Assignment Template

Aligned to California's Common Core State Standards for English Language Arts and Literacy

This template presents a process for helping your students read, comprehend, and respond to texts. We recommend that, at the beginning of the course, you guide your students through each step of the process. As they become familiar with the reading and writing strategies and internalize some of the basic processes, they will be able to complete some of the steps on their own. By the end of the course, your students should be able to read texts on their own, without elaborate preparation, and write about them coherently.

For additional information about the theories and research in the ERWC, consult Theoretical Foundations for Reading and Writing Rhetorically in the front matter. For a brief overview on how the template functions, see Appendix A: Assignment Template Overview with Key Questions. Several suggestions for formative assessment are offered within each module. For additional information, see Appendix B: Formative Assessment Strategies and the Online Resource: Formative Assessment for ERWC Professional Learning. Other Online Resources that may be valuable in implementing the ERWC effectively include Transfer and Engagement: From Theory to Enhanced Practice and Modifying the ERWC Assignment Template for English Learners at the Intermediate and Early Advanced Levels.

Notes about California's Common Core State Standards (CCSS) for English Language Arts (ELA) and Literacy cited in this document:

- The standards listed in this document are for grades 11-12 unless otherwise specified.

- Prerequisite standards from earlier grades are indicated for selected elements of the template.

- Some elements of the template do not correlate precisely with specific standards. These elements of the template include activities that are preliminary to work that will be done later in connection with specific standards or that reinforce work done previously.

- Reading standards cited in the template are for informational text. The parallel standards for reading literature should be substituted when the text is literary. Modules that include literary texts will indicate the reading standards for literature as appropriate.

- Similarly, standards for literacy in history/social studies, science, and technical subjects can be substituted for reading and writing standards when the text is in a discipline other than English Language Arts.

- Correlation charts indicating the analogous CCSS for ELA in grades 7-10 and for the literacy standards in other disciplines are available; see Online Resource: Correlation Charts of the ERWC Assignment Template and CCSS for ELA/Literacy.

- The CCSS College and Career Readiness Anchor Standards for Reading (page 40), Writing (page 49), Speaking and Listening (page 59), and Language (page 64) are important resources for the ERWC. Also important is the list of the capacities of a literate individual identified in the introduction (pages vii-viii). Find these in the latest edition of California's CCSS for ELA/Literacy at the URL here: <http://www.cde. ca.gov/re/cc/>.

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Reading Rhetorically

To "read rhetorically" means to focus not only on what the text says but also on the purposes it serves, the intentions of the author, and the effects on the audience. This section is designed to scaffold the practices of fluent academic readers for students who are developing as academic readers, writers, and thinkers.

Prereading

Prereading describes the processes that readers use as they prepare to read a new text. It involves surveying the text and considering what they know about the topic and the text itself, including its purpose, content, author, form, and language. This process helps readers develop a purpose and plan for reading, anticipate what the text will discuss, and establish a framework for understanding the text when they begin reading.

The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated texts. These brief, introductory activities will prepare students to learn the content of California's Common Core State Standards (CCSS) for English Language Arts (ELA) and Literacy in the sections of the template that follow.

Getting Ready to Read

As your students approach a reading assignment, use prereading activities such as quickwrites, group discussions, brainstorming, rankings and rating scales, graphic organizers, role-play activities, scenario discussions and readings or other prereading techniques to help your students. Such prereading activities help motivate them to read, focus them on key issues and topics, and promote an inquiry approach to reading and writing. These activities enable students to

- Make a connection between their own personal world and the world of the text
- Activate or develop prior knowledge and experience related to the issues addressed in the text
- Share their knowledge relevant to the text
- Consider their opinions or biases before reading
- Set purposes for reading
- Begin to formulate the issue their writing will address

See Appendix C: Prereading, Reading, and Postreading Strategies for other possible prereading activities.

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Exploring Key Concepts

Reading and writing about social and personal issues can be seen as entering into a conversation with others who have thought and written about the same questions. Exploring key concepts provides an entry point for the conversation about the issues raised by the module. Key concepts are highlighted and taught through activities that will be revisited during the module in your students' discussions and writing. Key concepts provide a frame for future activities related to knowledge building and academic language, including vocabulary.

The introduction of key concepts may include strategies such as the following:

- Identifying and discussing a key concept or term in such activities as defining, discussing denotation and connotation, and comparing and contrasting
- Organizing key concepts and key terms by categorizing them or using charts or semantic maps and webs
- Generating questions that anticipate the issues in the text
- Assessing and providing background knowledge for conceptual understanding

Surveying the Text

Surveying the text gives students an overview of what the reading selection is about and how it is organized and presented. Surveying also helps readers create a context for making predictions and generating questions to guide their ongoing reading. To survey the text, students can

- Look for titles and subheadings
- Notice the length of the reading
- Search for any information about the author
- Discover when and where the text was first published
- Note the topics and main ideas

The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated texts. These brief, introductory activities will prepare students to learn the content of the CCSS for ELA/Literacy in the sections of the template that follow.

