

Exploring Analytical Writing

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **9-10 Weeks**
Status: **Published**

Brief Summary of Unit

Focus: "The goal is for students to come to regard writing as a form of critical thinking that is a lifelong pursuit" -Abbie Reardon

Summary:

Expository Writing is the required writing course for all undergraduate students at Rutgers University in New Brunswick. The class is designed to prepare students for the writing they will do at the university level and during their professional lives. This course at Cranford High School offers concurrent enrollment with Rutgers whereby students have the opportunity to earn both required Cranford High School Language Arts credit and three credits in Expository Writing from Rutgers University.

During this course, students read and write about a variety of texts concerning a range of fascinating contemporary issues. By completing a series of essay assignments – each of which involves peer review and revision – students learn to read critically, analyze textual evidence, structure complex ideas, and develop independent arguments by making original claims that contribute to ongoing intellectual conversation.

Expository Writing's overarching goal is for students to come to regard writing as a form of critical thinking. This course aims at helping students recognize the value of intellectual risk-taking in an interdisciplinary context, and to provide a range of opportunities for students to discover their own ideas and develop interpretive positions.

There are several essay opportunities where students should build not only mechanically, but also conceptually upon those that precede it. And so while it's true that Rutgers asks students to write a lot, by asking them to return to and rethink texts they've previously read and papers they've previously written, they ensure progressive development from one writing occasion to the next. The curriculum is thus incremental and recursive.

Early in the semester students will focus on close-reading textual evidence as a means of discovering interpretive connections and arriving at an independent argument. Critical thinking and analytical writing are predicated on the practice of careful, engaged reading. Students are asked to examine implicit assumptions in the assigned reading-- usually about some "big question" or topic-- that can only be revealed through close reading and analysis, using specific evidence from parts evidence from parts parts of the essay. Later in the semester, once most students have begun to move from summary and generalization toward sustained analysis there is more emphasis on teaching structural coherence and strategies to help students produce the most

sophisticated, nuanced arguments possible.

Students in Expository Writing will meet the following learning goals:

- Communicate complex ideas effectively to a general audience and respond effectively to feedback through successive draft revisions
- Evaluate and critically assess sources and use conventions of attribution and citation correctly
- Analyze and synthesize information and ideas from multiple sources to generate new insights

From:

Teachers' Almanac: A Companion Guide to Expository Writing, Rutgers University.

Interdisciplinary Connections and Career Readiness: This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

Revision: June 2023

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.2.A	Observe hyphenation conventions.
LA.L.11-12.2.B	Spell correctly.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.4.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.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.C	Consult general and specialized reference materials (e.g., 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.
LA.L.11-12.4.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).
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.11-12.1.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.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) 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.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.2	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.
LA.W.11-12.2.A	Introduce a topic; 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.
LA.W.11-12.2.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.
LA.W.11-12.2.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.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.8	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; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9.B	Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LA.W.11-12.10	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.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.4	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 refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.5	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.
LA.RI.11-12.6	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.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.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.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set

	clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.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.
LA.SL.11-12.1.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.
LA.SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
TECH.9.4.5.CI	Creativity and Innovation

Essential Questions/Enduring Understandings

- What is the relationship between reading and writing?
- How does the study of an author's craft inform our writing?
- How does writing shape our understanding of the world?
- How do we convey our ideas through writing?
- How does the synthesis of texts broaden our understanding of complex issues?
- What is the most effective way to structure analytical writing?
- How can we use rubrics as a way to improve our writing?
- What does it mean to take risks in our writing?
- What is the power of written expression?
- How do you develop a voice in writing?
- What constitutes a complex thesis statement?
- What is the purpose of textual evidence?
- What is the writing process?
- How do students come to know their process as writers?

