Identify Patterns, and Draw Conclusions (p. 13, 16, 39)	<ul style="list-style-type: none"> • Checa, “Life Goes On” (p. 16) • Carver, “Popular Mechanics” (pp. 39-41) • Hawthorne, from <i>The Scarlet Letter</i> (pp. 41-42) • Hansberry, from <i>A Raisin in the Sun</i> (p. 43) 	<ul style="list-style-type: none"> • Print copies of the texts for students to annotate with a focus on relevant literary elements and on observations, patterns, and conclusions • See the “Teaching Idea” with each text for additional suggestions
11th	Close Reading: The Art and Craft of Rhetorical Analysis - Ch. 2 (pp. 36- <ul style="list-style-type: none"> • Talking with the Text - Asking Questions (pp. 43-46) 	<ul style="list-style-type: none"> • Nunberg, from “The Decline of Grammar” (pp. 43-44 and 46) 	<ul style="list-style-type: none"> • Provide students with a simple graphic organizer with three columns labeled “Clarification of Meaning,” “Further Investigation or Research,” and “Rhetoric or Style” and ask them to record questions in each column as they read the first excerpt from Nunberg’s article (see Teaching Idea on p. 43 in TE) • Have students complete the activity on p. 46 for the second excerpt from Nunberg’s article

Skill: Active and Close Reading

	Instruction	Texts	Activity or Assessment
11th	<ul style="list-style-type: none"> Annotating (pp. 46-51) 	<ul style="list-style-type: none"> Kelley, "Speech on Child Labor" (pp. 47-48) 	<ul style="list-style-type: none"> Utilize the sample annotation of Kelley's speech and show students our own annotation of it to demonstrate the variety of high-quality annotation Select a comparable text to copy and support students as the annotate the text on their own (see also the "Teaching Idea" on p. 50 of the TE.
	<ul style="list-style-type: none"> Using a Graphic Organizer (pp. 51-54) 	<ul style="list-style-type: none"> Kelley, "Speech on Child Labor" (pp. 52-54) 	<ul style="list-style-type: none"> See the "Teaching Idea" on p. 52 of the TE for multiple great ways to incorporate graphic organizers to emphasize active, close reading
	<ul style="list-style-type: none"> Analyzing Visual Texts: Close Reading (pp. 57-60) 	<ul style="list-style-type: none"> Dodge Durango Ad (p. 57) 	<ul style="list-style-type: none"> Present various advertisements from magazines, billboards, political mailers, television, websites, free cell phone apps, etc., and ask students to use the fire-impression questions on p. 57 and the rhetorical strategies on pp. 58-59.
12th	Becoming an Active Reader (pp. 6-13) <ul style="list-style-type: none"> Annotation (pp. 6-8) 	<ul style="list-style-type: none"> Shakespeare, "Sonnet 73" (p. 7) Doty, "Golden Retrievals" (p. 8) 	<ul style="list-style-type: none"> Make copies of Doty's poem ahead of time so they can annotate it with the two-step process of annotating it first and then writing a paragraph of exploratory writing in which they express their observations and order their ideas
	<ul style="list-style-type: none"> Reading Journal (pp. 8-10) 	<ul style="list-style-type: none"> Walker, "Everyday Use" (p. 9) McKay, "Harlem Dancer" (p. 11) 	<ul style="list-style-type: none"> Borrow the Teaching Idea on p. 10 of the TE to have students record words or phrases in "Harlem Dancer" that provoke thought or about which they have questions in the left column and their thoughts and questions in the right column
	<ul style="list-style-type: none"> Think-Aloud Dialogue (pp. 11-12) 	<ul style="list-style-type: none"> Russell, from <i>Swamplandia!</i> (p. 12) 	<ul style="list-style-type: none"> Provide students with question and sentence stems to use during their conversations with each other such as "I'm confused by . . ." or "What do you think the narrator means when she says . . ."

Skill: Active and Close Reading

	Instruction	Texts	Activity or Assessment
12th	Close Reading: Analyzing Passage of Fiction (pp. 78-84) <ul style="list-style-type: none"> From First Impressions to Questions (pp. 80-82) 	<ul style="list-style-type: none"> Fitzgerald, from <i>The Great Gatsby</i> (pp. 80-81) 	<ul style="list-style-type: none"> Make copies of the passage and have students annotate if before having them read the rest of pp. 81-82; you could either direct them to ask questions of the text at this point, too, or you could pose the embedded questions on p. 82 to them after they have completed their annotations but before they read p. 82
	<ul style="list-style-type: none"> Talk with the Text (pp. 83-84) 	<ul style="list-style-type: none"> Hurston, from <i>Their Eyes Were Watching God</i> 	<ul style="list-style-type: none"> Model answering the questions on p. 83 for the passage from <i>The Great Gatsby</i> and then let students ask and respond to them on their own for this excerpt from <i>Their Eyes Were Watching God</i>