Making Predictions and Asking Questions

Predicting and asking questions help students engage their knowledge and experience prior to reading, set purposes for reading, and anchor their thinking in the text. In helping students make predictions, draw their attention to features of the text relevant to the particular genre and rhetorical situation, and ask students to think about the character and identity of the writer, the nature of the audience, and the purpose of the writing. Students can become more aware of how they form predictions by providing evidence from the text they have surveyed. Based on the results of surveying the text, students can consider the following questions:

- What do you think this text is going to be about?
- What do you think is the purpose of this text?
- What is the author's opinion on the topic? How do you think you know?
- Who is the intended audience for this piece?
- How could you turn the title into a question (or questions) to answer as you read?

You might alternatively create an anticipation guide or use additional strategies to stimulate predictions (see Appendix C: Prereading, Reading, and Postreading Strategies).

Language

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content,* choosing flexibly from a range of strategies.

   a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

   b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). **Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. CA**

   c. Consult general and specialized reference materials (e.g., **college-level** dictionaries, **rhyming dictionaries, bilingual dictionaries,** glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. **CA**

   d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Understanding Key Vocabulary

Teaching selected key words crucial to the concepts of the text in advance of reading and then reinforcing them throughout the reading process is an important activity for students at all proficiency levels. Knowledge of these word meanings can significantly shape text comprehension. After students have read the text the first time they can identify additional key words and phrases essential for making meaning. The following approaches for learning words are important to consider when planning vocabulary instruction:

Specific Words

• Present new words representing known or new concepts

• Clarify and enrich meanings for known words

• Foster the transfer of words into students' speech and writing

Independent Word Learning Strategies

• Familiarize students with word parts/morphology

• Give students practice with context clues

• Teach students to find definitions

• Help students develop procedures for dealing with unknown words

Word Consciousness and Incidental Word Learning

• Promote metalinguistic awareness (noticing words and language)

• Discuss words

• Expose students to rich language and wide reading

• Engage students in word play

See Appendix D: Vocabulary Development Activities for explanations of specific methods that support vocabulary development.

6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading

The reading process involves using the knowledge developed during prereading to understand the text and to confirm, refine, or refute the predictions that the reader has made about the text. This section begins by asking students to read "with the grain," also called "playing the believing game." Once students have established their understanding of the text, they then read "against the grain," also called "playing the doubting game." Both processes help students comprehend a text more deeply.

Reading – Informational Text

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Reading for Understanding

The first reading provides a sense of the text and helps readers identify main ideas as well as evidence to support their developing interpretations. Students initially read with the grain, or "play the believing game," agreeing with the author as they examine their predictions. Questions such as the following will help students revisit their predictions:

• Which of your predictions turned out to be true?

• What surprised you?

• If any of your predictions were inaccurate, what in the text misled you?

• Can you answer the question you created from the title?

• What, if anything, is confusing to you?

In addition to revisiting their predictions, students can use other strategies to increase their understanding of the text during the first reading. Depending on the level of scaffolding students need, you may wish to encourage them to mark the text with their initial reactions.

See Appendix C: Prereading, Reading, and Postreading Strategies for a brief explanation of other metacognitive strategies that help students understand the text.

Considering the Structure of the Text

Considering the structure of the text, or otherwise graphically representing different aspects of the text, helps students gain a clearer understanding of the writer's rhetorical approach to the text's content and organization. Such activities also often lead to further questions and predictions that will help students analyze and more effectively comprehend what they have read. The following strategies (Mapping the Organizational Structure and Descriptive Outlining) illustrate ways of focusing on text construction.

Mapping the Organizational Structure

Ask your students to map the organization of the text by taking the following steps:

- Draw a line across the page where the introduction ends. Is it after the first paragraph, or are there several introductory paragraphs? Is it in the middle of a paragraph? How do you know that the text has moved on from the introduction?

- Draw a line across the page where the conclusion begins. Is it the last paragraph, or are there several concluding paragraphs? How do you know that the text has reached the conclusion?

- Discuss in groups or as a class why the lines were drawn where they were.

In this activity, thinking and reasoning about organizational structure is more important than agreeing on where the lines should be drawn. See Appendix E: Using Classroom Discussion Strategies to Foster Rhetorical Literacies for more information on organizing effective discussions.

Descriptive Outlining

The next step in mapping the organizational structure is to produce a descriptive outline by asking students to make a distinction between the *content* and *rhetorical purpose* of each section. When introducing this activity, it is helpful to prepare a 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). After modeling this process, ask students to take the following steps:

- At the end of each section, specify what the section says (content) and then what it does (why the writer put it there).

- At the end of the text, describe the overall content and purpose of the text.

After this has been done, you may want to ask the following kinds of questions:

- What does each section say? What is its content?

- How does each section affect the reader? What is the writer trying to accomplish?

- Which section is the most developed?

- Which section is the least developed?

- On the basis of your descriptive outline of the text, what do you think is the main argument? Is that argument explicit or implicit?

Note: You may offer a more challenging variation of this activity by asking students to do these steps on their own (dividing the text into sections by rhetorical function). At the end of each section they mark, they should articulate the content and purpose of the section.

Drawing Conclusions from Structure

After your students have analyzed the structure of a text, they can prepare to write a summary or rhetorical précis by considering the following questions:

- How are the author's arguments ordered? (Which arguments come first, in the middle, last?) What is the effect of this on the reader?