Students Will Know/Students Will Be Skilled At

- Students will be skilled at developing complex claims
- Students will be skilled at acknowledging the implications of their theses
- Students will be skilled at revising their claims as they write
- Students will be skilled at selecting evidence to support their claims
- Students will be skilled at close reading and analyzing their evidence to support their claims
- Students will be skilled at developing introduction and conclusion paragraphs
- Students will be skilled at selecting transitions to enhance the structure of their writing
- Students will be skilled at forging connections between texts, using specific evidence from the quotes to create these connections

- Students will be skilled at reflecting on their growth as writers and setting goals
- Students will be skilled at developing a focus for each paragraph and sustaining that focus throughout
- Students will know the difference between strong and weak quotes
- Students will know how to effectively cite their sources
- Students will know the elements of an introduction and a conclusion
- Students will know how to effectively craft topic sentences
- Students will know how to proofread their work and edit their writing
- Students will know how to offer feedback to their peers through peer review
- Students will know how to respond to difficult feedback
- Students will know the necessity of rereading texts to gain new insight in their writing
- Students will know to engage in pre-writing and brainstorming before they begin drafting
- Students will know the writing process and how to use it to improve their writing

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered two times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Teacher Observations
- Accountable Talk, Socratic Seminars/Fish Bowls
- Analysis of multimodal text sets
- Analysis of critical commentary, literary criticism
- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft
- Close reading analysis of text using evidence as substantiation
- Conferences: Individual and small group, accompanying conference notes
- Reflective exercises and assessments
- Oral Reading and Interpretation
- Peer and self-evaluations of learning

- Entrance and Exit Tickets
- Open-Ended Responses in Journal
- Textual Analysis Reading Responses
- Dialectical Journal
- Rhetorical Precis
- SOAPSTone Analysis

Summative, including Alternative Assessments:

- On-demand Writing Assessments, timed and untimed
- Researched Presentations
- Performance Assessments
- Project-based Learning
- Problem-based Learning
- Personalized Learning
- Visual Literacy Prompts
- Digital Portfolios
- Online Discussion Forums
- Analytical and Expository Essay

Benchmark:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-aligned; based on NJSLA, reported twice per year
 - Engage in text set analysis using visual literacy and close reading analysis strategies to compose a claim and use evidence as support
 - Grade-level Standards-based Rubrics
 - Advanced Placement tests (grades 11-12)
 - SAT (grades 11-12)
 - Final Exam
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- Create writing portfolios using student writing and mentor texts to match the students individual focus areas.
 - Document based question and answer to demonstrate a recall of facts and textual support.
 - Engage in one on one, full group and small group discussions.
 - Engage in peer editing and peer revision to show understanding of writing conventions.
 - Formative and summative assessments to determine post and prior knowledge.
 - Varied writing assessments in order to demonstrate understanding of writing conventions and literary texts.
 - Complete open-ended journal questions and participate in student-led activities that encourage textual analysis and evaluation.
 - Debate the issues of a flawed society today and in the past.
 - Engage in drafting essays of analysis and persuasion using brainstorming, drafting, editing, and revising.
 - Extend learning via a collaborative, creative project that is shared with the class.

- Ongoing student portfolio to assess growth in writing.
- Participate in oral Socratic Seminars and speeches that included the information gleaned from literature and nonfiction.
- Relate the experiences of the characters to a student's personal experiences and society today through writing, discussion, research, and projects.
- Write across genres to show understanding of multi genre writing.

Learning Plan

The intent is for student-writers to have clear modeling through whole-class instruction. Explicit writing strategies are practiced in a group setting of peers and through independent practice monitored through teacher conferencing with students. An emphasis will be based on the transfer of skills instruction, teaching the writer, not merely the piece of writing. The analytical essays and other written pieces will be based on texts read in class. The text complexity and rigor of reading will be appropriate for grade 12; materials selection will be approved by the Board of Education and Rutgers University.

