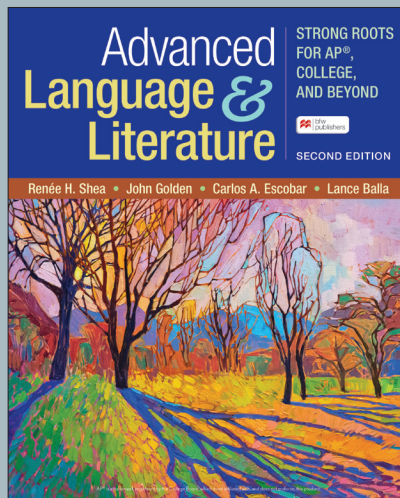
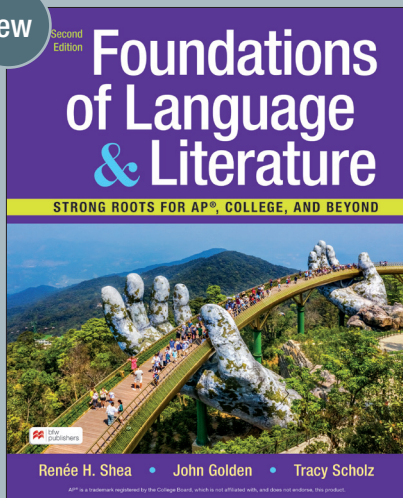


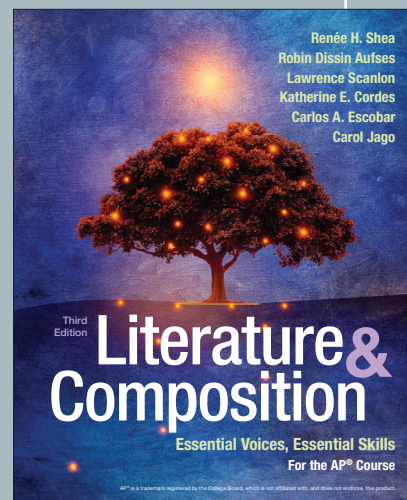
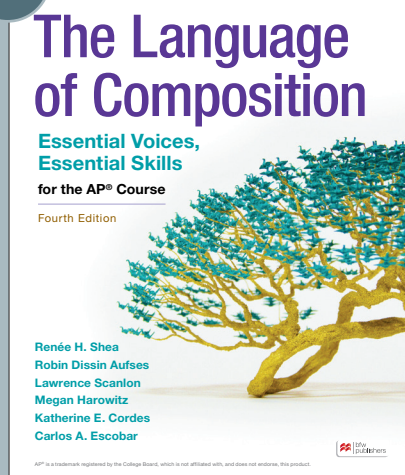
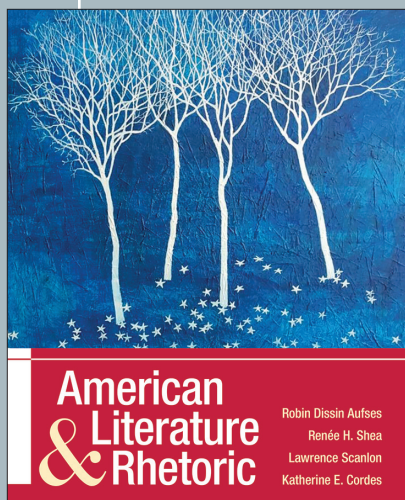
9-12 Pre-AP[®] to AP[®] English:

Vertical Teaming Guide

new



new



Katherine E. Cordes

Skyview High School • Billings, Montana

9-12 Pre-AP® to AP® English:
Vertical Teaming Guide

Katherine E. Cordes

Skyview High School • Billings, Montana

Part 1 Benefits of Vertical Teaming and an Intentionally Scaffolded Approach Using BFW Textbooks with 9th-12th Graders	2
Benefits of Vertical Teaming and Scaffolding	2
Benefits from the 9/10 Teachers' Perspectives	3
Benefits from the 11/12 Teachers' Perspectives	3
Benefits from the Curriculum Directors' and Administrators' Perspectives	4
Part 2 Approaches to Scaffolding a Scope and Sequence for Vertically Teaching Pre-AP®, Honors, and AP® English Courses	4
Coordinating Goals and Learning Objectives	4
Creating Recursive Lessons to Develop Skills	5
Starting Points, Benchmarks, and Formative Assessments	7
The AP® English Product	7
Skills	9
Listening	9
Active and Close Reading	11
Understanding Rhetorical Situation	15
Understanding Rhetorical Appeals	16
Staking/Making Claims and Writing Thesis Statements	18
Presenting Evidence	23
Writing an Argument + Synthesis	28
Writing an Analysis of Argument	30
Writing an Analysis of Fiction and Prose	31
Writing an Analysis of Poetry	33



bedford, freeman & worth
publishers

PART 1

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

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

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

One day, however, I realized that my students were not always remembering what I had taught them the month before, let alone what they had been taught the year before. That is when I began to understand the importance of prioritizing key concepts and skills and practicing them consistently, the way a professional pianist does with scales, or a professional basketball player does with free throws. The challenge was that there did not exist any comprehensive instructional materials or textbooks to support my colleagues and me through the process of recognizing such skills, scaling them to challenge students at all levels, and providing consistent expectations from one grade to the next. The solution materialized once Bedford, Freeman & Worth developed textbooks for on-level and advanced 9th and 10th grade students that aligned with their existing AP® English Language and AP® English Literature textbooks.

More recently, BFW added an 11th grade textbook suitable for schools wanting to use the same book with both on-level and Honors/AP® students.

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

Benefits of Vertical Teaming and Scaffolding

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

Here are some additional concrete benefits of vertical teaming:

- consistent language and terminology
- clearer clarification of responsibilities
- reliable and proven texts, lessons, and assessments
- common goals
- increased communication and professional learning
- authentic opportunities for individual and team reflection
- increased understanding for students of what is expected of them
- decreased learning loss

Benefits from the 9/10 Teachers' Perspectives

Those teaching 9th and 10th graders will occasionally have had the opportunity to teach AP® English Language and/or AP® English Literature, but this is not always the case. And while 9th and 10th grade students may encounter standardized testing that measures language, reading, and writing skills, they are less consistently tested than older students (for better and worse).

As a result, teachers of 9th and 10th grade students may have little awareness of the skills students need to master to find success on the ACT, SAT, and AP® English Language and Literature exams. Similarly, these teachers are not receiving as much feedback about their own abilities to improve student learning because they do not have the benefit of such test results. In reality, educational vacuums can easily develop for teachers of 9th and 10th graders, and even more important than standardized test results is the need for students to be prepared to read and write at levels commensurate with those required by most career options and higher education institutions.

Never before have there been 9th, 10th, and 11th grade textbooks designed to challenge students of all abilities that also prepare them for the rigors of AP® English courses. Whether they are on-level or honors students, BFW's English program strives to place all students on track to master the skills necessary not only for AP® success, but also success in everyday life. It's not about where kids are coming into the year, but where we want them to be at the end of the year. For example, BFW's purpose in developing *Foundations of Language & Literature* "was to identify and provide opportunities to practice the most essential skills that all students need to be successful in their freshman year" (TE-vii). To this end, the authors created textbooks that will support not only those students who are on track to experience success in AP® English courses, but also those "who aspire to reach the level necessary for success in an AP® English class" (TE-5). *Advanced Language & Literature* builds on this promise to take students one step closer to feeling confident in their abilities to tackle rigorous coursework. As a result, all students can find success with the proper support and at a level that boosts their sense of self-efficacy, and very few factors are more powerful in a student's learning journey than this combination of experiences. Finally, *American Literature & Rhetoric* for on-level and AP®/Honors 11th grade students incorporates added flexibility "that will support you as you inspire students, no matter what your approach is."

Benefits from the 11/12 Teachers' Perspectives

"We definitely get the phrase 'you should have learned this last year' quite often in English."

—STUDENT

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

Again, enter vertical teaming approaches, now with the added benefit of backward design. Yes, we always need to be mindful of where our students are starting, but without a sense of where they need to get to, a starting point is only a road trip without a destination. Backward design means starting with the end learning goals in mind and determining appropriate and achievable benchmarks all the way back to where students' journeys begin. Consequently, 11th and 12th grade teachers have a much better sense of what their students' skills are each fall, and they have a much more clearly articulated process in place to take them the rest of the way. Furthermore, it matters less which teacher the students had the previous year because teachers can maintain ownership over what they teach with the added confidence that they are covering predetermined foundational skills consistently. If I know my incoming students not only know what an ethical appeal is but can also identify one in a text and incorporate it in their own writing, I know I can build on those foundations right away. Similarly, if my students have practiced writing about the effect of multiple literary elements in an essay, I can help them apply the same skills to developing arguments about increasingly complex texts in increasingly sophisticated essays.