- How has the structure of the text helped make the argument clear, convincing, and engaging?

See the Online Resource: Understanding Text Structures for additional strategies for considering the structure of the text, such as clustering, webbing, and graphic organizers.

Noticing Language

The purpose of Noticing Language is to make students aware of how particular language features are used in written texts so they will be better able to both comprehend them and subsequently incorporate these features into their own writing. Revisiting words, phrases, and sentence structures deepens comprehension and builds lexical, semantic, and syntactic awareness. Depending on what your students need, analyzing linguistic features in a text such as verb tense patterns or use of the passive voice can suggest material for instruction. Attending to this information can help students notice features of academic language and then monitor their own understanding and production of those same features. You may want to ask students to do the following:

- Mark words, phrases, or sentences that may still be confusing, writing down brief notes explaining what about them is confusing.

- Identify grammatical patterns such as verb tenses, time markers (last week, since, tomorrow), modal verbs (can, could, must, might, should), or singular and plural noun forms.

- Analyze the logical relationships between the parts of sentences by focusing on the following:

- transition words and phrases (conjunctive adverbs such as "therefore," "in addition," "similarly," "therefore," "moreover," "nevertheless")

- coordinating conjunctions (such as "for," "and," "nor," "but," "or," "yet," "so")

- subordinating conjunctions (such as "although," "before," "because," "even though," "if," "as soon as")

- parallel structures (using the same pattern of words to show that ideas at the word, phrase, or clause level have the same degree of importance)

- other complex phrasing patterns (such as participial phrases, adverbial phrases, absolutes)

• Practice composing complex sentence structure by creating original sentences following the pattern of a sentence or two from the text

By observing where students have confusion or patterns of inaccuracy in their own writing, you can identify opportunities for instruction and reinforcement. For ideas for how to create these kinds of activities, see the Rhetorical Grammar for Expository Reading and Writing sections at the end of each module.

Annotating and Questioning the Text

Annotating a text enables readers to explore more deeply how a text works to inform or persuade its readers. During the initial reading, the recommended strategies encouraged students to read "with the grain," "playing the believing game." In rereading, it is helpful if students read "against the grain," or "play the doubting game." This is where the conversation shifts and the reader begins to question the text and the author.

As students reread the text, ask them to annotate it by making marginal notations (e.g., asking questions, expressing surprise, disagreeing, elaborating, and noting any instances of confusion). For a sample annotation rubric, see Appendix F: Rubric for Assessing Annotation, Summary, and Response.

You may want to begin this activity by modeling the process and then having students collaborate to suggest annotations for a portion of the text before having them annotate the remainder of the text independently.

The following approach is one way to structure annotation.

1. Ask students to label these possible elements in the left-hand margin:
   • Summary
   • Introduction
   • Issue or problem being addressed
   • Author's main arguments
   • Author's examples
   • Conclusion

2. Ask students to note in the right-hand margin their reactions to what the author is saying.

Prerequisite Grade 8 Standard: Reading – Informational Text

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; …

Grades 11-12 Reading – Informational Text

2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; …

Speaking & Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one,

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and re-fines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

Language

3. Apply knowledge of language to under-stand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

  a. …apply an understanding of syntax to the study of complex texts when read-ing.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

  a. Interpret figures of speech (e.g., hyperbole, para-dox) in context and analyze their role in the text.

  b. Analyze nuances in the meaning of words with simi-lar denotations.

in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and express-ing their own clearly and persuasively.

- Personal connections that support or refute the author's points
- Reflections on the quality of the evidence or examples
- Questions about the author's ideas or assumptions
- Challenges to the author's inferences or conclusions

Finally, ask students to exchange their annotations and compare their labeling and responses in pairs, trios or small groups. For information on organizing effective discussions, See Appendix E: Using Classroom Discussion Strategies to Foster Rhetorical Literacies. Remind your students that they will be revisiting their annotations when they begin writing.

Analyzing Stylistic Choices

Analyzing Stylistic Choices helps students see the linguistic and rhetorical choices writers make to inform or convince readers. The following questions address language use at all levels—word, phrase, sentence, paragraph, and discourse.

- What are the denotative and connotative meanings of the key words?
- How do specific words the author has chosen affect your response to the text?
- Which words or synonyms are repeated? Why?
- What figurative language does the author use? What does it imply?
- What effects do the choices of sentence structure and length have on the reader?
- To what extent does the language of the text support the purpose of the author?
- In what ways does it help convey the identity and character of the author?
- To what extent has the writer used language that is purposefully crafted for the intended audience?

Postreading

Postreading describes the process that readers follow once they have read and reread a text. It can involve restating the central ideas of the text and responding to them from a personal perspective, but it also often includes questioning the text and noting its rhetorical strategies, evaluating its arguments and evidence, and considering how it fits into the larger conversation about the topic.

Prerequisite Grade 8 Standard: Reading – Informational Text

2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Grades 11-12 Reading – Informational Text

2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Writing

2. 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.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Summarizing and Responding

Summarizing the ideas of others accurately is a fundamental element of academic writing. Summarizing is a powerful metacognitive skill that enables readers and writers to synthesize a text's meaning. It integrates the results of previous reading processes students have engaged in and helps them further understand major ideas and the relationships among them.