Skill: Rhetorical Situation

	Instruction	Texts	Activity or Assessment
9th	Rhetorical Situation (pp. 339-340)	<ul style="list-style-type: none"> Kristof, "Beyond Education Wars" (pp. 337-339) 	<ul style="list-style-type: none"> Discuss with students Kristof's article and the questions on p. 339 about the article's rhetorical situation Have the students draw and label the rhetorical triangle using the three elements of the rhetorical situation and discuss how it illustrates the interaction between each element
10th	The Rhetorical Situation of an Argument (pp. 62-66)	<ul style="list-style-type: none"> Reagan, "Challenger Speech" (p. 64-65) 	<ul style="list-style-type: none"> Ask students to use Reagan's speech or to find a short text that is an argument and annotate the text to focus on SOAPS
11th	The Rhetorical Situation (pp. 5-10)	<ul style="list-style-type: none"> Gehrig, "Farewell Speech" (p. 5) 	<ul style="list-style-type: none"> Use this opportunity to let students practice active listening by playing a recording of the speech first and then the video from that day (see the Teaching Idea on p. 5 in the TE for additional information)

Skill: Rhetorical Situation

	Instruction	Texts	Activity or Assessment
11th	The Rhetorical Situation (pp. 5-10)	<ul style="list-style-type: none"> Shahinfar, “For Teenager, Hijab a Sign of Freedom, Not Stricture” (pp. 8-9) 	<ul style="list-style-type: none"> Ask students to consider the rhetorical situation presented by the title alone as a way to outline the rhetorical situation before reading the article and adding specifics to their analysis of the title
		<ul style="list-style-type: none"> Kahlo, <i>Self-Portrait on the Borderline between Mexico and the United States</i> (p. 9) 	<ul style="list-style-type: none"> Project this painting for students or provide them with it digitally before having them read the background in the textbook, and ask them to hypothesize Kahlo’s rhetorical purpose
		<ul style="list-style-type: none"> Wyeth, <i>Covered Wagons Heading West</i> (p. 10) 	<ul style="list-style-type: none"> See the activity on p. 10 and the Teaching Idea in the TE to support students in their analysis of Wyeth’s painting before having them analyze another visual text in the form of artwork of their choosing
12th	N/A		

Skill: Rhetorical Appeals

	Instruction	Texts	Activity or Assessment
9th	Rhetorical Appeals (pp. 343-344)	<ul style="list-style-type: none"> Kristof, “Beyond Education Wars” (pp. 337-339) 	<ul style="list-style-type: none"> Ask students to identify additional appeals in Kristof’s arguments and label each according to its type
10th	Rhetorical Appeals (pp. 66-71)	<ul style="list-style-type: none"> Blow, from “Eye-for-an-Eye Incivility” (p. 67) 	<ul style="list-style-type: none"> Have students identify the types of rhetorical strategies Blow uses to appeal to logos
	<ul style="list-style-type: none"> Pathos 	<ul style="list-style-type: none"> Reagan, from “<i>Challenger Speech</i>” (pp. 64-65 and p. 68) James, from <i>Sports Illustrated Letter</i> 	<ul style="list-style-type: none"> Provide students with a short text in which the author or speaker appeals to pathos, and ask students to identify the descriptive and vivid language that has an emotional effect
	<ul style="list-style-type: none"> Ethos 	<ul style="list-style-type: none"> Dirkse, from <i>Columbus Dispatch</i> letter to the editor 	<ul style="list-style-type: none"> Provide students with sample rhetorical situations, and ask students to brainstorm ways authors and speakers can establish their credibility and authority

Skill: Rhetorical Appeals

	Instruction	Texts	Activity or Assessment
11th	Appeals to Ethos, Logos, and Pathos (pp. 11-22) <ul style="list-style-type: none"> Ethos (pp. 11-14) 	<ul style="list-style-type: none"> King George VI, "The King's Speech" (pp. 11-12) 	<ul style="list-style-type: none"> Have students practice active listening by playing just the audio of the speech and then footage of King George VI giving it and/or Colin Firth in <i>The King's Speech</i> (see the Teaching Ideas on p. 11 of the TE)
		<ul style="list-style-type: none"> Vance, from "Hillbilly Elegy" (p. 13) 	<ul style="list-style-type: none"> Ask students to discuss how people can build ethos without utilizing credentials and what it takes to come across as authentic and trustworthy
	<ul style="list-style-type: none"> Logos (pp. 14-17) 	<ul style="list-style-type: none"> Waters, from <i>Slow Food Nation</i>, (p. 15) 	<ul style="list-style-type: none"> Focus on the connotation of words in this passage when discussing it with students and how denotation and connotation affect logos (see the Check for Understanding on p.15)
		<ul style="list-style-type: none"> Wu, from "Mother Nature Is Brought to You By . . ." (pp. 16-17) 	<ul style="list-style-type: none"> Ask students to discuss examples of "attention merchants" in their own lives and to debate the appropriateness of advertisements and sales contracts in schools in particular
	<ul style="list-style-type: none"> Pathos (pp. 17-18) 	<ul style="list-style-type: none"> Nixon, from "The Checkers Speech" (p. 17) 	<ul style="list-style-type: none"> Direct students to find examples of Super Bowl ads that have relied on pathos to sell products and on animals in particular (such as Anheuser Busch and Clydesdales or Doritos and dogs)
		<ul style="list-style-type: none"> Eisenhower, "Order of the Day" (p. 18) 	<ul style="list-style-type: none"> Divide students into two groups and have one group identify all of the words in the passage with negative connotations and the other all of the words in the passage with positive connotations before asking them explicitly to articulate which words relate to which side in the speech (positive = Allied Expeditionary Force and countries, negative = Nazi Germany)
	<ul style="list-style-type: none"> Combining Ethos, Logos, and Pathos (pp. 18-22) 	<ul style="list-style-type: none"> Banneker, from "Letter to Thomas Jefferson" (p. 19-21) 	<ul style="list-style-type: none"> Discuss with students the power of faith and religion to evoke ethos, logos, and pathos in general and in this text in particular