Students write expository essays, as per the guidelines established by Rutgers University. Students will also explore other modes of writing throughout the course, including narrative. A variety of writing forms, including digital writing, are emphasized. Grammar lessons are embedded in writing instruction, holding students accountable for skills taught and practiced; modeling is done through published and student-crafted mentor texts. While students are immersed in multiple published and non-published mentors, they will also engage in interactive writing as a means to write with their entire class as driven by the instructor in addition to writing collaboratively with peers. Teachers focus equally on process and product with an emphasis on synthesizing across texts for nuanced understandings; teacher-created multi-modal text sets will be used as materials. High- and low-stakes writing and timed and untimed assignments will be used throughout the unit. Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Within this unit students will focus on issues impacting the self, community, and world. Students will be encouraged to think critically about issues like climate change, capitalism, elitism, sexuality, race, technology, and relationships, citizenship, etc. These issues will be the topics with which students create their own independent ideas. The text is a starting point for conversation and thinking and writing.

For this particular unit, teachers should . . .

- Build a text set for discussion, writing, and synthesis.
- Select common readings and supplemental texts.
- Prepare for conferences with students.
- Generate a list of skills students will master throughout the unit (focusing specifically on a few in each area).
- Create a summative assessment (backwards design).
- Create scaffolds for student reading and writing.
- Create formative assessments including, but not limited to, reading checks, exit slips.
- Collaborate with colleagues to design small units within the larger unit.
- Reflect on previous teaching practices and pedagogy to inform planning.
- Review student modifications and accommodations.

Sample Unit Planning

Texts:

- These texts are simply used as examples. Any other text from the list referenced below can be used.
- "An Elephant Crackup?" by Charles Siebert evokes sympathy for the emotional lives of elephants. In this article, Siebert highlights a new

phenomenon called "human-elephant" conflict which has resulted in hundreds of human deaths in recent years. For centuries, humans and elephants have lived in relative harmony; however, there is now hostility and violence resulting from the aggression of humans and the trauma-induced behavior of elephants.

- "Hot Money" by Naomi Klein examines economic trade policies and their detrimental impact on the environment. In this article, Klein addresses the issue of whether trade should continue to trump climate change.

Reading Instruction/Practice:

- Students will read longer nonfiction essays, engaging in conversation with these authors through these texts.
- There will be a focus on reading comprehension, annotation/note taking, close reading/analysis, and synthesis.
- The teacher will model strategies for synthesizing passages from Siebert and Klein. Students will then practice in partners and finally work independently.

Speaking/Listening:

- Students will engage in different types of peer review throughout each writing process.
- There will be a focus on how to give feedback to peers. This will be shown to students with a teacher model and a shared class example.
- The students will also learn how to ask for specific types of feedback and engage in conversation surrounding their writing.

Argumentative/Analytical Writing:

- Students will go through
- Focus: Developing arguments, creating topic sentences, selecting and embedding quotes, close reading and analyzing quotes
- There will be a focus on one-on-one conferences and small group instruction based on students' individual needs.

Sample Class Activities:

- Writing Lesson: Teach students to write rhetorical precis to improve their essay structure
- Writing Activity: Students will revise sample thesis statements and then revise their own with the same lens
- Writing Lesson: Reminding students how to embed and cite quotes properly.
- Writing Activity: Exploring the purpose of transitions and trying on several transitional phrases in a paragraph to see what works best
- Writing Lesson: Teach students to write topic sentences with a clear line of reasoning and then revise topic sentences after the paragraph is written
- Writing Activity: Highlight the differences between summary and analysis as a whole class and in groups.
- Reading Lesson: Teach students to select "idea" quotes from the text and then ask questions to the

quote

- Writing Lesson: Full class peer review with exemplar essay
- Reading Activity: Dissecting the rubric as a text
- Writing Lesson: Teaching students to prepare for a writing conference and with questions
- Writing Lesson: Have students write a practice paragraph in groups, to refresh them on the components- have them color code the different components
- Writing Lesson: Demonstrate the process of synthesis in other disciplines like science, math, and cooking
- Writing Activity: Practice the work on synthesis in more accessible texts in partners