Some options for having students summarize a text are the following:

- Ask students to use the annotations from the left margins and/or the descriptive outlining activity to construct a summary using their knowledge of the author's structure of the text.

- Ask your students to work in groups, each one summarizing a main part of the text, and then have the entire class work together to create a coherent paragraph that summarizes all the main points of the text.

- Use SQP2RS, GIST, Reciprocal Teaching, or another effective approach for teaching and reinforcing skills for summarizing. See Appendix C: Prereading, Reading, and Postreading Strategies for additional explanations. See also Appendix I: Using Sources and Avoiding Plagiarism for additional information on teaching summarizing.

Responding gives students the opportunity to articulate their personal reactions to the text. Possible ways to invite students to respond to the text are the following:

- Ask students to revisit the reflections they made in the right margin when they annotated the text and write a paragraph based on their experiences and opinions.

- Ask students to write open-ended questions that can be used as the basis for a class discussion.

Thinking Critically

In thinking critically students move beyond initial reactions toward deeper evaluations of texts by questioning and analyzing the rhetorical choices of the author. The following questions will help students examine Aristotelian r rhetorical appeals.

Questions about Logic (Logos)

- What are the major claims and assertions made in this reading? Do you agree with the author's claim that . . . ?
- What evidence has the author supplied to support the claims? How relevant and valid do you think the evidence is? How sound is the reasoning? Is there any claim that appears to be weak or unsupported? Which one, and why do you think so?
- What counterarguments has the author addressed?
- Do you think the author has left something out on purpose? Why?
- How have the author's ideas developed over the course of the text?

Questions about the Writer (Ethos)

- What can you infer about the author from the text?
- Does this author have the appropriate background to speak with authority on this subject?
- Is the author knowledgeable?
- What does the author's style and language tell the reader about him or her?
- Does the author seem trustworthy? Why or why not?
- Does the author seem deceptive? Why or why not?
- Does the author appear to be serious?

Questions about Emotions (Pathos)

- Does this piece affect you emotionally? Which parts?
- Do you think the author is trying to manipulate the readers' emotions? In what ways? At what point?
- Do your emotions conflict with your logical interpretation of the arguments?
- Does the author use humor or irony? How does that affect your acceptance of his or her ideas?

For information on organizing effective discussions, see Appendix E: Using Classroom Discussion Strategies to Foster Rhetorical Literacies.

Further Considerations

The rhetorical appeals of logos, ethos, and pathos form the basis of rhetorical analysis in the ERWC. For additional methods of rhetorical analysis, including further dimensions of argument, see the Online Resource: Rhetorical Concepts and Strategies.

on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Although ERWC is primarily concerned with expository and persuasive texts, literary texts can also be analyzed rhetorically. See the Online Resource: Teaching Literary Texts Rhetorically–Advice for Teachers and Module Writers, for more information about applying rhetorical approaches to literary texts.

Reflecting on Your Reading Process

Reflection is an essential component in learning. Students benefit from discussing what they have learned about how to read and sharing that information with the rest of the class. Reflecting on their own reading process helps students consolidate what they have learned about being a thoughtful and active reader. The following questions may be used as the focus of a discussion or as the topic for a quickwrite:

- What have you learned from joining this conversation? What do you want to learn next?
- What reading strategies did you use or learn in this module? Which strategies will you use in reading other texts? How will these strategies apply in other classes?
- In what ways has your ability to read and discuss texts like this one improved?

Connecting Reading to Writing

Although the writing process can be divided into stages, writing, like reading, is essentially a recursive process that continually revisits previous moments. Up until this point, students have been "writing to learn" by using writing to take notes, make marginal notations, map the text, make predictions, and ask questions. Now students are ready to build on the ongoing dialogue they have had with sources, peers, and teachers, producing their own texts by using the words, ideas, and arguments that have been raised in readings and class discussion. In this transitional moment, their reading will inform, inspire, and guide their writing as they shift from being an audience for the writing of others to addressing their own audience as writers themselves.

Discovering What You Think

Allowing time for students to consider and process what they have read helps them establish a connection with the writing assignment. It promotes information gathering and idea generation as students begin to craft a response to a writing task. This transition from reading to writing provides opportunities for students to analyze information gathered during reading, assess its value, and begin to imagine the trajectory their own argument might take as they develop their thinking and plan to convince readers of their stance.

Writing

5. Develop and strengthen writing as needed by plan-ning … focusing on addressing what is most significant for a specific purpose and audience.

Considering the Writing Task

In the workplace, the audience and purpose for writing are often very clear. While school is a preparation for various workplaces and real world activities, writing assignments frequently involves an invented audience and purpose. A well-designed writing prompt can minimize the sense of pretense and model the basic elements of an actual rhetorical situation. The assignment will be the frame that your students use to decide what they will write about and how they will use the material from the texts they have read. (See the Online Resource: Designing a Writing Prompt for more information about designing your own prompts.)

Here are some strategies to help your students read the assignment carefully.

- Help students identify key *verbs* in writing assignments and define the nature of the support they should provide. The explanations in Appendix G: Key Assignment Words can help clarify some key terms.