Skill: Rhetorical Appeals

	Instruction	Texts	Activity or Assessment
11th	<ul style="list-style-type: none"> Analyzing Visual Texts: Identifying Rhetorical Appeals (pp. 23-24) 	<ul style="list-style-type: none"> Toles, Rosa Parks Cartoon (p. 23) Beeler, NSA Cartoon (p. 24) 	<ul style="list-style-type: none"> Provide students an opportunity to choose a contemporary issue of importance to them and to develop a one-frame cartoon in which they appeal to pathos, logos, and/or ethos
12th	N/A		

Skill: Staking/Making Claims and Writing Thesis Statements

	Instruction	Texts	Activity or Assessment
9th	Topic Sentences (pp. 53-56)	<ul style="list-style-type: none"> Friedman, from “Oh the Places We Won’t Go” (p. 54) 	<ul style="list-style-type: none"> Ask students to identify the topic sentence of a paragraph from another essay or article Have students write a paragraph on the effect of technology on relationships and focus on developing an effective topic sentence to support a point (see activity on pp. 56-57)
	Creating a Thesis (pp. 325-326)	<ul style="list-style-type: none"> Tan, from “Two Kinds” (pp. 323-324) 	<ul style="list-style-type: none"> Let students self select a piece from earlier in this chapter to read again and then write a working thesis that takes an interpretive stance on the passage (see activity on p. 326)
10th	Draw Conclusions (p. 16)	<ul style="list-style-type: none"> Checa, <i>Life Goes On</i> (p. 16) 	<ul style="list-style-type: none"> See the “Teaching Idea” in the TE to model a “think aloud”
	Effective Argumentative Claims (pp. 59-61)		<ul style="list-style-type: none"> Assign students the “Identifying Arguable Claims” Activity (p. 60)
	Finding the Claim (p. 61)	<ul style="list-style-type: none"> Mairs, from “On Being a Cripple” (p. 61) Louv, from “Last Child in the Woods” (p. 61) <i>New York Times</i> Editorial Board, “The Case for a Higher Minimum Wage” (p. 61) 	<ul style="list-style-type: none"> Ask students to identify the claim in each argument. (See “Check for Understanding” on p. 61 of the TE)
	Staking a Claim (p. 101)	<ul style="list-style-type: none"> various texts on high school sports and academic achievement (pp. 92-100) 	<ul style="list-style-type: none"> Have students write claims (working thesis statements) that clearly state their viewpoints about the issue of high school sports and academic achievement

Skill: Staking/Making Claims and Writing Thesis Statements

	Instruction	Texts	Activity or Assessment
10th	Make a Claim - Writing an Argument (pp. 402-403)		<ul style="list-style-type: none"> Ask students to write claims that stake out their positions on the questions they are exploring with the addition of “because” and reasons; next, have them pair up with a classmate to share their claims and verify that they are debatable
	Write a Thesis Statement - Writing an Interpretation of Character and Theme (pp. 658-659)	<ul style="list-style-type: none"> various texts in Ch. 8 (pp. 534-628) 	<ul style="list-style-type: none"> Brainstorm debatable analytical claims as a class with films or text students know well, and emphasize the importance of developing a claim that is worth debating Ask students to complete the activity on p. 658 using a text of their choosing to write a strong, debatable thesis statement
11th	Developing a Thesis Statement (pp. 63-65)	<ul style="list-style-type: none"> Chisholm, from “People and Peace, Not Profits and War” (pp. 61-62) 	<ul style="list-style-type: none"> Choose another text from this chapter or elsewhere in the book and provide students with a comparable prompt to the one on p. 63 before asking students to write very thesis statements, very narrow thesis statements, and “Goldilocks” thesis statements that are “just right” similar to those the textbooks provides about Chisholm’s text
	Staking a Claim (pp. 77-85) <ul style="list-style-type: none"> Claims of Fact, Value, and Policy 	<ul style="list-style-type: none"> Ebert, “Star Wars” (pp. 80-81) Quindlen, from “The C Word in the Hallways” (pp. 82-83) <i>New York Times</i> Editorial Board, “Felons and the Right to Vote” (pp. 83-85) 	<ul style="list-style-type: none"> Take advantage of this opportunity to revisit texts students have read in previous years while developing their abilities to write thesis statements and stake claims: read and discuss the texts in this section with students and choose from the various Teaching Ideas in the chapter before providing students with copies of some of the texts they likely experienced as 10th graders in <i>Advanced Language & Literature</i>; then, have them individually choose one of the review texts to annotate for the three types of claims Provide students with a familiar topic of high interest and ask them to write an example of each type of thesis statement (see the Teaching Idea on p. 87)