Benefits from Curriculum Directors' and Administrators' Perspectives

For many years, there were no options for districts and schools wanting to adopt a comprehensive 9-12 Pre-AP® and AP® English curriculum—even if they were not also looking to buy textbooks for their on-level students. Some textbook companies offered suitable but relatively generic anthologies for AP® English courses, but when BFW developed the first textbooks designed specifically for these courses, districts and schools had an alternative. Even then, what to do with students in the 9th and 10th grades? Many teachers simply relied on what they had been doing for so long on their own, and they continued piecing together texts, lesson plans, and units. Traditional textbooks offered spotty resources that still required differentiation for high-performing students, and the alignment needs of vertical teaming created as many challenges as they did solutions.

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

The series also offers teachers maximum flexibility as well as intentionally aligned options for AP® exam.

PART 2

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

Coordinating Goals and Learning Objectives

Goals are the long-term outcomes we expect our students to achieve. They are fairly broad, and while it helps if we can measure a student's achievement of a

goal, goals may not be measurable in concrete, finite ways. For example, a goal for 10th grade students could be that they are able to adjust their writing according to purpose, task, and audience. While we know what that looks like, assessing it is rarely a straightforward process.

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

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

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

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

Other Standards may not be as critical for your team to cover. For example, Standard W.9-10.2.D may not be a top priority for you because while you believe it is important that students "use precise language and domain-specific vocabulary," you are not as concerned

as a department that they do so “to manage the department” (corestandards.org/ELA-Literacy/W/9-10/). Deciding to eliminate this as a power standard can provide just a bit more focus for your team.

Creating Recursive Lessons to Develop Skills

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

Using a vertical teaming approach with BFW’s English Language Arts textbooks will provide you with built-in opportunities to give your students the scaffolded repetition they need. You can even find most of the foundational elements in the opening chapters of each textbook because all of them address active reading, analysis, and writing skills. *Foundations of Language & Literature*, *Advanced Language & Literature*, and *American Literature & Rhetoric* also contain sets of grammar workshops, each of which covers the same skills but at increasingly rigorous levels. The newest editions of *The Language of Composition and Literature & Composition* incorporate the recursive nature of the AP® English and AP® English Literature Course and Exam Description (CED). Similarly, every text in the series includes a wide variety of text types and themes to provide autonomy to each teacher even as your vertical team focuses on common goals and objectives.

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

Becoming an Active Reader

FOUNDATIONS OF LANGUAGE & LITERATURE 9th grade

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

ADVANCED LANGUAGE & LITERATURE

10th grade

- frames close reading as the basis for effective rhetorical and literary analysis
 - use annotations
 - make connections and ask questions
- models annotation
- provides a poem for students to practice close reading skills and a model annotation of the same nonfiction text
- focuses in differentiating among reading for understanding, reading for interpretation, and reading for style
- incorporates context into close reading practices

AMERICAN LITERATURE & RHETORIC

11th grade English and AP® English Language

- guides students through closely reading nonfiction, fiction, and poetry
 - reviews the genre-specific features of nonfiction, fiction, and poetry that students need to pay attention to
 - models annotating a rhetorical essay, a fiction excerpt, and a poem
- provides numerous texts for students to practice close reading including
 - speeches, letters, and nonfiction essays
 - novels excerpts and full short stories
 - poems
- shows the progression of close reading to rhetorical analysis to writing a rhetorical analysis essay
- shows the progress of close reading to literary analysis to writing a literary analysis essay

THE LANGUAGE OF COMPOSITION

11th grade AP® English Language

- establishes how close reading uncovers the many levels and layers of meaning in complex texts
 - reviews how to talk with the text, ask questions, and annotate
 - introduces the use of graphic organizers
- models annotation and the development of a graphic organizer
- provides four texts for students to practice close reading including two speeches, an op-ed piece, and an excerpt from an essay
- shows the progression of close reading to rhetorical analysis to writing a rhetorical analysis essay
 - differentiates between thesis statements for poetry, fiction, and nonfiction analysis
 - explores thesis statements for character, theme, speaker, and tone analysis
- highlights the importance of interpretation
- features a thesis-writing revision workshop
 - walks students through elements of weak thesis statements and converting them to working thesis statements
 - connects thesis statements to topic sentences

LITERATURE & COMPOSITION

12th grade AP® English Literature

- describes the cognitive processes of active reading in relation to methods of active reading
- reviews the practice of annotation and its benefits and models annotation
- provides poems, short stories, and an excerpt from a novel for students to practice multiple methods of active reading

Developing Claims and Thesis Statements

FOUNDATIONS OF LANGUAGE & LITERATURE

9th grade

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

ADVANCED LANGUAGE & LITERATURE

10th grade

- distinguishes among types of thesis statements and their functions
 - explains how to find them and how to write them
 - differentiates between thesis statements for poetry, fiction, and nonfiction analysis
 - explores thesis statements for character, theme, speaker, and tone analysis
- highlights the importance of interpretation
- features a thesis-writing revision workshop
 - walks students through elements of weak thesis statements and converting them to working thesis statements
 - connects thesis statements to topic sentences

AMERICAN LITERATURE & RHETORIC

11th grade English and AP® English Language

- explains how annotations of a nonfiction text can be used to develop a thesis statement
 - directs students to consider patterns, appeals, and arguments
 - details the parts of a strong rhetorical analysis thesis
- distinguishes between the types of claims students make in evidence-based arguments

- introduces the elements of a thesis statement for an evidence-based argument
 - differentiates between open and closed thesis statements
 - explains the elements of a counterargument thesis statement
- focuses on thesis statements in literary analysis essays
 - models thesis statements appropriate for fiction analysis
 - models thesis statements appropriate for poetry analysis

THE LANGUAGE OF COMPOSITION

11th grade AP® English Language

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

LITERATURE & COMPOSITION

12th grade AP® English Literature

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

Starting Points, Benchmarks, and Formative Assessments

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

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

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

Informal though they may be, formative assessments can provide some of the most valuable information about learning to teachers and students, and while a vertical team could develop common formative assessments together, keeping such assessment methods consistent is not required as long as what teachers assess remains the same from classroom to classroom. Because formative assessments are a mere snapshot at a moment in time, there are endless ways to use them, and teachers may even find that they alter their assessment practices by class period or even by student. Similarly, formative assessments are a great way to build scaffolding into instruction. For example, students do not have to write entire essays to demonstrate their analysis of a text. Having them write only a thesis statement as an exit ticket still assesses students' comprehension and analysis. Emphasizing quality over quantity also gives teachers an opportunity to provide more timely feedback, which is an accomplishment English teachers often feel they spend their careers trying to accomplish!

The AP® English Product

In both AP® English courses, students are tasked with developing their analysis skills and their ability to write well-reasoned essays. AP® English Language focuses on nonfiction, rhetorical analysis, and analytic and argumentative writing. AP® English Literature focuses on imaginative literature from a variety of periods and genres; analysis of literary elements and their impact on meaning; and expository, analytical, and argumentative essays. To these ends, College Board®'s course descriptions for both AP® English Language and AP® English Literature articulate differentiated course goals that are broad but helpful. While BFW's 9th and 10th grade Pre-AP® textbooks have been designed with the upper level AP® English courses in mind, but all of these textbooks offer solid opportunities for student learning regardless of whether a student plans to take AP® English classes and exams. Schools and districts looking to extend the use of a common text in all 11th grade English classes, too, can do so with *American Literature & Rhetoric*.

The following table highlights key reading and writing skills and how each textbook addresses them. For example, 10th grade teachers can see the vocabulary used by *Foundations of Language & Literature* to introduce 9th grade students to rhetorical appeals and know the book uses David Polochanin's "We Already Know School Starts Too Early. It's Time to Do Something About It."

Teachers can also see how *Advanced Language & Literature* further develops students' understanding of each type of rhetorical appeal as well as the texts in the book students will encounter. This vertical progression culminates in *American Literature & Rhetoric's* and *The Language of Composition's* much more in-depth treatment of rhetorical appeals, and it demonstrates to teachers of 9th and 10th grade students why it is imperative that they take the time to scaffold students' experiences by incorporating increasingly challenging concepts.

As a vertical team, you can decide which of the foundational skills and resources you want to use at each level with consistency, and that way you will know you can draw on what students have experienced in previous years in order to review key concepts and head in new directions. Your students will in turn recognize the terrain and will feel a much greater sense of confidence even when they venture into new territories.

The table includes skills in listening, reading actively and closely, understanding rhetorical situations and appeals, staking and making claims, writing thesis statements, and presenting evidence. It also includes steps to writing argument and synthesis essays, analysis of argument essays, analysis of fiction and prose essays, and analysis of poetry essays.

The following tables suggest a range of skills and learning objectives that your vertical team might adopt, where those skills and objectives are featured and developed in the textbooks, and activities or assessments to help you align and scaffold your 9-12 instruction. As a team, you could work through these and discuss priorities based on your students, your teaching style, and your district and state requirements.