- Help students specify the topic or focus of the text they are going to write. Is the topic specified for them? Do they have choices to make about it?

- Help students determine the rhetorical purpose of the writing. Are they informing or reporting? Are they persuading their readers of something? Help them recognize how the purpose of the assignment will affect the type of writing they will do. Here are some questions to help them consider this issue:

    - What genre is this? Is it a letter, an essay, a report, an email, or something else?

    - What format will this have?

    - What are the reader expectations for this genre?

    - What is your rhetorical purpose?

- Remind your students to read the assignment for information about process and deadlines. You may want to help them sketch out a timeline for completing the assignment in reasonable steps.

- Ask your students to examine the assignment for information about how they will be graded. What criteria will be used to evaluate their written work? Do they understand each criterion?

- Have your students look for information in the assignment about the audience for their writing. (See "Getting Ready to Write.")

For information on timed writing strategies, see the Online Resource: Preparing Students for On-Demand (Timed) Writing.

Taking a Stance

In this section, students will determine what their stance is toward the issues and the material. Essentially, they will begin to state their opinions from multiple perspectives in order to clarify their own position. The writing assignment frames the readings in a new way.

Ask students to begin to explain their stance or position in response to the prompt. Some questions to guide this process follow:

- What is the gist of your argument in one or two sentences? Turn these sentences into a working thesis statement.

- What would you say is your main claim at this point in time?

- How do your ideas relate to what others have said?

- What arguments or ideas are you responding to?

- What evidence best supports your argument? What evidence might you use in relation to what others say about your argument? How does it support your argument?

Writing

5. Develop and strengthen writing as needed by planning … focusing on addressing what is most significant for a specific purpose and audience.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades*

- What background information does the reader need to understand your argument?
- What will those who disagree with you have to say about your argument? What evidence might they use to refute your ideas?
- How did your views change during the reading? What factors caused you to change? Could you use these factors to change someone else's views?

As students write, their understanding of the information they have generated about the rhetorical context may (and frequently will) change. Revisiting the rhetorical context at different stages of the writing process can lead to a deeper and more complex understanding of the topic and its significance. Looking at the situation from multiple perspectives can help students identify their own stance. This requires students to take an alternate position or see the situation from another point of view.

Trying on Words, Perspectives, and Ideas

One way to practice looking at the situation from multiple perspectives is to engage students in an activity in which they adopt different personas. First, give each student a persona or perspective to represent. The perspectives could be based on the writers of the articles they have been reading or sources quoted in them, but they could also be based on other people they know or know of, such as the teacher, the school principal, the President of the United States, or even a movie actor or a rock star. Then, give your students some questions based on the issues raised by the articles they have been reading. These could be policy questions (What should we do about _____?) or value questions (Is _____ good or bad?). Their task is to think, "What would _____ say about this?" "How would _____ answer this question?" What words would he or she use? Encourage your students to use vocabulary from the articles in representing their adopted position. At the end of the activity, ask your students to state what they themselves really think.

Gathering Evidence to Support Your Claims

Students can select evidence by returning to the readings, their notes, their summaries, their annotations, their descriptive outlining, and other responses in order to highlight information they may use to support their claims and refute the claims of those who disagree. The students determine the relevance, specificity, and appropriateness of their evidence in relation to the rhetorical situation.

Reflecting on the following questions provides an opportunity for students to evaluate their evidence:

- How closely does this piece of evidence relate to the claim it is supposed to support?
- Is this piece of evidence a fact or an opinion? Is it an example?

broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; …

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Writing

5. Develop and strengthen writing as needed by planning … focusing on addressing what is most significant for a specific purpose and audience.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- If this evidence is a fact, what kind of fact is it (statistic, experimental result, quotation)?
- If it is an opinion, what makes the opinion credible?
- What makes this evidence persuasive?
- How well will the evidence suit the audience and the rhetorical purpose of the piece?

Getting Ready to Write

Students now need to add relevant ideas and observations from their own experience to the evidence they have gathered. To help students generate this information, you might want to introduce a variety of traditional prewriting activities:

- Brainstorming
- Freewriting
- Informal outlines
- Clustering/Mapping
- Quickwrites

See Appendix H: Prewriting Strategies for more information on prewriting.

After responding to readings, collecting notes, and adding observations, students are now prepared to extend their thinking and develop content. As they take notes at this point, students will have written words and sentences they can use in their first draft.

To encourage them to do some writing in preparation for their first drafts, you might have students do some of the following activities:

- Read and edit their "gist" statements from different perspectives
- Respond through brainstorming to questions about their argument, evidences, purposes, etc.
- Write summaries of audience "positions" on the topic
- Use frames from *They Say/I Say* (Graff and Birkenstein) to practice stating the differences between views
- Generate working titles and subheadings and write about how these relate to message and purpose

Writing Rhetorically

Thinking of writing as a rhetorical activity invites students to consider the importance of audience, purpose, ethos, situation, message, and genre as they write to affect readers in particular ways. The rhetorical approach calls for them to consider the circumstances that inform the occasion for writing before deciding on an argument and ways to develop and organize it. Thus writing rhetorically emphasizes contextualized thinking, sense making, and persuasion as prerequisites for considerations about form or genre. At this point as students begin to compose a first draft, they are about to make an active contribution to the conversation among voices and texts with which they have been interacting. At this stage, writing is generally "reading-based" in that it synthesizes the viewpoints and information of various sources to help the writer establish his or her position in the ongoing conversation.