Skill: Rhetorical Appeals Skill: Staking/Making Claims and Writing Thesis Statements

	Instruction	Texts	Activity or Assessment
11th	<ul style="list-style-type: none"> From Claim to Thesis Closed, Open, and Counterargument Thesis Statements <p>Crafting a Thesis (pp. 128-129)</p>		<ul style="list-style-type: none"> Direct students to mimic the sample thesis statements on the top half of p. 129 when they develop thesis statements for the activity at the bottom of the page; for example, an open thesis about same-sex classrooms could read, “Same-sex classrooms in public schools are educationally sound and necessary to accommodate the differing needs of male and female students” because it mimics the open thesis statement “Early start times for American high schools are economically viable and necessary to accommodate the busy lives of our students.”
	Formulating Your Position (pp. 161-162)		<ul style="list-style-type: none"> Utilize the Check for Understanding idea on p. 161 in the TE to have students revise the thesis statements on pp. 161-162 from an open, close, or counterargument thesis statement to another type
12th	Developing a Thesis Statement (pp. 68-71)	<ul style="list-style-type: none"> Glaspell, <i>Trifles</i> (pp. 59-67) 	<ul style="list-style-type: none"> Create a survey using a rating scale to let students vote on how strong they think the sample thesis statements are on pp. 70-71; a five-point scale can be more useful than just asking students to rate each thesis statement as either interpretation or summary, and the follow-up discussion can then address the content of the thesis statements
	<ul style="list-style-type: none"> Developing a Thesis Statement: Fiction (pp. 100-101) 	<ul style="list-style-type: none"> Cheever, “Reunion” (pp. 96-98) 	<ul style="list-style-type: none"> Have students write one-sentence summaries of Cheever’s story as soon as they have finished reading it; this works as a quick formative assessment to check students’ comprehension, and it gives students a sense right away of the need for their thesis statements to differ from their summary statements

Skill: Rhetorical Appeals Skill: Staking/Making Claims and Writing Thesis Statements

	Instruction	Texts	Activity or Assessment
12th	<ul style="list-style-type: none"> Developing a Thesis Statement: Poetry (pp. 130-134) 	<ul style="list-style-type: none"> Kumin, “Woodchucks” (p. 127) 	<ul style="list-style-type: none"> Familiarize students with the importance of not only explaining <u>what</u> the elements are in a text but also <u>why</u> and <u>how</u> they are significant and <u>why</u> and <u>how</u> they convey meaning; for example, sample thesis statements that are too broad often make very general statements such as the one on p. 133 (Maxine Kumin uses style and structure to convey the speaker’s attitude toad killing the woods in her poem “Woodchucks”; instead students will find their thesis statements are immediately stronger if they included adjectives to describe such elements as style, tone, and duction.
	<ul style="list-style-type: none"> Developing a Thesis Statement: Comparison and Contrast (pp. 140-141) 	<ul style="list-style-type: none"> Kumin, “Woodchucks” (p. 127) Stafford, “Traveling through the Dark” (p. 138) 	<ul style="list-style-type: none"> As with the suggestion for 11th graders working through the parallel section of <i>The Language of Composition</i>, ask them to write thesis statements for the claim they are making that are too broad, too narrow, and a Goldilocks version of just right using the examples on p. 141 as a guide

Skill: Presenting Evidence

	Instruction	Texts	Activity or Assessment
9th	Using Sources - Ch. 4 (pp. 112-147) <ul style="list-style-type: none"> Types of Sources (pp. 116-118) 	<ul style="list-style-type: none"> Talbot, from “The Case against Single-Sex Classrooms” (pp. 116-117) 	<ul style="list-style-type: none"> Provide students with the Works Cited entry information for varying sources and have them identify the type of source it is according to the categories on pp. 118-119
	<ul style="list-style-type: none"> Evaluating Sources (pp. 118-125) 	<ul style="list-style-type: none"> Sydel, “We Tracked Down a Fake-News Creator in the Suburbs. Here’s What We Learned” (pp. 120-121) 	<ul style="list-style-type: none"> Prompt students to conduct research on what we call “parent companies” and then have a discussion about the possibility of information being influenced by such ownership (See activity on p. 122 of Teacher’s Edition)