The skills, activities, and assessment in these tables are based on:

9th Grade: *Foundations of Language & Literature* (FLL)

10th Grade: *Advanced Language & Literature* (ALL)

11th Grade: *American Literature & Rhetoric* (ALR)

11th Grade: *The Language of Composition* (TLC)

12th Grade: *Literature & Composition* (L&C)

Skill: Listening			
	Instruction	Texts	Activity or Assessment
9th FLL	<ul style="list-style-type: none"> Active Listening (pp. 5-7) 	N/A	<ul style="list-style-type: none"> Complete Activities on pp. 6 and 7
	<ul style="list-style-type: none"> Academic Conversations (pp. 7-15) Characteristics of Debate and Dialogue <ul style="list-style-type: none"> —Gaining Clarity —Building on an Idea —Challenging an Idea —Reaching a Consensus 	<ul style="list-style-type: none"> Norfolk Daily News, “All Athletes Should Agree Not to Protest or Become Political during Olympics,” p. 13 Visual Texts, p. 14 	<ul style="list-style-type: none"> Complete Activities on pp. 10, 11 Complete Culminating Activity, pp. 12-15 Listen to a podcast episode with students or essay from NPR’s “This I Believe” Project
	<ul style="list-style-type: none"> Speaking and Listening Appendix (pp. 1050-1067) Selective Listening (pp. 1064-1066) 	N/A	<ul style="list-style-type: none"> Use the techniques and guidelines in the “Selective Listening” section of the appendix while participating in a Socratic Seminar
10th ALL	<ul style="list-style-type: none"> Listening Actively (pp. 8-9) 	<ul style="list-style-type: none"> Students’ response to “Knowing Yourself” (p. 6) and “Knowing Others” (p. 8) 	<ul style="list-style-type: none"> Complete the Practice activities on p. 9 including the Reflection
	<ul style="list-style-type: none"> Discussing Interpretations of Literature (p. 48) 	<ul style="list-style-type: none"> Hawthorne, from <i>The Scarlet Letter</i> (pp. 46-47) 	<ul style="list-style-type: none"> Read the excerpt from <i>The Scarlet Letter</i> and complete the activities on p. 48 for the Speaking & Listening Focus
	<ul style="list-style-type: none"> Differences in Opinion (p. 103) 	<ul style="list-style-type: none"> The Editorial Board of the New York Times, from “End Legacy College Admissions” (p. 102) 	<ul style="list-style-type: none"> Utilize the text on p. 102 about legacy college admissions for the Speaking & Listening Focus on p. 103
	<ul style="list-style-type: none"> Considering Sources in Conversation (p. 141) 	<ul style="list-style-type: none"> Any Ch. 4 Text or Excerpt 	<ul style="list-style-type: none"> Choose a partner and select an author from Ch. 4. Work through the activities in the Speaking & Listening Focus on p. 141

Skill: Listening			
	Instruction	Texts	Activity or Assessment
11th ALR	Speaking and Listening	All texts in the chronological chapters include at least one Speaking and Listening activity in the Topics for Composing section that accompanies each text.	<ul style="list-style-type: none"> • Cycle back to the information in FLL and ALL about active listening and academic conversations • Listen to parts of podcasts relevant to what students are reading and have students take notes and respond to what they hear • Provide frequent opportunities for students to discuss with partners and in small groups • Utilize jigsaw activities • Conduct Socratic Seminars • Have students prepare and give speeches
11th TLC	Speaking and Listening	All texts in the thematic chapters include at least one Speaking and Listening activity in the Topics for Composing section that accompanies each text.	<ul style="list-style-type: none"> • Cycle back to the information in FLL and ALL about active listening and academic conversations • Listen to parts of podcasts relevant to what students are reading and have students take notes and respond to what they hear • Provide frequent opportunities for students to discuss with partners and in small groups • Utilize jigsaw activities • Conduct Socratic Seminars • Have students prepare and give speeches
12th L&C	Speaking and Listening	All texts in the theme-based chapters include at least one Speaking and Listening activity in the Topics for Composing section that accompanies each text.	<ul style="list-style-type: none"> • Cycle back to the information in FLL and ALL about active listening and academic conversations • Provide frequent opportunities for students to discuss with partners and in small groups • Utilize jigsaw activities • Have students analyze texts and prepare responses prior to class discussions • Conduct Socratic Seminars

Skill: Active and Close Reading

	Instruction	Texts	Activity or Assessment
9th FLL	<p>Active Reading and Annotation (pp. 63-68)</p> <ul style="list-style-type: none"> • Reading for Understanding, Interpretation, and Style • What Do Active Readers Do? • Reading Challenges • Reading for Understanding: What Is The Text Saying? • Reading for Interpretation: What Ideas Give the Text Significance 	<p>Selections from fiction, poetry, nonfiction, and visual texts</p>	<ul style="list-style-type: none"> • Prepare copies of texts ahead of time so that students can practice annotations: <ul style="list-style-type: none"> — Model annotating a text — Allow students opportunities to practice annotating — Incorporate sticky notes to help students annotate the textbook • Complete activities on pp. 21-23, 28-30, 32-34, 36-37, 43, 44, 47, 53-54, 59-60
	<ul style="list-style-type: none"> • Reading for Academic Purposes 	<ul style="list-style-type: none"> • Leahy, “Simple Physics” (pp. 61-62) • Nsofor, “Africans Mourn Chadwick Boseman: ‘A Great Tree Has Fallen’” (pp. 62-63) 	<ul style="list-style-type: none"> • Complete culminating activity on p. 61
10th ALL	<p>Make Connections, Ask Questions, and Annotate Texts (p. 11)</p>	<ul style="list-style-type: none"> • West, from “We Got Rid of Some Bad Men” (pp. 11-12) • Nezhukumatathil, “On Listening to Your Teacher Take Attendance” (p. 13) • Power, The Exam Room (p. 14) 	<ul style="list-style-type: none"> • Ask students to add additional observations to each of the categories for Goya’s painting • Print copies of Nye’s “Famous” for students to annotate. Consider assigning specific categories to individuals or groups of students
	<p>Read for Understanding, Interpretation, and Style (pp. 14-17)</p>	<ul style="list-style-type: none"> • Douglas, “Life Goes On” (pp. 17-18) • West, from “We Got Rid of Some Bad Men” (pp. 18-19) • Quindlen, from “A Quilt of a Country” (pp. 23-24) • Herrmann, “Everything, Then Silence” (pp. 24-25) 	<ul style="list-style-type: none"> • Print copies of the texts for students to annotate with a focus on relevant literary elements and on observations, patterns, and conclusions • See the “Teaching Idea” with each text for additional suggestions

Skill: Active and Close Reading

	Instruction	Texts	Activity or Assessment
11th ALR	Annotating Nonfiction (pp. 36-38)	<ul style="list-style-type: none"> Chisholm, from “People and Peace, Not Profits and War” (pp. 34-35) 	<ul style="list-style-type: none"> Provide students with paragraphs from later in Chisholm’s speech for them to annotate using the annotation of the opening paragraphs in the textbook as a model
	Close Reading: Analyzing Passages of Fiction (pp. 126-128)	<ul style="list-style-type: none"> Johnson, from Tree of Smoke (p. 128) 	<ul style="list-style-type: none"> Provide students with a copy of Johnson’s excerpt that they can annotate it and have them respond to the “Talking with the Text” questions that accompany the passage
	Preparing to Write: Annotating Fiction (pp. 137-139)	<ul style="list-style-type: none"> Melville, from Moby Dick (p. 136) 	<ul style="list-style-type: none"> Walk students through the model annotation of the Moby Dick excerpt on p. 137 before providing them with a copy of the rest of the excerpt to annotate on their own
	Reading for Detail (Poetry) (pp. 155-156)	<ul style="list-style-type: none"> Millay, “Recuerdo” (pp. 155-156) 	<ul style="list-style-type: none"> Ask students to identify style elements in the poem either by annotating it or taking notes on it
	Preparing to Write: Annotating a Poem (pp. 164-167)	<ul style="list-style-type: none"> Levertov, “The Secret” (pp. 166-167) 	<ul style="list-style-type: none"> Provide a copy of the poem for students to annotate using the example annotations of Dunn’s “The Sacred” on pp. 164-165

Skill: Active and Close Reading

	Instruction	Texts	Activity or Assessment
11th TLC	Annotating Nonfiction (pp. 41-43)	<ul style="list-style-type: none"> Chisholm, from “People and Peace, Not Profits and War” (pp. 39-41) 	<ul style="list-style-type: none"> Utilize the sample annotation of Chisholm’s speech on pp. 42-43 and show students your own annotation of it to demonstrate the variety of high-quality annotation Select a comparable text to copy or students to support them as they annotate the text on their own
	Using a Chart or Graphic Organizer (pp. 46-47)	<ul style="list-style-type: none"> Chisholm, from “People and Peace, Not Profits and War” (p. 55) Eisenhower, “Order of the Day” (pp. 47-48) 	<ul style="list-style-type: none"> Provide students with a simple chart or graphic organizer with three columns labeled “Rhetorical Choice,” “Quote,” and “Effect of Choice on Purpose” and include the examples on p. 46 of the textbook as well as the rhetorical choices on p. 47 so that students can complete the rest on their own When you reach the Section 2 Culminating Activity on pp. 54, provide students with a similar resource
	Analyzing Visual Texts: Close Reading Visual Rhetoric (pp. 32-36)	<ul style="list-style-type: none"> Dodge Durango Ad (p. 33) KFC “Hot & Spicy” Ad (p. 36) 	<ul style="list-style-type: none"> In addition to the activity on p. 36, present various advertisements from magazines, billboards, political mailers, television, websites, free cell phone apps, etc., and ask students to use the fire-impression questions on p. 32 and the analyzing visual rhetorical strategies on pp. 35