Entering the Conversation

Writing can be a way of discovering what we think and working through our personal concerns, for example in diaries and journals, but most often we write to communicate our ideas to others. In addition to forms of print and electronic media, such as letters, newspaper articles, memos, posters, reports, online forums, and Web sites, writing broadly conceived also includes texting, emailing, posting to a blog, submitting a message to a discussion board, tweeting, and using social media sites like Facebook. All of these forms of writing, as well as the more formal academic essay required in schools and universities, involve writers entering ongoing conversations in order to communicate thoughts, insights, and arguments.

Writing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. 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.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Composing a Draft

For most writers, writing is a multi-draft process. As they create their first draft, writers take risks, explore ideas, and think on paper, knowing that they will have an opportunity later to revise and edit. When students plan to turn in their first drafts as their final drafts, they often pursue correctness and completion too early. If it is clear from the beginning that revision is an important part of the writing process, students can experiment with tentative positions and arguments that can be evaluated, refined, and sharpened in a later draft. While students will want to keep their audience in mind throughout the writing process because thinking about audience is a guide to effective writing, the first draft is generally "writer-based" and discovery-oriented in that it serves to help the writer think through the issues and take a position. The first draft is often where students find out what they really think about a particular issue or topic.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Writing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

   a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

   b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

   c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Considering Structure

No rigid formula will cover all of the writing that students may be asked to do, but almost all writing has a beginning, middle, and end—even lab reports and journal articles have well-established standard sections and subheads. Formulaic essay structures such as the five-paragraph essay may be appropriate for some tasks, but most writing in the real world, and even in the university, does not take this form. The following are considerations that writers may want to take into account when organizing their texts.

The Beginning or Introduction

- Directs readers' attention to the topic or issue the writing addresses
- Establishes the importance of the topic
- Provides background information that the audience may need
- Introduces the thesis, purpose, or main claim of the writing in order to suggest how the piece will be developed

The Middle or Body

- Explains, illustrates, and develops the topic or issue
- Contains as many paragraphs as are necessary to develop the ideas
- May have sections and subheads in some types of writing
- Contains examples or arguments supported by evidence
- Often quotes, paraphrases, or summarizes other texts in support of the purpose of the writing
- May present and analyze data
- Often addresses counterarguments or alternative positions or explanations
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

The Conclusion

- Connects the writing to some larger claim or idea
- Points the reader to next steps or new questions raised by the writing
- Identifies the conclusion the writer has reached and its significance
- Evaluates or analyzes the conclusions drawn
- Explains the implications of the major point of the writing

e. Provide a concluding statement or section that follows from and supports the argument presented.

2. 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.

   a. Introduce a topic **or thesis statement;** organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **CA**

   b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

   c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Using the Words of Others (and Avoiding Plagiarism)

One of the most important features of academic writing is the use of words and ideas from written sources to support the writer's own points. There are essentially three ways to incorporate words and ideas from sources, as shown below:

- Direct quotation: Jeremy Rifkin says, "Studies on pigs' social behavior funded by McDonald's at Purdue University, for example, have found that they crave affection and are easily depressed if isolated or denied playtime with each other" (15).

- Paraphrase: In "A Change of Heart About Animals," Jeremy Rifkin notes that McDonald's has funded studies on pigs that show that they need affection and playtime with one another (15).

- Summary: In "A Change of Heart About Animals," Jeremy Rifkin cites study after study to show that animals and humans are more alike than we think. He shows that animals feel emotions, reason, make and use tools, learn and use language, and mourn their dead. One study even shows that pigs need affection and playtime with one another and enjoy playing with toys (15).

Learning to cite accurately and determining how best to incorporate the words and ideas of others are essential for students to establish their own

ethos. For a more detailed explanation of how to teach students to avoid plagiarism and cite sources, see Appendix I: Using Sources and Avoiding Plagiarism. See also the Rhetorical Grammar for Expository Reading and Writing unit for the module Into the Wild.

Students need practice choosing passages to quote, leading into quotations, and responding to them so that they are well integrated into their own text. Paraphrasing passages, which some students avoid because it requires an even greater understanding of the material to put it in their own words, is another important skill in academic writing. Students can practice these skills by choosing quotations, paraphrasing them, and then discussing whether they agree or disagree and why. This can be done in a pair or group activity in which students choose quotations and then help each other paraphrase them.

Negotiating Voices

The goal of negotiating voices is for students to be able to distinguish their ideas from those of their sources and to make clear their stance in relationship to those sources. In the section above, students practiced selecting useful and interesting material, punctuating direct quotations, and recasting the language for paraphrases and summaries. The following activity can help students put direct quotations, indirect quotations, concepts, facts, ideas, and opinions from other writers into their own texts while keeping all the voices distinct.