Skill: Presenting Evidence

	Instruction	Texts	Activity or Assessment
9th	<ul style="list-style-type: none"> Evaluating Sources (pp. 118-125) 	<ul style="list-style-type: none"> Speed, from “We Wouldn’t Segregate Workplaces by Gender – So Why Schools?” (pp. 123-124) 	<ul style="list-style-type: none"> Help students develop a graphic organizer or provide them with one modeled after the graphic organizer on pp. 122-123 and have them complete it to analyze the excerpt from Speed’s article
10th	Using Evidence (pp. 71-74)	<ul style="list-style-type: none"> Stossel, “What’s Fair?” 	<ul style="list-style-type: none"> Read Stossel’s essay with students and then ask them to identify at least three types of evidence he uses. This could be done as a think-pair-share, with annotations, or using the “Teaching Idea” on p. 73 of the TE
	Thinking about Synthesis - Ch. 4 (pp. 87- 109) <ul style="list-style-type: none"> Working with a Single Source (pp. 88-90) 	<ul style="list-style-type: none"> Krauthammer, “Redskins and Reasons” (pp. 89-90) Scott and Dargis, “Sugar, Spice and Guts” (p. 90) 	<ul style="list-style-type: none"> Have students complete the activity on p. 89 that goes with these texts to include developing a response, reading the source, selecting two quotes, and integrating the quotes into a one-paragraph response
	<ul style="list-style-type: none"> Working with Multiple Sources (pp. 91-101) and Organizing Evidence (pp. 101-105) 	<ul style="list-style-type: none"> Five texts addressing the topic “High Schools Sports and Academic Achievement: Collaboration of Competition?” 	<ul style="list-style-type: none"> Have students write an evidence-based synthesis essay explaining their views on whether the role of sports in American high schools should be re-evaluated using the activity on p. 105 or on the ethics and economics of eating meat using the texts on pp. 105-109
	Writing an Argument (pp.) <ul style="list-style-type: none"> Gather Information (pp. 400-402) and Select Your Evidence (pp. 403-405) 		<ul style="list-style-type: none"> Have students complete the activities on p. 402 and p. 405), and discuss the difference between incorporating personal experience and formal research
	Using Sources to Write a Synthesis Assignment (pp. 529-533)	<ul style="list-style-type: none"> Klosterman, “Why We Look the Other Way” (p. 84) Bergland, “Cheaters Never Win” (p. 90) Allenby, “Is Human Enhancement Cheating?” (p. 94) 	<ul style="list-style-type: none"> Utilize the activities and teaching ideas in this workshop which culminates with students writing a fully developed paragraph (p. 533)
	Writing an Interpretation of Character and Theme <ul style="list-style-type: none"> Gather Evidence 	<ul style="list-style-type: none"> Various texts in Ch. 8 	<ul style="list-style-type: none"> Ask students to complete the activity on p. 658 for a text from this chapter so they will have developed a chart with evidence connected to the text’s theme

Skill: Presenting Evidence

	Instruction	Texts	Activity or Assessment
10th	<ul style="list-style-type: none"> Integrate Evidence 		<ul style="list-style-type: none"> Ask students to develop a thesis statement and then add a sentence that supports the thesis by embedding a quote to provide supporting evidence (see activity on p. 661)
	<ul style="list-style-type: none"> Writing a Close Analysis of Prose 	<ul style="list-style-type: none"> from Jin, “Children as Enemies” (p. 846) 	<ul style="list-style-type: none"> Ask students to write a well-developed paragraph about Jin’s use of the “rice barrel” metaphor or his use of connotative language to develop a theme of the passage (see activity on p. 850)
11th	Presenting Evidence (pp. 89-105) <ul style="list-style-type: none"> Relevant, Accurate, and Sufficient Evidence (p. 89) 		<ul style="list-style-type: none"> Help students understand how even reputable sources can be biased by providing them with articles or stories about the same topic from subtly more or less conservative or liberal sources; Vanessa Otero developed a chart that shows, for example, how <i>The Wall Street Journal</i> relates to <i>The New York Times</i>, and well-chosen articles from each on the same topic will demonstrate subtle differences
	<ul style="list-style-type: none"> Logical Fallacies: Fallacies of Relevance, Accuracy, and Insufficiency (pp. 90-93) 	<ul style="list-style-type: none"> Prose, from “I Know Why the Caged Bird Cannot Read” (pp. 92-93) 	<ul style="list-style-type: none"> Read through the essay with students and then have them form groups of three to jigsaw the essay for logical fallacies: Student A takes paragraphs 1 and 2, Student B takes paragraphs 3 and 4, and Student C takes paragraphs 5 and 6
	<ul style="list-style-type: none"> First-Hand Evidence (pp. 97-101) <ul style="list-style-type: none"> Personal Experience (pp. 97-98) 	<ul style="list-style-type: none"> Oladipo, “Why Can’t Environmentalism Be Colorblind” (pp. 97-98) 	<ul style="list-style-type: none"> Combine the Teaching Idea on p. 98 of the TE with the “Fallacy Alert” on p. 98 of the student edition to discuss the importance of fallacy-proofing first-hand evidence and to guide students as they explain how they would use personal experience as evidence in an essay on the topics you suggest
	<ul style="list-style-type: none"> Anecdotes (pp. 98-100) 	<ul style="list-style-type: none"> Santiago, from “In College, These American Citizens Are Not Created Equal” (p. 99) 	<ul style="list-style-type: none"> Help students understand the complexity of the situations faced by United States citizens such as Wendy Ruiz to determine how much background information your students might need in order to discuss this text and Santiago’s anecdote; then, ask students to explain why anecdotes are useful forms of evidence in these instances