Skill: Active and Close Reading

	Instruction	Texts	Activity or Assessment
12th L&C	<p>Becoming an Active Reader (pp. 6-13)</p> <ul style="list-style-type: none"> Annotating Short Fiction (pp. 6-8) 	<ul style="list-style-type: none"> Kincaid, “Girl” (pp. 37-38) 	<ul style="list-style-type: none"> Make copies of Kincaid’s story ahead of time so students can work through the two-step process: 1) annotating it, then 2) composing a paragraph of exploratory writing in which they express their observations and ask questions
	<ul style="list-style-type: none"> Annotating Poetry (pp. 82-83) 	<ul style="list-style-type: none"> Model – Herrick, “Delight in Disorder” (pp. 82-83) Practice – Rekdal, “Happiness” (pp. 85-86) 	<ul style="list-style-type: none"> Make copies of Rekdal’s poem “Happiness” to annotate and have them record words or phrases that provoke thoughts or about which they have questions in the left column and their thoughts and questions in the right column as a variation on the two-step process
	<ul style="list-style-type: none"> Graphic Organizer (pp. 87-92) 	<ul style="list-style-type: none"> Model – Kumin, “Woodchucks” (p. 87-92) Practice – Jackson, “Mighty Pawns” (pp. 92-93) 	<ul style="list-style-type: none"> Provide students with a hard copy of a graphic organizer modeled after the one for “Woodchucks” on pp. 89-92 or a digital version that you can share with them and have them complete in preparation for writing an analysis essay

Skill: Understanding Rhetorical Situation

	Instruction	Texts	Activity or Assessment
9th FLL	Rhetorical Situation (pp. 390-391)	<ul style="list-style-type: none"> Polochanin, “We Already Know School Starts Too Early. It’s Time to Do Something About It” (pp. 388-390) 	<ul style="list-style-type: none"> Discuss with students Polochanin’s article and the overview of its rhetorical situation on p. 391 Have the students complete the rhetorical activities on pp. 390 and 391 to develop their ideas about proposing a change at school and to determine the rhetorical situation for their individual proposals
10th ALL	The Rhetorical Situation of an Argument (pp. 85-87)	<ul style="list-style-type: none"> Reagan, “Challenger Speech” (pp. 87-88) 	<ul style="list-style-type: none"> Ask students to use Reagan’s speech or to find a short text that is an argument and annotate the text to focus on SOAPS
11th ALR	The Rhetorical Situation (pp. 4-5)	<ul style="list-style-type: none"> Lincoln, “Gettysburg Address” (pp. 4-5) 	<ul style="list-style-type: none"> Choose an excerpt from Lincoln’s “House Divided” speech to give students an opportunity to practice analyzing rhetorical situations on their own
	The Rhetorical Triangle (pp. 6-8)	<ul style="list-style-type: none"> King, Billie Jean, “Serena Is Still Treated Differently Than Male Athletes” (pp. 8-9) 	<ul style="list-style-type: none"> Create a graphic organizer in which students can record their analysis of the persona of King in her opinion piece, as well as the context, occasion, subject, audience, and purpose
11th TLC	The Rhetorical Situation (pp. 5-10)	<ul style="list-style-type: none"> Lincoln, “Gettysburg Address” (p. 4-5) 	<ul style="list-style-type: none"> Use this opportunity to let students practice active listening by playing a recording of a actor or actors reading the speech)
		<ul style="list-style-type: none"> King, Billie King, “Serena Is Still Treated Differently Than Male Athletes” (pp. 8-9) 	<ul style="list-style-type: none"> Ask students to consider the rhetorical situation presented by the title alone as a way to outline the rhetorical situation before they read the opinion piece and add specifics to their analysis of the title and the full text.
12th L&C	N/A		

Skill: Understanding Rhetorical Appeals

	Instruction	Texts	Activity or Assessment
9th FLL	Rhetorical Appeals (pp. 394-396)	<ul style="list-style-type: none"> Polochanin, “We Already Know School Starts Too Early. It’s Time to Do Something About It” (pp. 388-390) 	<ul style="list-style-type: none"> Ask students to identify the rhetorical appeals in Polochanin’s argument from the discussion of them on p. 395 See the activity on p. 396 and have students complete 1 and/or 2
10th ALL	Rhetorical Appeals (pp. 95-97) <ul style="list-style-type: none"> Logos 	<ul style="list-style-type: none"> <i>Dilbert</i>, Cartoon (p. 95) Hoover Institute, “The Case for More Immigration” (p. 96) 	<ul style="list-style-type: none"> Discuss how the Dilbert cartoon pokes fun at the appeal to logos. Discuss how the author uses statistics and historical patterns to make the case for increased immigration
	<ul style="list-style-type: none"> Pathos 	<ul style="list-style-type: none"> Reagan, from “Challenger Speech” (pp. 87-88 and p. 96) Forever 21, article excerpt (p. 96) 	<ul style="list-style-type: none"> Provide students with one of these short text in which the author or speaker appeals to pathos, and ask students to identify the descriptive and vivid language that has an emotional effect
	<ul style="list-style-type: none"> Ethos 	<ul style="list-style-type: none"> Hoover Institute, “The Case for More Immigration” (p. 97) 	<ul style="list-style-type: none"> Provide students with sample rhetorical situations, and ask students to brainstorm ways authors and speakers can establish their credibility and authority
11th ALR	Rhetorical Appeals (pp. 9-19) <ul style="list-style-type: none"> Ethos (pp. 9-11) 	<ul style="list-style-type: none"> Vance, from <i>Hillbilly Elegy</i> (p. 10) 	<ul style="list-style-type: none"> Use the suggested activity on p. 11 or present students with a similar subject and two different audiences for them to address
	<ul style="list-style-type: none"> Logos (pp. 11-14) 	<ul style="list-style-type: none"> Tolentino, from “What It Takes to Put Your Phone Away” (pp. 12-14) 	<ul style="list-style-type: none"> Have students annotate our outline Tolentino’s article to identify her appeals to logos and her approach to counterarguments
	<ul style="list-style-type: none"> Pathos (pp. 15-17) 	<ul style="list-style-type: none"> Nixon, from “The Checkers Speech” (p. 15) 	<ul style="list-style-type: none"> Find additional speeches in which political candidates clearly appeal to pathos and have students compare and contrast the effects with those in Nixon’s speech to determine whether pathos is a useful or risky approach in such instances Search for Abu-Jaber’s full piece online and ask students to compare and contrast her use of pathos in each half

Skill: Understanding Rhetorical Appeals

	Instruction	Texts	Activity or Assessment
11th TLC	Rhetorical Appeals (pp. 10-21) • Ethos (pp. 10-11)	• Vance, from “ <i>Hillbilly Elegy</i> ” (p. 10)	• Ask students to discuss how people can build ethos without utilizing credentials and what it takes to come across as authentic and trustworthy
	• Logos (pp. 12-14)	• Antonia, “How High School Ruined Leisure,” (p. 13-14) • Nixon, from “The Checkers Speech” (p. 15)	• See the activity on p. 13 and in addition to having students focus on Antonia’s concession and refutation, have them focus on the connotation of words in this text when discussing it with students and how denotation and connotation affect logos • Ask students to visit with a partner and their share their responses to the questions about Nixon’s speech that are at the top of p. 16
	• Pathos (pp. 15-17)	• Abu-Jaber, from “On Recognition and Nation” (p. 18)	• See activity on p. 16
	• Combining Ethos, Logos, and Pathos (pp.18-22)	• Keller, “Letter to Mark Twain” (pp. 17-18)	• Have half of the students analyze Keller’s letter from Mark Twain’s perspective while the other half analyzes it from the audience’s perspective as they would have experienced Mark Twain reading it
	• Analyzing Visual Texts: Identifying Rhetorical Appeals (pp. 20-21)	• Toles, Rosa Parks Cartoon (p. 20) • Beeler, NSA Cartoon (p. 21)	• See the activity on p. 21 • Provide students an opportunity to choose a contemporary issue of importance to them and to develop a one-frame cartoon in which they appeal to pathos, logos, and/or ethos
12th L&C	N/A		

