Unit 2: Analysis and Composition

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

Brief Summary of Unit

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Focus: "The overarching goal of College Writing is for students to develop habits of reading and writing encounter in their future studies."

Summary:

College Writing introduces students to the strategies and practices necessary to become a successful writer at th University–New Brunswick, College Writing challenges students to reflect upon and cultivate their strengths as reading abilities and written communication skills through meaningful writing projects of diverse genres, includ at the university level and during their professional lives. Students will come to recognize the value of creativity an instrument of critical thought as well as a means of communication.

This course at Cranford High School offers concurrent enrollment with Rutgers whereby students have the oppo College Writing from Rutgers University.

Students who successfully complete College Writing will be able to identify different types of texts in relation t reader and adapt writing strategies to create effective writing through different styles. Additionally, students wil and in service of developing their own areas of inquiry. Multimodal resources will be included to enrich the rea techniques and strategies of successful writers, including drafting, revising, and responding to feedback to devel challenges as a member of a community of writers.

Throughout the course, students will complete short idea-generating and reflective assignments as they work to drafting, and revision is needed to create a thoughtful and complex piece of writing. Developing regular practice others. This will include the formal peer review process. The primary goal of peer review is to serve as a collab learn to reflect on their own writing by reading and responding to writing produced by their peers. This feedbac the objectives of identifying purpose and audience of a text, reflecting on personal experiences, writing with evi

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Interdisciplinary Connections and Career Readiness: This unit is designed to be part of a developmental pr physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During th careers. When completing this course, students can make informed choices and pursue electives that further thei

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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.

L.KL.11–12.2.A	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.
RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
RL.IT.11–12.3	Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RL.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).
RL.CT.11–12.8	Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
W.AW.11–12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.AW.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.
W.AW.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.
W.IW.11–12.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.WR.11–12.5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.SE.11–12.6	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).
SL.PE.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.
SL.II.11–12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.PI.11–12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.UM.11–12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Essential Questions

- What is the relationship between reading and 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 and communicate information?
- How do authors develop and convey theme/meaning throughout a text?
- 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 is the purpose of textual evidence?
- What is the writing process?

Students Will Know/Students Will Be Skilled At

- Students will be skilled at understanding the multifaceted layers of argument writing.
- Students will be skilled at acknowledging the implications of a thesis
- 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 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 and sustaining a focus for each paragraph of their writing
- Students will know how to offer feedback to their peers through peer review
- 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 Presentation

Learning Plan

The intent is for student-readers to have clear modeling through whole-class instruction. Explicit reading 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 reader, not merely the content of the text. 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.

The reading throughout the course targets not only comprehension, but also analysis. Students will read both long-and short-form, excerpted and full-length, print and electronic, as well as multimodal sources. Study will include the analysis of visual texts including film clips, art, infographic, maps, charts, graphs, cartoons, and podcasts. Technique and terminology specific to a genre of reading is examined. Research tasks are embedded throughout the course, and vocabulary instruction will be chosen from the reading material.

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 intellectual risk-taking in an interdisciplinary context to appreciate critical thought and effective means of communication; 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 . . .

- 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, 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.

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 compete 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

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

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The following are potential focus texts that are taken from the Rutgers University New Brunswick College Writing Instructor Canvas Page (355:101/104).

Lawmakers are trying to ban TikTok

Xenotransplantation: what it is, why it matters, and where it's going

Podcasts

Radiolab, "Debatable"

The Argument (NYT podcast), "Why We Don't Agree on High School Required Reading"

Revisionist History, "The Tortoise and the Hare"

Additional Mapping Resources

ThinkerAnalytix

"Using Argument Mapping to Improve Critical Thinking Skills,"

Open this document with ReadSpeaker docReader

Tim van Gelder (2015)

Potential Mapping Applications

Canva

MeindMeister

Miro

Padlet

Visme

*Additional texts will be added based on the Rutgers University College 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 and varied databases
- 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

Teacher Resources

- 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