Skill: Presenting Evidence

	Instruction	Texts	Activity or Assessment
11th	<ul style="list-style-type: none"> • Current Events (pp. 100-101) 	<ul style="list-style-type: none"> • Camosy, from “Trump Won Because College-Educated Americans Are Out of Touch” (pp. 100-101) 	<ul style="list-style-type: none"> • Help students understand how Camosy uses ethos in order to employ current events as first-hand evidence
	<ul style="list-style-type: none"> • Second-Hand Evidence (pp. 101-102) • Historical Information (pp. 101-102) 	<ul style="list-style-type: none"> • Walker, from <i>Hate Speech: The History of an American Controversy</i> (p. 101) • Krauthammer, “The 9/11 ‘Overreaction’? Nonsense” (p. 102) 	<ul style="list-style-type: none"> • Discuss with students the difference between using current events as first-hand evidence and using them as second-hand evidence • Use the Teaching Idea on p. 101 of the TE to begin a conversation with students about how we perceive and understand history
	<ul style="list-style-type: none"> • Expert Opinion (pp. 102-103) 	<ul style="list-style-type: none"> • Orenstein, from “Just a Little Princess” (pp. 102-103) 	<ul style="list-style-type: none"> • Ask students what makes experts credible and consider utilizing the Teaching Idea on p. 102 of the TE to help students explore their own willingness to trust implicitly people whom students consider experts
	<ul style="list-style-type: none"> • Quantitative Evidence (pp. 103-104) 	<ul style="list-style-type: none"> • Zakaria, from “When Will We Learn?” (pp. 103-104) 	<ul style="list-style-type: none"> • Engage students in a conversation about how they experience Zakaria’s argument: do they think it would benefit them to invest more time in their education? Do they support paying teachers more and then having higher expectations of them? How do their own attitudes affect their willingness to accept Zakaria’s claims?
	<ul style="list-style-type: none"> • Evidence Review 	<ul style="list-style-type: none"> • Kristof, “Do You Care More about a Dog Than a Refugee?” (pp. 104-105) 	<ul style="list-style-type: none"> • Copy the article in order for students to annotate it according to the Teaching Idea on p. 104 of the TE
	Synthesizing Sources (pp. 138-145) <ul style="list-style-type: none"> • What Is Synthesis? (pp. 138-139) • Approaching Sources (pp. 139-140) 	<ul style="list-style-type: none"> • Hillenbrand, from <i>Seabiscuit</i> (pp. 140-141) 	<ul style="list-style-type: none"> • Discuss with students how seamlessly Hillenbrand incorporates general information and a direct quote and how she makes sure ideas drive the passage instead of others’ ideas
	<ul style="list-style-type: none"> • Using Sources to Inform an Argument (pp. 140-142) 	<ul style="list-style-type: none"> • Early, from <i>A Level Playing Field</i> (pp. 141-142) 	<ul style="list-style-type: none"> • Help students navigate this passage by using it as an opportunity to practice close reading skills and annotation (see also the Teaching Idea on p. 141 of the TE)