Skill: Staking/Making Claims and Writing Thesis Statements

	Instruction	Texts	Activity or Assessment
9th FLL	Topic Sentences (pp. 84-86) Claim and Counterargument (pp. 392-393)		<ul style="list-style-type: none"> Have students complete the activity on p. 393
	Creating a Thesis (pp. 375-376)	<ul style="list-style-type: none"> Tan, “Two Kinds” pp. 331-338) 	<ul style="list-style-type: none"> Let students self select a piece from earlier in this chapter to read again and then write a working thesis that takes an interpretive stance on the passage (see activity on p. 376)
10th ALL	Making Meaning (pp. 18-19)	<ul style="list-style-type: none"> West, from <i>We Got Rid of Some Bad Men. Now Let's Get Rid of Some Bad Movies</i> (pp. 18-19) 	<ul style="list-style-type: none"> Have students annotate the excerpt from West's editorial to make connections and ask questions while reading for understanding, interpretation, and style
	Making Meaning: Culminating Activity (pp. 23-25)	<ul style="list-style-type: none"> Quindlen, from <i>A Quilt of a Country</i> (pp. 23-24) Herrmann, “Everything, Then Silence” (pp. 24-25) 	<ul style="list-style-type: none"> Have students annotate Quindlen's text and then write a brief response about its possible meanings Ask students to write a response that makes connections, askw questions, and explains the possible meaning of the text
	Identify and Focus, Investigate and Analyze, and Integrate and Present (pp. 126-143)	<ul style="list-style-type: none"> One of the texts on pp. 131, 132-133, 135, 136-137, or 138 	
	Making a Claim (pp. 163-164) Ch. 5 - Understanding Personal Experience in Argument: Making a Claim (pp. 163-164) Ch. 5 - Changing the World: Using Personal Experience in an Argument and Making a Claim (pp. 238-239)		<ul style="list-style-type: none"> Ask students to write a claim about the point the author of the text is trying to make Have students complete the activity on pp. 163-164 to identify a topic and write a draft of a claim about the topic

Skill: Staking/Making Claims and Writing Thesis Statements

	Instruction	Texts	Activity or Assessment
10th ALL cont'd	<p>Ch. 6 - Self Discover: Writing and Analysis of Character and Theme and Developing a Working Thesis (pp. 359-361)</p> <p>Ch. 7 - The Individual in School: Writing a Rhetorical Analysis Essay and Developing a Working Thesis (pp. 467-469)</p> <p>Ch. 8 - Cultures, Conflicts, and Connections: Writing an Analysis of a Poem's Speaker: Drafting a Thesis Statement (pp. 547-548)</p> <p>Ch. 9 - Our Robotic Future: Writing and Evidence-Based Argument and Taking a Stand (p. 657)</p> <p>Ch. 10 - Utopia and Dystopia: Writing a Close Analysis of Prose and Developing a Working Thesis (pp. 797-798)</p> <p>Ch. 11 - Do the Right Thing: Writing an Analysis of Tone and Developing a Working Thesis (pp. 905-906)</p> <p>Ch. 12 - Power: Writing an Analysis of Figurative Language in a Poem and Developing a Working Thesis</p>		
	<p>Effective Thesis and Essay Structure: Writing a Thesis (pp. 1064-1068)</p>	<ul style="list-style-type: none"> On-Going Student Essays 	<ul style="list-style-type: none"> Have students complete the activities on pp. 1066 and 1068 to revise the essays they have been working on

Skill: Staking/Making Claims and Writing Thesis Statements

	Instruction	Texts	Activity or Assessment
11th ALR	<p>Developing a Thesis Statement (pp. 38-40)</p> <p>Types of Claims (pp. 54-55)</p> <p>Developing a Thesis Statement for an Evidence-Based Essay (p. 91)</p> <p>Developing a Thesis Statement for a Close Analysis of Fiction (pp. 139-140)</p> <p>Developing a Thesis Statement to Craft a Poetry Analysis Essay (pp. 167-168)</p>	<ul style="list-style-type: none"> • Eisenhower, from “Order of the Day” (pp. 48-49) • Claims of fact, value, and policy • Six texts in Ch. 2: Has Technology Changed the Way We Think • Hemingway, from <i>A Clean, Well-Lighted Place</i> (p. 145) • Levertov, “The Secret” (p. 174) 	<ul style="list-style-type: none"> • Have students mimic the example thesis statements on pp. 39-40 with the goal of the final version being like Example 5 • Ask students to brainstorm additional examples for each type along with those presented on pp. 54-55 • Use examples on p. 91 as models and ask students to write their own closed thesis, open thesis, and counterargument thesis • Ask students to use the examples of weak thesis statements on pp. 139-140 to write similarly weak examples about the Hemingway passage with the idea that students will ultimately write a strong thesis such as the final example on p. 140 • Direct students to write just a thesis statement in response to Levertov’s poem and the prompt on p. 174 before having students peer edit each other’s thesis statements, revise as needed, and submit them for review before writing their essay
11th TLC	<p>Developing a Thesis Statement (pp. 43-45)</p>	<ul style="list-style-type: none"> • Chisholm, from “People and Peace, Not Profits and War” (pp. 39-41) 	<ul style="list-style-type: none"> • Choose another text from this chapter or elsewhere in the book and provide students with a comparable prompt to the one on p. 44; ask them to write very broad, narrow, and vague thesis statements modeled after those on pp. 44-45 before writing “Goldilocks” thesis statements that are “just right”
	<p>Understanding Claims (pp. 61-67)</p> <ul style="list-style-type: none"> • Types of Claims: Claims of Fact, Value, and Policy 	<ul style="list-style-type: none"> • Miranda, “Latino Communities Can Redefine American Generosity” (pp. 64-65) • Hoskins and Towns, “How the Language of Criminal Justice Inflicts Lasting Harm” (pp. 66-67) 	<ul style="list-style-type: none"> • Read Miranda’s text and the discussion of claims that follows it before having students complete the activity on p. 66 over the article by Hoskins and Towns
	<ul style="list-style-type: none"> • From Claim to Thesis: Closed, Open, and Counterargument Thesis Statements (pp. 95-97) 		<ul style="list-style-type: none"> • Have students complete the activity on p. 97 to help them explore closed, open, and counterargument thesis statements
	<ul style="list-style-type: none"> • Writing Topic Sentences (pp. 98-99) 		<ul style="list-style-type: none"> • See the activity on p. 99
	<ul style="list-style-type: none"> • Developing a Thesis Statement (pp. 147-148) 		<ul style="list-style-type: none"> • Ask students to develop a thesis statement of each type (closed, open, and counterargument)

Skill: Staking/Making Claims and Writing Thesis Statements

	Instruction	Texts	Activity or Assessment
12th L&C	Developing a Claim with Evidence: Short Fiction (pp. 18-23)	<ul style="list-style-type: none"> • Model – Jones, “The First Day” (pp. 2-5 and 59-67) • Practice – Davis, “Blind Date” (pp. 21-22) 	<ul style="list-style-type: none"> • Assign the culminating activity for section 1 of the first chapter to give students an opportunity to develop arguable claims similar to the interpretations of “The First Day” that the textbook provides • Provide direction to those who are ready to incorporate evidence
	Developing a Thesis Statement: Fiction (pp. 141-43)	<ul style="list-style-type: none"> • Kincaid, “Girl” (pp. 37-38 and 41-43) 	<ul style="list-style-type: none"> • Ask students to practice writing sentences that won’t work as thesis statements similar to the ones provided in the book for “Girl” • Have them write several appropriate arguable statements as a quick formative assessment after they have practiced writing summary, personal, broad, and narrow statements
	Developing a Claim with Evidence: Poetry (pp. 81-84)	<ul style="list-style-type: none"> • Model – Herrick, “Delight in Disorder” (pp. 82-84) • Practice – Rekdal, “Happiness” (pp. 85-86) 	<ul style="list-style-type: none"> • Assign the culminating activity for Section 1 of Ch. 2 to give students an opportunity to develop arguable claims similar to the interpretations of Herrick’s “Delight in Disorder” that the textbook provides • Direct those who are ready to incorporate evidence
	Developing a Thesis Statement: Poetry (pp. 130-134)	<ul style="list-style-type: none"> • Kumin, “Woodchucks” (p. 87 and 93-96) 	<ul style="list-style-type: none"> • Ask students to use the arguable thesis statement provided by the book to write a body paragraph analyzing and interpreting “Woodchucks”
	Developing a Thesis Statement: Longer Fiction and Drama (pp. 146-149)	<ul style="list-style-type: none"> • Glaspell, <i>Trifles</i>, (pp. 136-144 and 146-149) 	<ul style="list-style-type: none"> • Assign the activity on p. 149 OR • Ask students to approach this activity by first rating the strength of each statement on a scale of 1 (weak) to 5 (strong) • Discuss each of them as a group to determine which present defensible interpretations, which do not, and why the weakest ones are inadequate