- Shared Writing
- Interactive Writing
- Writing Reflections
- Responding to feedback
- Setting writing goals

Reading Skills: Teaching Points/Activities

- Analyze author's purpose and evaluate an author's style of writing to influence different audiences
- Analyze the author's purpose for including details, characters, etc.
- Analyze the author's purposeful use of literary devices
- Analyze the point of view of a text
- Cite textual evidence to support claims and arguments
- Connect characters to contemporary political figures, celebrities, etc.
- Connect ideas in the text to the overall unit quote/ideas
- Connect ideas within the text to students' lives
- Connect texts to diverse disciplines (such as science, business, psychology)
- Connect themes and big ideas to current events
- Develop close reading skills by reviewing annotation, paying attention to diction, etc.
- Generate questions for texts using Webb's Depth of Knowledge
- Point to claim and counterclaims within a text
- Reiterate the main idea of a text using the student's own language and ideas
- Review background on author and historical period in order to better understand the content of the text
- Synthesize two texts together to create new ideas and meaning
- Trace symbols throughout the novel using a reading notebook
- Trace themes and motifs throughout texts
- Understand the difference between static and dynamic characters

- Utilize close reading skills to make inferences about characters, setting, etc.

Speaking and Listening Skills: Teaching Points/Activities

- Listen to an audio recording of speeches and letters.
- Listen to podcasts such as Serial, Hidden Brain, This American Life.
- Participate in Socratic seminars to discuss literary works.
- Complete presentations on various topics relating to the themes in the texts.
- Use accountable talk as a means of idea generation and planning.
- View and or participate in Readers Theater presentation of a narrative work.

Writing Skills: Teaching Points/Activities

- Craft an expository or persuasive essay using mentor texts to improve the essayists craft and structure
- Craft a who am I poem that identifies the key traits of a character in a literary work.
- Craft an expository or persuasive response to the literature in the form of a paragraph or essay.
- Create original arguments based on analysis of fiction and nonfiction texts
- Develop a paragraph or essay that responds to an open-ended prompt relating to the literature studied.
- Develop and refine the steps of the writing process including prewriting, drafting, revising, editing, and publishing.
- Identify the writing style used in a poem, speech, epitaph and nonfiction article and replicate it in an original piece of writing.
- Paraphrase a work of nonfiction to identify the main idea.
- Read book and/or movie reviews form works read during this unit. Use one as a mentor text and write a review of a free read or literary work being explored in class.
- Replicate the mood and/or tone reflected in a piece of literature in an original work.
- Write a narrative that continues a chapter or act in a play or analyzes a different point of view than the one presented.
- Write a synthesis essay or paragraph that uses 2 or more texts for support.
- Write an interdisciplinary piece that reflects various genres

Research Skills: Teaching Points/Activities

- Complete an author study that connects to the literature.
- Locate books and online materials to connect to the historical events being represented in The Crucible, Inherit the Wind or other text studied throughout the unit
- Refine MLA skills by creating works cited pages for sources.
- Assess website credibility of different online resources in the beginning stages of research project.
- Research and analyze primary source documents relating to the literary text studied throughout the unit.

- Research and analyze primary source documents relating to the literary text studied throughout the unit.
- Utilize library databases to conduct research.
- View the movie version of one of the literary works read during the unit and research the critical resources evaluating both mediums.

Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

It is expected that materials endorsed by Rutgers University as part of their writing program will be used in this course as part of the concurrent enrollment agreement. In that way, both the academic rigor and topical content of these pieces will be appropriate for a freshman undergraduate student. Students can anticipate that reading material is relevant, timely, thought-provoking, mature, and rigorous. (Statements such as these will be included on the course syllabus).

In addition, teachers will refer to the district-approved [Core Book List](#) while selecting whole-class or small-group leveled resources that are not driven by the Rutgers University course.