Skill: Presenting Evidence

	Instruction	Texts	Activity or Assessment
11th	Using Sources to Appeal to an Audience (pp. 142-145)	<ul style="list-style-type: none"> • Pinker, from “Words Don’t Mean What They Mean” (pp. 142-143) • Pinker, from <i>The Stuff of Thought: Language as a Window into Human Nature</i> (p. 143) • Pinker, from “The Evolutionary Social Psychology of Off-Record Indirect Speech Acts” (p. 144) 	<ul style="list-style-type: none"> • Ask students to hypothesize what “indirect speech” is prior to reading the three Steven Pinker texts by first giving them just the term and then giving them the titles of the texts; doing so will help them build important pre-reading skills
	Framing Quotations (pp. 162-163) Integrating Quotations (pp. 163) Citing Sources (pp. 164-165)		<ul style="list-style-type: none"> • Require students to write multiple versions of a paragraph by modifying how they frame, integrate, and cite sources
12th	Supporting Your Interpretation (pp. 73-74)	<ul style="list-style-type: none"> • Glaspell, from <i>Trifles</i> (pp. 59-67) 	<ul style="list-style-type: none"> • Model for students how quoted material should be apt, specific, and well-integrated into their writing by adding direct quotes and in-text citations to the sample developmental paragraph on pp. 73-74 before asking students to do the same with the paragraph in the activity on p. 74
	Integrating Quotations: Analyzing Passages of Fiction (pp. 102)		<ul style="list-style-type: none"> • Ask students to highlight direct quotations in the literary analysis essays they write for class as a way to help them visually process the way they are integrating quotations and supporting their assertions
	Integrating Quotations: Analyzing Poetry (p. 135-136)		<ul style="list-style-type: none"> • Provide students with a graphic organizer (or direct them to create one by folding a piece of paper in half) so they can record the direct quotes in the first paragraph on p. 136 in one column and the quotes in the second paragraph on p. 136-137 and then discuss the effectiveness of reducing the overall number of direct quotes and the length of quoted material
	Documenting Sources (p. 144)		<ul style="list-style-type: none"> • Discuss the different ways we format in-text citations for prose (by page or paragraph number) and for poetry and plays (by line number) as well as how to indicate multiple lines and line breaks

Skill: Writing an Argument + Synthesis

	Instruction	Texts	Activity or Assessment
9th	Writing an Argument (pp. 448-461)	<ul style="list-style-type: none"> Ch. 6 Argument Texts 	<ul style="list-style-type: none"> Write a multi-paragraph argument with cited evidence, rhetorical appeals, and a counterargument and refutation
10th	Writing an Argument (pp. 56-86)	<ul style="list-style-type: none"> Skenazy, “Why I Let My 9-Year-Old Ride the Subway Alone” 	<ul style="list-style-type: none"> Write a one-paragraph essay about whether a nine-year-old in their community should be allowed to travel without adult supervision
	Thinking about Synthesis (pp. 87-109)	<ul style="list-style-type: none"> Multiple Ch. 4 Texts 	<ul style="list-style-type: none"> Write a multi-paragraph synthesis essay on the role of sports in high school or on the ethics and economics of eating meat
	Writing an Argument (pp. 399-409)		<ul style="list-style-type: none"> Write a multi-paragraph argument with cited evidence, a variety of rhetorical appeals, and a counterargument and refutation
	Using Sources to Write a Synthesis Argument (pp. 529-533)	<ul style="list-style-type: none"> Klosterman, “Why We Look the Other Way” (p. 84) Bergland, “Cheaters Never Win” (p. 90) Allenby, “Is Human Enhancement Cheating?” (p. 94) 	<ul style="list-style-type: none"> Utilize the activities and teaching ideas in this workshop which culminates with students writing a fully developed paragraph (p. 533)
11th	From Reading to Writing: The Argumentative Essay (pp. 126-135)	<ul style="list-style-type: none"> Vaznis, from “Students Find More Awareness with Later Starts” (p. 127) 	<ul style="list-style-type: none"> Ask students to evaluate the sample argumentative student essay (pp. 133-135) according to the elements of an argumentative essay included in this chapter as well as the questions on p. 135 Have students choose from the prompts on pp. 129 and 135 after reading “Establishing a Position” on p. 128 so they can plan their own essays as they process the suggestions in this section
	Writing a Synthesis Essay (pp. 159-175)	<ul style="list-style-type: none"> Obama, from “Commencement Address at Wesleyan University” (pp. 168-169) Bruni, from “To Get to Harvard, Go to Haiti?” (pp. 169-170) 	<ul style="list-style-type: none"> See the Teaching Ideas on p. 167 for varying ways to introduce and approach the culminating activity in this chapter

Skill: Writing an Argument + Synthesis

	Instruction	Texts	Activity or Assessment
11th		<ul style="list-style-type: none"> • Lou, from “The Downside of School Volunteer Requirements” (pp. 170-172) • “Volunteering: A Pathway to Employment” (pp. 172-173) • <i>Detroit News</i>, “Volunteering Opens Teen’s Eyes to Nursing” (p. 173) • McGraw, from “With a Homeless Center on Campus, Students Have an Unusual Chance to Serve” (pp. 174-175) 	
12th	N/A		