Skill: Presenting Evidence

	Instruction	Texts	Activity or Assessment
9th FLL	Using Sources Ch. 4 (pp. 95-129) Sources As Conversation (pp. 96-99)	<ul style="list-style-type: none"> McKie, from “Is It Time to Shut Down the Zoos” (pp. 97-98) 	<ul style="list-style-type: none"> Ask students to complete a quick write in response to this question: To what extent do you think that animals should be kept in zoos? Then, have them complete the activity on p. 99 to add an idea from McKie into their response.
	<ul style="list-style-type: none"> Locating and Evaluating Sources (pp. 118-125) 	<ul style="list-style-type: none"> PETA, “Is There Such a Thing as a Reputable Roadside Zoo? What You Need to Know” (pp. 105-106) 	<ul style="list-style-type: none"> Ask students to use the terms and information on pp. 100-101 and 104 to determine which type of source the piece from PETA is and to evaluate its relevance, currency, authority, accuracy, and bias Have students complete the activity on p. 102 to locate sources they will use for upcoming activities as well
	<ul style="list-style-type: none"> Understanding and Keeping Track of Sources (pp. 106-110) 	<ul style="list-style-type: none"> Hone, “Why Zoos Are Good” (pp. 107-109) 	<ul style="list-style-type: none"> Ask students to review the sources they identified for the previous activity and to analyze one of them following the directions for the activity on p. 109
	<ul style="list-style-type: none"> Integrating Sources in Your Own Writing 	<ul style="list-style-type: none"> Duckworth, from <i>Grit: The Power of Passion and Perseverance</i> (pp. 111-112) 	<ul style="list-style-type: none"> Provide students with 5 minutes to write about the roles talent, aptitude, and interest play in determining academic success and then have them add one full-sentence quotation from Duckworth’s text according to the patterns on pp. 113-114 as well as a quote of a few words or phrases (see activity on p. 115)
10th ALL	Identify and Focus (pp. 126-127)	<ul style="list-style-type: none"> Complete the activity on pp. 126-127 to prepare students to explore the role of sports in high school. 	<ul style="list-style-type: none"> Walk students through steps 1-3 and have them develop a formal opinion in step 4
	Investigate and Analyze (pp.127-128)	<ul style="list-style-type: none"> Edmundson, “Do Sports Build Character? Or Damage It?” (p. 128) 	<ul style="list-style-type: none"> Ask students to complete the questions on p. 128 individually. Then, have them discuss their responses to question 3
	Examining Sources— Relevance, Currency, Authority, Accuracy, Bias (pp. 128-131)	<ul style="list-style-type: none"> Roosevelt, from “Address of President Roosevelt in the Chapel of the University of Minnesota”, April 4, 1903 (p. 131) 	<ul style="list-style-type: none"> Read the text with students and engage them in a discussion about relevance, currency, authority, accuracy, and bias
	Draw Connections— Ch. 4 (pp. 132-140) and Integrate and Present (pp. 143-144)	<ul style="list-style-type: none"> Six Texts Addressing the Topic of the Role of High School Sports 	<ul style="list-style-type: none"> Have students create a chart like the one on p. 132 and complete it as they read the texts on pp. 132-140. Each of the texts also includes a text-specific activity that will lead students through understanding and analyzing sources. Using the directions on p. 140, ask students to reflect on and revise their formal opinion from earlier in the chapter (p. 127) Using the chart on p. 143 as a guide, students can identify three or more sources to support their revised claim and explore how they would use the sources to support their arguments

Skill: Presenting Evidence

	Instruction	Texts	Activity or Assessment
10th ALL cont'd	Balanced Evidence and Commentary (pp. 1073-1076)	<ul style="list-style-type: none"> On-Going Student Essays 	<ul style="list-style-type: none"> Have students complete the activities on pp. 1074 and 1076 to revise the essays they have been working on
	Appropriate Evidence and Support (pp. 1076-1082)	<ul style="list-style-type: none"> On-Going Student Essays 	<ul style="list-style-type: none"> Have students complete the activities on pp. 1078, 1080, and 1082 to revise the essays they have been working on
11th ALR	Using Quotations As Evidence (pp. 42-44)	<ul style="list-style-type: none"> Eisenhower, from “Order of the Day” (pp. 48-49) 	<ul style="list-style-type: none"> Ask students to highlight the quoted materials in their responses to the Eisenhower text and compare them to the examples on p. 43 to determine whether they rely too extensively on quotations
	Understanding and Analyzing Evidence (pp. 56-59)	<ul style="list-style-type: none"> Kelley, “Speech on Child Labor” (pp. 58-59) 	<ul style="list-style-type: none"> Provide students with printed copies of Florence Kelley’s speech and ask them to highlight different types of evidence in different colors
	Supporting Your Argument with Evidence (pp. 93-95)	<ul style="list-style-type: none"> Various essays in the Ch. 2 Conversation 	<ul style="list-style-type: none"> Read through the discussion of evidence on pp. 94-95 with students and then help them evaluate the evidence in the sample student essay on pp. 96-98
	Integrating Quotations—Prose Analysis (pp. 141-142)	<ul style="list-style-type: none"> Melville, from <i>Moby Dick</i> (p. 136) 	<ul style="list-style-type: none"> Ask student to complete the activity on p. 142 for which they need to write a body paragraph using evidence from the Moby Dick excerpt to support the idea that Ishmael uses energetic syntax to convey the magnetic draw of the sea
	Integrating Quotations—Poetry Analysis (pp. 169-171)	<ul style="list-style-type: none"> Dunn, “The Sacred” (p. 163) 	<ul style="list-style-type: none"> Ask students to write a body paragraph for the activity on p. 171 in which they choose quotations to support the assertion that the syntax in “The Sacred” mirrors the rhythm of classroom discussion and creates a sense of motion

Skill: Presenting Evidence

	Instruction	Texts	Activity or Assessment
11th TLC	Defending a Claim with Evidence (pp. 36-38)	<ul style="list-style-type: none"> Muñoz, from “Leave Your Name at the Border” 	<ul style="list-style-type: none"> See the culminating activity on p. 36
	Developing a Line of Reasoning with Evidence from the Text (pp. 48-49)		<ul style="list-style-type: none"> Have students highlight the quotations in their paragraphs and essays to give them (and you!) a quick visual check of the evidence/commentary balance
	Understanding and Analyzing Evidence (pp. 67-74) <ul style="list-style-type: none"> Types of Evidence (pp. 68-70) 	<ul style="list-style-type: none"> Guenther, “Who is the We in ‘We Are Causing Climate Change’?” (pp. 70-71) Rosenberg, “Hi, There, Want to Triple Voter Turnout?” 	<ul style="list-style-type: none"> See the activity on p. 72 in which students identify types of evidence in this opinion piece by Rosenberg.
	Logical Fallacies (pp. 85-90)		
	Identifying Fallacies in Visual Texts (pp. 87-90)	<ul style="list-style-type: none"> PETA, “Feeding Kids Meat Is Child Abuse” (p. 87) U.S. Department of Education, High School Graduation Graphic (p. 89) Omega Watches, Advertisement (p. 90) 	<ul style="list-style-type: none"> See the activity on p. 89 in which students use a graphic organizer to identify logical fallacies in images
Choosing Evidence (pp. 99-100)			

Skill: Presenting Evidence

	Instruction	Texts	Activity or Assessment
11th TLC cont'd	<p>Approaching Sources in Arguments, Examining Sources in Arguments, Synthesizing Sources (pp. 113-116)</p> <ul style="list-style-type: none"> Using Sources to Inform an Argument (pp. 116-118) 	<ul style="list-style-type: none"> Hillenbrand, from <i>Seabiscuit</i> (p. 117) 	<ul style="list-style-type: none"> Discuss with students how seamlessly Hillenbrand incorporates general information and a direct quote and how she makes sure ideas drive the passage instead of others' ideas Ask students to examine Hillenbrand's text using the BEAM method on pp. 117-118
		<ul style="list-style-type: none"> Early, from <i>A Level Playing Field: African American Athletes and the Republic of Sports</i> (pp. 118-119) 	<ul style="list-style-type: none"> Help students navigate this passage by using it as an opportunity to practice close reading skills and annotation See the activity on p. 118 in which students analyze how Early's sources inform his argument
	<p>Using Sources to Appeal to an Audience (pp. 119-124)</p>	<ul style="list-style-type: none"> Pinker, from "Words Don't Mean What They Mean" (pp. 119-120) Pinker, from <i>The Stuff of Thought: Language as a Window into Human Nature</i> (p. 120) Pinker, from "The Evolutionary Social Psychology of Off-Record Indirect Speech Acts" (p. 107) Brooks, "Individual Pursuits Tear at Nation's Social Fabric" (pp. 123-124) 	<ul style="list-style-type: none"> Read through the texts by Pinker with students and discuss the distinct audiences he writes for and how each text incorporates sources and provides source material based on the target audience See the activity "Analyzing How Sources Appeal to an Audience" on pp. 122-124 in which students identify which audience(s) Brooks addresses

Skill: Presenting Evidence

	Instruction	Texts	Activity or Assessment
12th L&C	Interpreting Short Fiction: Defending Your Claim with Evidence (pp. 21-23)	<ul style="list-style-type: none"> Davis, "Blind Date" (pp. 21-23) 	<ul style="list-style-type: none"> Assign the activity on p. 21 as part of developing an arguable claim Point out the final part of the directions and ask students to incorporate at least one piece of evidence from the short story that supports their claim
	Developing a Line of Reasoning with Evidence from the Text (pp. 44-45)	Kincaid, "Girl," (pp. 37-38 and 44-45)	<ul style="list-style-type: none"> Direct students to examine the differences between the sample paragraphs on pp. 44-45 to understand how evidence should support an argument and not drive an argument
	Developing a Line of Reasoning with Evidence from the Poem (pp. 96-97)	Kumin, "Woodchucks" (pp. 87 and 96-97)	<ul style="list-style-type: none"> Provide students with a graphic organizer (or direct them to create one by folding a piece of paper in half) so they can record the direct quotes in the first paragraph on pp. 96-97 in one column and the quotes in the second paragraph on p. 97 in another column and then discuss the effectiveness of reducing the overall number of direct quotes and the length of quoted material Discuss the different ways we format in-text citations for prose (by page or paragraph number) and for poetry and plays (by line number) as well as how to indicate multiple lines and line breaks
	Interpreting Longer Fiction and Drama: Defending a Claim with Evidence (p. 135) <ul style="list-style-type: none"> Supporting Your Thesis <ul style="list-style-type: none"> Writing Topic Sentences (pp. 150-151) Developing a Line of Reasoning (pp. 151-153) 	Various Texts	<ul style="list-style-type: none"> Assign the culminating activity on p. 135 Point out the final sentence of the prompt and discuss how evidence differs from summary