Instructional Materials

FICTION

Fiction Texts:

Selections from *The New Humanities Reader*, 6th ed. Cengage Learning, 2019

NONFICTION

Nonfiction Texts:

How to Read Nonfiction Like a Professor by Thomas C. Foster

Selections from *The New Humanities Reader*, 6th ed. Cengage Learning, 2019

Supplemental Texts Include:

Winners Take All: The Elite Charade of Changing the World by Anand Giridharadas

Wayward Lives, Beautiful Experiments by Saidiya Hartman

"The New Monuments That America Needs" by Hua Hsu

"Tell Me How It Ends" by Valeria Luiselli

*Other supplemental texts will be added based on the Rutgers University Expository Writing curriculum.

Art, photography, infographics, films, videos, podcasts, poems, short stories, and other texts will be added to compliment these course readings.

Research:

Cranford High School Media Center Databases:

- JStor
- MLA Format online: <https://owl.english.purdue.edu/owl/resource/747/08/>
- Purdue Owl: <https://owl.english.purdue.edu/owl/>

Cranford Public Library Online Resources: <http://cranford.com/library/>

Additional Student Resources:

- Chromebooks/laptops
- Writing Portfolios
- Writer's Notebook/Journal
- Google Suite including Classroom.

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Teachers must refer to the district-approved [Core Book List](#) while selecting whole-class or small-group leveled resources.

Teacher Resources

- *Teachers' Almanac: A Companion to Expository Writing*
- [Link to the Expository Writing Folder](#) which includes a digital version of the Almanac, Reader, articles, sample essays, and exercises/prompts.
- *Everything's An Argument*, Lunsford et. al.
- *They Say/I Say*, G. Graff and C. Birkenstein
- *The British Tradition/Teacher's Edition*, Prentice Hall Literature
- *Readicide*, Kelly Gallagher
- *Beyond Literary Analysis*, Allison Marchetti & Rebekah O'Dell
- *Writing with Mentors*, Allison Marchetti & Rebekah O'Dell
- *Argument in the Real World*, Kristen Hawley Turner and Troy Hicks
- *Writing Instruction that Works: Proven Methods for Middle and High School Classrooms*, Arthur Applebee and Judith Langer
- *Teaching Adolescent Writers*, Kelly Gallagher
- *Write Like This*, Kelly Gallagher
- *The Journey is Everything*, Katherine Bomer
- *The Digital Writing Workshop*, Troy Hicks
- *Crafting Original Writing*, Troy Hicks
- *Fearless Writing: Multigenre to Motivate and Inspire*, Tom Romano
- *The Art of Styling Sentences*, Ann Longknife and K.D. Sullivan
- *The Well-Crafted Sentence*, Nora Bacon

Suggested Strategies for Accommodations and Modifications

[Content specific accommodations and modifications as well as Career Ready Practices are listed here](#) for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

Additional modifications and accommodations particular to the content of this course include:

- Access speech-to-text function on computer
- Use visual presentations of all materials to include organizers, charts
- Allow students to set individual goals for writing/reading
- Offer graphic organizers, note-taking models, strategies for summarizing, and questioning techniques
- Offer oral assessments
- Supply study guide questions and access to class notes

- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to complete a task or project
- Scaffold by chunking material and texts
- Individualize reading choices based on ability and level
- Take frequent breaks
- Use an alarm to help with time management
- Small group and one on one assessment
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Modify the length and quantity of assignments to fit individual
- Differentiate roles in discussion groups
- Use digital technology, eBooks,, audio version of printed text
- Create alternate assignments or homework
- Provide distinct steps in a process; eliminate unnecessary steps, as needed
- Use art, music, and film to convey alternate interpretation of literature and assessment
- Manage executive function by scaffolding process and amending deadline

- Adhere to all modifications and accommodations as prescribed in IEP and 504 plan