Skill: Writing an Analysis of Argument

	Instruction	Texts	Activity or Assessment
9th	Writing an Analysis of Argument (pp. 462-473)	• Orenstein, “What’s Wrong with Cinderella?” (pp. 389-397)	• Write a multi-paragraph analysis of “What’s Wrong with Cinderella?” with cited evidence
10th	Writing a Rhetorical Analysis (pp. 951-959)	• Meacham, “Free to Be Happy” (p. 892-896)	• Complete the activities on pp. 952 and 954-958 to analyze Meacham’s text, develop a thesis statement, and write a body paragraph about Meacham’s use of pathos to serve his purpose
11th	From Analysis to Essay: Writing a Rhetorical Analysis Essay (pp. 60-71)	• Chisholm, from “People and Peace, Not Profits and War” (pp. 61-62)	• Take the time to walk students through reading Chisholm’s text multiple times, and read it with them each day you spend working on this assignment in class to help them understand how important it is “to reach that deeper understanding when we write about rhetoric” (p. 60)
12th	N/A		

Skill: Writing an Analysis of Fiction and Prose

	Instruction	Texts	Activity or Assessment
9th	Writing an Analysis of Fiction (pp. 322-333)	<ul style="list-style-type: none"> Tan, “Two Kinds” (pp. 237-248) 	<ul style="list-style-type: none"> Write a multi-paragraph analysis of “Two Kinds” with cited evidence
10th	Write an Interpretation of Character and Theme (pp. 657-663)	<ul style="list-style-type: none"> Otsuka, from <i>When the Emperor Was Divine</i> (pp. 537-557) Bao, “The Many Who Stained His Soul” (pp. 572-577) Schultz, “Deuce Out” (pp. 578-587) Sites, “In the Hot Zone” (pp. 588-599) Kambanda, “My New World Journey” (pp. 620-626) Majmudar, “Dothead” (pp. 627-629) 	<ul style="list-style-type: none"> Choose one of the texts and write a multi-paragraph analysis of how the characterization of the protagonist connects to the theme of the work (see activities on pp. 658-663)
	Writing a Close Analysis of Prose	<ul style="list-style-type: none"> from Jin, “Children as Enemies” pp. 846-847) 	<ul style="list-style-type: none"> Ask students to write a well-developed paragraph about Jin’s use of the “rice barrel” metaphor or his use of connotative language to develop a theme of the passage (see activity on p. 850)
11th	N/A		
12th	From Analysis to Essay: Writing an Interpretive Essay (pp. 59-77)	<ul style="list-style-type: none"> Marquez, “One of These Days” (pp. 17-18) Watson, “Seeing Eye” (pp. 34-36) Jones, “The First Day” (pp. 45-48) Mahfouz, “Half a Day” (pp. 43-44) Kincaid, “Girl” (pp. 50-51) Glaspell, <i>Trifles</i> (pp. 59-67) 	<ul style="list-style-type: none"> Require students to write only a thesis statement and topic sentences for an essay and then have them create a graphic organizer in which they note direct quotes they feel could support their analysis along with a discussion of the effects and functions of the quotes (see pp. 99-100 in Ch. 3 for an example)
	From Analysis to Essay: Writing a Close Analysis Essay - Passages of Fiction	<ul style="list-style-type: none"> Cheever, “Reunion” (pp. 96-98) Morrison, from <i>Song of Solomon</i> (p. 105) 	<ul style="list-style-type: none"> Write an essay analyzing how Morrison conveys the conflicted relationship between the observer and the observed in this scene

Skill: Writing an Analysis of Poetry

	Instruction	Texts	Activity or Assessment
9th	Writing an Analysis of Poetry (pp. 591-603)	<ul style="list-style-type: none"> Hughes, "Let America Be America Again" (pp. 532-537) 	<ul style="list-style-type: none"> Write a multi-paragraph analysis of a poem with cited evidence
10th	Analyzing Style and Theme (pp. 49-53)	<ul style="list-style-type: none"> Blake, "The Tyger" (p. 53) 	<ul style="list-style-type: none"> Write a response in which you analyze how the tone of the speaker in Blake's poem "The Tyger" is developed through such devices as diction, syntax, figurative language, and imagery
11th	N/A		
12th	From Analysis to Essay: Writing a Close Analysis of Poetry (pp. 126-138)	<ul style="list-style-type: none"> Kumin, "Woodchucks" (p. 127) Stafford, "Traveling through the Dark" (p. 138) 	<ul style="list-style-type: none"> Read the poem "Traveling through the Dark" by William Stafford. Then use the close reading techniques you've learned to generate ideas for a thesis statement and several topic sentences for a close analysis essay that examines the speaker's attitude toward humanity's role in the natural world.
	Working with Two Texts: The Comparison and Contrast Essay	<ul style="list-style-type: none"> Clifton, "in the inner city" (pp. 146-147) McKay, "The City's Love" (p. 147) 	<ul style="list-style-type: none"> Read "in the inner city" by Lucille Clifton and "The City's Love" by Claude McKay, two poems in which a speaker characterizes urban life. Plan and write a comparison and contrast essay in which you analyze the style elements that reveal the relationship between the speaker and the city in each poem.