Skill: Writing an Argument + Synthesis

	Instruction	Texts	Activity or Assessment
9th FLL	Writing an Argument (pp. 387-491)	<ul style="list-style-type: none"> Ch. 7 Model Argument Texts 	<ul style="list-style-type: none"> Work through Writing Workshop 1 in Ch. 7 with students to help them write a multi-paragraph argument with cited evidence, rhetorical appeals, and a counterargument and refutation (pp. 466-478)
	Synthesizing Sources	<ul style="list-style-type: none"> Conversation: Is fandom a positive or negative force in our lives? <ul style="list-style-type: none"> —Olmsted, “Sports Fans are Happier People” (pp. 438-439) —Trendacosta, “When Fandom Is the Problem” (pp. 440-441) —Oliver, “‘Stan’ Culture Needs to Stop—Or at Least Radically Change. Here’s Why.” (pp. 441-442) —Tran, Instagram (p. 443) 	<ul style="list-style-type: none"> Work through “Entering the Conversation” (p. 444) with students to help them synthesize sources about sports fans and write an essay incorporating evidence from at least 2 of the Conversation texts
10th ALL	Understanding Inquiry and Evidence-Based Arguments Culminating Activity (pp. 150-157)	<ul style="list-style-type: none"> Five texts around the topic of Climate Change and Meat 	<ul style="list-style-type: none"> Read the sources and write an evidence-based response that refers to at least three of the sources
	Writing an Evidence-Based Argument (pp. 654-664 and p. 667)	<ul style="list-style-type: none"> Turkle, “Why These Friendly Robots Can’t Be Good Friends to Our Kids” (p. 604) Ch. 9 Texts (pp. 561-651) 	<ul style="list-style-type: none"> Read Sherry Turkel’s essay on p. 604 before working through the Writing Workshop on pp. 654-664 Write an argument in response to one of the Evidence-Based Argument prompts on p. 667 and include at least three texts in Ch. 9 to support your claim
11th ALL	From Reading to Writing: Crafting an Evidence-Based Essay (pp. 78-89)	<ul style="list-style-type: none"> Six texts in Ch. 4 each accompanied by an activity in which students summarize a source, analyze quantitative evidence, concede and refute claims, compare and contrast sources, and use visual texts as evidence 	<ul style="list-style-type: none"> Ask students to complete the activities throughout this section of Ch. 4 and mix up their responses to include written responses, small group discussion, and whole class discussion

Skill: Writing an Argument + Synthesis

	Instruction	Texts	Activity or Assessment
11th ALR cont'd	Culminating Activity: Crafting an Evidence-Based Argument Essay—How Free Is Free Speech? (pp. 99-107)	<ul style="list-style-type: none"> Rosenbaum, “Should Neo-Nazis Be Allowed Free Speech?” (p. 99) Nott, “Free Speech Isn’t Always Valuable. That’s the Point.” (p. 101) Nielsen, “The Case for Restricting Hate Speech” (p. 102) Wilkinson, “Free Speech” Cartoon (p. 104) Mchangama, “The U.N. Hates Hate Speech More Than It Loves Free Speech” (p. 104) “College Students’ Views on Whether Hate Speech Should Be Protected by the First Amendment” Graph (p. 107) 	<ul style="list-style-type: none"> Have students articulate their own opinion on the topic before they begin reading the sources to help them distinguish their opinion from others’; then, ask them to read the six sources, articulate a thesis, and write topic sentences before identifying three sources and textual evidence to support their argument
11th TLC	Synthesizing Sources (pp. 115-116) From Reading to Writing: Crafting an AP® Synthesis Essay (pp. 130-166)	<ul style="list-style-type: none"> Ostroff, “Beyoncé and Why Celebrity Activists Matter” (pp. 131-133) Celebrity Influence on Voting Graph (p. 134) Nike Ad (p. 135) Grose, from “When Did We Start Taking Famous People Seriously?” (pp. 136-139) Coley, from “‘I Take Responsibility’ and the Limits of Celebrity Activism” (pp. 139-141) Osake, “Athletes Speak Up” (pp. 142-143) 	<ul style="list-style-type: none"> Ask students to complete the activities between these texts to help them learn how to summarize a source, analyze quantitative and qualitative evidence, compare and contrast sources, etc.
	Crafting an AP® Synthesis Essay: How Free Is Free Speech? (pp. 157-166)	<ul style="list-style-type: none"> Rosenbaum, “Should Neo-Nazis Be Allowed Free Speech?” (p. 157-159) Nott, “Free Speech Isn’t Always Valuable. That’s the Point.” (p. 159-160) Nielsen, “The Case for Restricting Hate Speech” (pp. 160-162) Wilkinson, “Free Speech” Cartoon (p. 162) Mchangama, “The U.N. Hates Hate Speech More Than It Loves Free Speech” (p. 163-165) “College Students’ Views on Whether Hate Speech Should Be Protected by the First Amendment” Graph (p. 166) 	<ul style="list-style-type: none"> See Culminating Activity prompt on p. 157
12th L&C	N/A		

Skill: Writing an Analysis of Argument

	Instruction	Texts	Activity or Assessment
9th FLL	Writing an Analysis of Argument (pp. 481-491)	<ul style="list-style-type: none"> Almond, “Is It Immoral to Watch the Super Bowl?” (pp. 430-434) Additional Argumentative Text in Ch. 7 - Student Choice 	<ul style="list-style-type: none"> Work through Writing Workshop 2 in Ch. 7 with students to help them write a multi-paragraph analysis of argument with a thesis, claims, and cited evidence (pp. 481-491)
10th ALL	Understanding Rhetoric and Argument—Culminating Activity (p. 120)	<ul style="list-style-type: none"> Skenazy, “Why I Let My 9-Year-Old Ride the Subway Alone” (pp. 120-121) 	<ul style="list-style-type: none"> Ask students to read the article and analyze the rhetorical appeals and strategies Skenazy uses to achieve her purpose
	Writing a Rhetorical Analysis Essay (pp. 463-476)	<ul style="list-style-type: none"> Gatto, “Against School” (pp. 428-433) 	<ul style="list-style-type: none"> Read through the steps to write a rhetorical analysis essay and the modeling of the process using Gatto’s “Against School.” Then, have students choose another essay in Ch. 7 to analyze on their own. (As needed, guide them towards essays according to the section that best matches their reading levels)
11th ALR	From Reading to Writing: Crafting a Rhetorical Analysis Argument (pp. 34-48)	<ul style="list-style-type: none"> Chisholm, from “People and Peace, Not Profits and War” (pp. 34-35) 	<ul style="list-style-type: none"> Direct students to the second sentence at the top of p. 34: “Good writing comes from careful reading, so the first steps will always be to read, reread, ask questions, and annotate the text you will be working with”; then, walk through these steps as a class, especially because this is an advanced level of rhetorical analysis
11th TLC	From Reading to Writing: Crafting an AP® Rhetorical Analysis Essay (pp. 39-55)	<ul style="list-style-type: none"> Chisholm, from “People and Peace, Not Profits and War” (pp. 39-41) 	<ul style="list-style-type: none"> Take the time to walk students through reading Chisholm’s text multiple times, and read it with them each day you spend working on this assignment in class to help them reach a deeper understanding of it
	Culminating Activity—Creating an AP® Rhetorical Analysis Essay	<ul style="list-style-type: none"> Eisenhower, “Order of the Day” (p. 55) 	<ul style="list-style-type: none"> See the culminating activity prompt on p. 54 to guide students in writing a rhetorical analysis essay
12th L&C	N/A		