Using Model Language

Students are often confused when they discover that their sources disagree. (How can they put these dissonant voices in conversation with one another?) One strategy to help your students orchestrate voices from varied sources is to give them models of introductory language, such as the following templates or frames:

- The issue of _____ can be viewed from several different perspectives.
- Experts disagree on what to do about _____.

You might then give them language that introduces ideas from particular writers:

- Noted researcher John Q. Professor argues that . . .
- In a groundbreaking article, Hermando H. Scientist states that . . .
- According to Patricia A. Politician . . .

Contrary views can be signaled by adding transitional phrases:

- However, the data presented by Hermando H. Scientist show . . .
- On the other hand, Terry T. Teacher believes . . .

The student writer then needs to add his or her own voice to the mix:

- Although some argue for _____, others argue for _____. In my view . . .
- Though researchers disagree, clearly . . .

marginalia
Prerequisite Grade 8 Standard: Reading – Informational Text

9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Grades 11-12 Reading – Informational Text

6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Writing

1d. & 2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Many similar frames for introducing the words and ideas of others and signaling a stance on those ideas can be found in *They Say/I Say: The Moves That Matter in Academic Writing*, by Gerald Graff and Cathy Birkenstein, which is an excellent resource for helping students enter the conversation in academic writing. Your students might also create their own set of frames by looking at language used by professional writers.

Identifying Model Language and Signal Phrases

Give your students a newspaper article or an editorial in which the writer summarizes or synthesizes several different perspectives and argues for his or her own position. Ask them to underline phrases that signal relationships among different ideas and perspectives and make a list of these phrases that they can use in their own writing.

Revising and Editing

Most students equate revising with editing, but more advanced writers understand that revision involves "re-evaluating" the concepts of the paper: the use of information, the arrangement and structure of arguments, and the development and significance of ideas. Revision—as both a reading activity and a writing activity—is based on an assessment of how well the writing has communicated the author's intentions—the argument or ideas of the text. Revising for rhetorical effectiveness encourages writers to address issues of content and structure before they edit—or address sentence-level concerns such as word choice and grammatical accuracy.

Writing

1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

1d. & 2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

1f. **Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy. CA**

Revising Rhetorically

A rhetorical approach to revision can help your students understand that revision is a strategic, selective process; what writers choose to revise depends on the ultimate purpose of their writing.

Rhetorical Analysis of a Draft

A rhetorical analysis of a rough draft requires the writer to assess writing based on the purpose of the writing, the message of the argument, the needs of the audience, and the ethos the writer adopts.

Here are some questions that support a rhetorical assessment of a draft:

- What is the rhetorical situation? Who is my audience, and what is my argument?
- What types of evidence and appeals does this audience value most highly?
- How can I establish my own authority to address this issue? What credibility do I have with this audience?
- What are the most important factors contributing to either the success or failure of the argument?
- What is the most relevant feedback I have received about this audience and context?

2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by…revising … rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Reading – Informational Text

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Speaking & Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in

Some activities that support rhetorical analysis of a draft include scoring sample essays; getting feedback on a single paragraph; responding to questions about rhetorical content; reflecting on their own changes; creating a Purpose/Argument/ Persona/Audience (PAPA) Square graphic organizer; writing a rhetorical précis; preparing a descriptive outlining; and answering questions about ethos, pathos, and logos. See the Online Resource: Rhetorical Concepts and Strategies for explanations of these strategies. See Appendix J: Collaborative Scoring of Student Writing, for suggestions about using collaboratively scored essays in a revision activity. You may want to use Appendix K: Essay Evaluation Form, Part I-Revising Checklist to provide feedback to students for revision. This checklist is based on Appendix L: English Placement Test Scoring Guide. Finally, you might ask your students to rewrite the form in their own language as a way to understand it better, or you may create a feedback form of your own.

Revision Workshops

You can stimulate effective conversations about student writing by scaffolding revision workshops that target specific concepts for revision (i.e., paragraph continuity, effective introduction strategies, or signposts for logic, etc.). When teachers are able to demonstrate moves good writers engage in during revision, they invite students into discussions about writing that develop revision vocabulary and revision reading skills. See the Online Resource: Revision Strategies for specific revision workshop strategies.

groups, and teach-er-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.

Language

3. Apply knowledge of language to under-stand how language functions in different contexts, to make effective choices for mean-ing or style, and to comprehend more fully when reading or listening.

   a. Vary syntax for effect, consult-ing references (e.g., Tufte's *Art-ful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when read-ing.

Writing

1f. **Use specific rhetorical devices to support asser-tions (e.g., appeal to logic through reasoning; appeal to emotion or ethi-cal belief; relate a personal anecdote, case study, or anal-ogy. CA**

2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the com-plexity of the topic.

Considering Stylistic Choices

Writers can make stylistic choices in order to enhance the clarity of their messages, make emotional connections with readers, and establish their ethos. These choices draw readers in or push them away. Students can consider the effectiveness of their stylistic choices by responding to the following questions:

- How will the language you have used affect your reader's response?
- Which words or synonyms have you repeated? Why?
- What figurative language have you used? Why did you use it?
- What effects will your choices of sentence structure and length have on the reader?
- In what ways does your language help convey your identity and character as a writer?
- Is your language appropriate for your intended audience?