Skill: Writing an Analysis of Fiction and Prose

	Instruction	Texts	Activity or Assessment
9th FLL	Writing an Analysis of Fiction (pp. 372-385)	<ul style="list-style-type: none"> Tan, “Two Kinds” (pp. 331-338) 	<ul style="list-style-type: none"> Write a multi-paragraph analysis of “Two Kinds” with cited evidence
10th ALL	A Model Analysis Connection Elements of Fiction to Theme (pp. 43-47)	<ul style="list-style-type: none"> Saunders, “Sticks” (pp. 43-45) 	<ul style="list-style-type: none"> Ask students to read “Sticks” and the commentary about point of view, characters, plot/conflict, setting, symbolism, and possible themes.
		<ul style="list-style-type: none"> Hawthorne, from <i>The Scarlet Letter</i> (pp. 46-47) 	<ul style="list-style-type: none"> Ask students to read and annotate the excerpt from <i>The Scarlet Letter</i>. Then, have them read it a second time and consider how Hawthorne uses point of view, characterization, plot and conflict, setting, and symbol to draw a conclusion about the theme of guilt and punishment in the excerpt.
		<ul style="list-style-type: none"> Hansberry, from <i>A Raisin in the Sun</i> (p. 51) 	<ul style="list-style-type: none"> Have students read and annotate the excerpt from <i>A Raisin in the Sun</i> and write a brief response about characterization, plot and conflict, setting, and symbol to identify a theme
11th ALR	From Reading to Writing: Crafting a Close Analysis of Fiction (pp. 135-145)	<ul style="list-style-type: none"> Melville, from <i>Moby Dick</i> (p. 136) 	<ul style="list-style-type: none"> Walk through the sample analysis of the <i>Moby Dick</i> excerpt with students.
		<ul style="list-style-type: none"> Hemingway, from <i>A Clean Well-Lighted Place</i> (p. 145) 	<ul style="list-style-type: none"> Provide students with a copy of the Hemingway excerpt to annotate; then, require them to write only a thesis statement and topic sentences for an essay after which they can create a three-column graphic organizer in which they note direct quotes to support their analysis, notes about the effects and functions of the quotes, and page numbers
11th TLC	N/A		

Skill: Writing an Analysis of Fiction and Prose

	Instruction	Texts	Activity or Assessment
12th L&C	From Reading to Writing: Crafting an AP® Prose Fiction Analysis Essay (pp. 36-48) • Writing a Body Paragraph of an AP® Prose Fiction Analysis Essay	<ul style="list-style-type: none"> • Kincaid, “Girl” (pp. 37-38) 	<ul style="list-style-type: none"> • Assign the activity on p. 45 • Ask students to highlight direct quotations in their paragraphs as a way to help them visually process how they are integrating quotations and supporting their assertions
	Crafting an AP® Prose Fiction Analysis Essay	<ul style="list-style-type: none"> • From Wharton, <i>The House of Mirth</i> (pp. 48-49) 	<ul style="list-style-type: none"> • Assign the culminating activity on pp. 48-49
	From Reading to Writing: Crafting an AP® Literary Argument Essay (pp. 136-157) • Writing a Body Paragraph of an AP® Literary Argument Essay	<ul style="list-style-type: none"> • Glaspell, <i>Trifles</i>, (pp. 136-144 and 153-154) 	<ul style="list-style-type: none"> • Assign the activity on pp. 153-154 • Ask students to highlight evidence and commentary that does not merely present a summary as a way to help students distinguish among the types of writing
	Crafting an AP® Literary Argument Essay	<ul style="list-style-type: none"> • Various Texts 	<ul style="list-style-type: none"> • Assign the culminating activity on p. 157

Skill: Writing an Analysis of Poetry

	Instruction	Texts	Activity or Assessment
9th FLL	Writing an Analysis of Poetry (pp. 582-593)	<ul style="list-style-type: none"> Hughes, “Let America Be America Again” (pp. 548-549) 	<ul style="list-style-type: none"> Write a multi-paragraph analysis of a poem with cited evidence
10th ALL	A Model Analysis: Connecting Elements of Poetry to Theme (pp. 61-73)	<ul style="list-style-type: none"> Marlowe, “The Passionate Shepherd to His Love” (pp. 61-62) 	<ul style="list-style-type: none"> Ask students to read the sample observations about “The Passionate Shepherd to His Love”
		<ul style="list-style-type: none"> Millay, from “Renascence” (pp. 68-69) 	<ul style="list-style-type: none"> Have students annotate and discuss the excerpt from “Renascence”
		<ul style="list-style-type: none"> Dunbar, “Sympathy” (pp. 70-71) 	<ul style="list-style-type: none"> Have students annotate and analyze how diction, syntax, figurative language, and imagery create the speaker’s tone in “Sympathy”
		<ul style="list-style-type: none"> Kuan, “Magic Lesson” (pp. 71-73) 	<ul style="list-style-type: none"> Have students annotate and analyze the theme of “Magic Lesson”
11th ALR	From Analysis to Essay: Crafting a Poetry Analysis Essay (pp. 162-175)	<ul style="list-style-type: none"> Dunn, “The Sacred” (p. 163) 	<ul style="list-style-type: none"> Examine “The Sacred” with students and read through the model summary and annotation of it on pp. 163-166 with them
		<ul style="list-style-type: none"> Levertov, “The Secret” (pp. 166 and 174) 	<ul style="list-style-type: none"> * Read through “The Secret” with students and ask them to summarize it one sentence; then, have them annotate it and develop a thesis statement using the instruction on pp. 167-168; finally, ask them to draft topic sentences and to identify textual evidence that supports their topic sentences before having them complete the culminating activity on pp. 174-175
11th TLC	N/A		

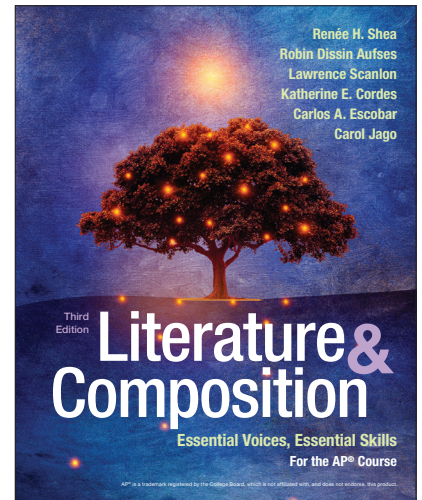
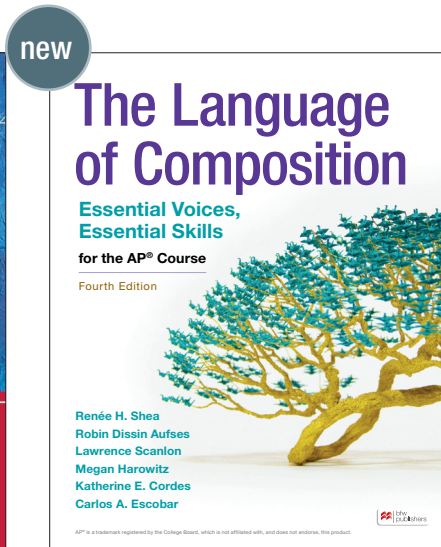
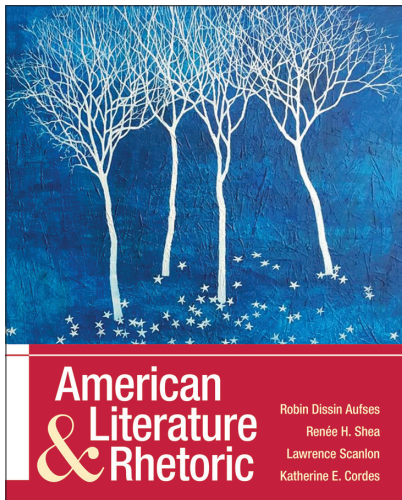
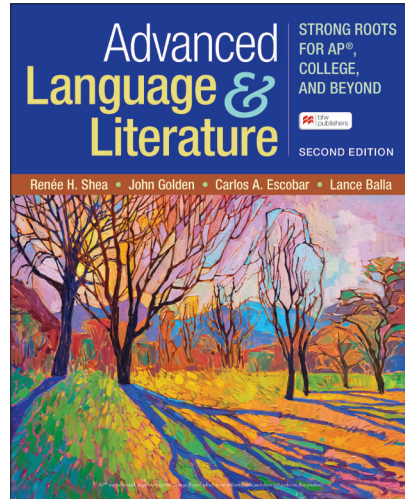
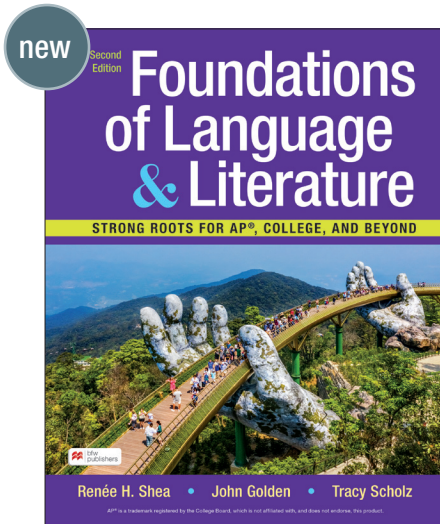
Skill: Writing an Analysis of Poetry

	Instruction	Texts	Activity or Assessment
12th L&C	From Reading to Writing: Crafting an AP® Poetry Analysis Essay (pp. 126-138) • Writing an AP® Poetry Analysis Essay	• Kumin, “Woodchucks” (p. 87)	• Assign the activity on p. 98 • Ask students to highlight direct quotations in their paragraphs as a way to help them visually process how they are integrating quotations and supporting their assertions
	• Crafting an AP® Poetry Analysis Essay	• Jackson, "Mighty Pawns" (pp. 101-102)	• Assign the culminating activity on pp. 105



bedford, freeman & worth
publishers

9-12 Pre-AP® to AP® English: Vertical Teaming Guide



Katherine E. Cordes
Skyview High School • Billings, Montana