Editing the Draft

While the first draft of an essay is generally writer-based, as writers revise, they create writing that has the reader in mind, writing that is, in other words, more reader-based. At this point, they will need to address surface level issues such as grammar and usage errors, sentence clarity, sentence variety, word choice, and various other stylistic features. Students benefit from instruction that targets particular constructions and asks them to make observations about those constructions. Identifying and practicing these constructions and conventions constitutes a major part of an individual's editing knowledge.

As you have worked through these modules with your students, you have probably also been assigning activities from Rhetorical Grammar for Expository Reading and Writing. That instruction offers units on specific topics designed to go with particular modules. But now students must apply their grammar and usage knowledge to their own writing. To accomplish this, you might want to use Appendix K: Essay Evaluation Form, Part II-Editing Checklist for peer work, individual work, or conferences with you. Using these guidelines as the focus of the task of editing will give your students a consistent checklist for each writing task. Beyond this appendix, students can consult either an Online Writing Lab (OWL) or a grammar/usage handbook for explanations of any rules or conventions that confuse them. The Purdue Online Writing Lab is one of the best, most comprehensive resources available for editing. You also might consider marking your student papers exclusively for one skill at a time, letting the skills accumulate as the term progresses.

Responding to Feedback

Students need feedback on their writing. Some of this can be from peers during the revision stage, but instructor feedback is essential. Although responding to drafts and conferencing with students is undoubtedly time consuming, it is important to intervene in the writing process at the most useful points and to make comments that are well targeted to both the assignment's demands as well as to the student's needs and language development processes. For suggestions on managing this process, see Appendix M: Handling the Paper Load.

The most valuable point for students to receive feedback is before they revise and edit, so they can actively apply what they learn from your response to the next draft. One particularly effective time for instructor response is after

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
   b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Observe hyphenation conventions.
   b. Spell correctly.

Writing

5. Develop and strengthen writing as needed by … editing … (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

Writing

5. Develop and strengthen writing as needed by … revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

students have produced their first revised, "reader-based" draft. Students can then use instructor feedback to revise and improve the final draft they will submit for a final grade. As students see their own writing evolve, an improved grade can serve as additional motivation for them to put sustained effort into revisions.

Most writing instructors make a distinction between "global" issues, such as thesis, focus, and arguments, and "local" issues, such as grammatical and usage errors. While all students need both global and local responses, English learners will benefit from more frequent and extended opportunities to receive and respond to feedback. English learners may also benefit from instructor response to specific aspects of the English language—for example, particularly difficult or idiosyncratic grammatical forms that English learners are still in the process of acquiring.

Below are some common ways to respond:

- Use a preprinted evaluation form (rubric) to respond to your students' writing (see Appendix K), and include notes in the margin that correspond to the marks on the evaluation form.

- Annotate the paper, focusing on the 2-3 most important aspects or features of the text (so as not to overwhelm students with too much feedback at once), and make a summary comment at the end that supports the annotations in the body of the paper.

- Meet one-on-one with each student and review the strengths and weaknesses of the paper. In this situation, you and your students might each keep an index card to track the kinds of changes being made on each paper over time.

Minimal Marking

Sometimes there is no time, or no need, for the full responses noted above. A more minimalist response can address global concerns by answering the two questions below and underlining a few targeted errors.

- What is the best thing about this draft?
- What is the biggest overall difficulty with this draft, and how could it be improved?

Local concerns can then be addressed by underlining errors and having students attempt to identify and correct them. For students with few errors, you might underline all of them. For students with many errors, you might identify a particular type of problem that is causing the most confusion or distraction and underline only that pattern of error. In other words, the instructor might write something like "I am underlining sentence fragments. Please try to correct them. If you have questions, please ask." Then underline fragments throughout the paper. Some instructors simply put a checkmark in the margins to indicate that there is a problem in a particular line.

For suggestions for how to scaffold the identification of errors for students, please see Providing Editing Feedback that Makes a Difference behind the tab, Guidelines for Teaching Rhetorical Grammar.

Acting on Feedback

When students get their papers back with feedback, ask that they consider all of the feedback they got from various peers, instructors, and others and make decisions about what changes they are going to implement. Some questions for them include the following:

• What are the main concerns your readers had in reading your draft?

• Do all of the readers agree?

• What global changes should you consider (thesis, arguments, evidence, organization)?

• What do you need to add?

• What do you need to delete?

• What sentence-level and stylistic problems do you need to correct?

• What kinds of grammatical and usage errors do you have? How can you correct them?

It is useful for instructors 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.

Reflecting on Your Writing Process

The strategies in this section of the ERWC are designed to reinforce students' learning of the content of the CCSS for ELA/Literacy in the preceding sections of the template.

Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reflection is an essential component in learning. Students benefit from discussing what they have learned about how to write and sharing that information with the rest of the class. This activity supports shared understanding of key terms, important moments and moves in developing writing, and generalizations that organize students' approaches to writing. Reflection allows students to articulate their attitudes and assumptions about literacy and the role it plays in their developing academic identities.

You may want to direct reflection by asking some of the following questions:

• What have you learned about your writing process?

• What were some of the most important decisions you made as you wrote this text?

• How did "writing about your writing" influence the way you developed your text?

• In what ways have you become a better writer?