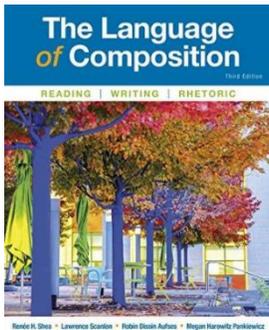


### Core Text / Materials



**Please ensure you obtain the following:**

- The Language of Composition*, 3<sup>rd</sup> Edition – (Teacher Edition)
- The Language of Composition*, 3<sup>rd</sup> Edition – (Student Edition: class set)
- BFW Achieve app on Clever for book online access
- AP Classroom Access
  - You can sign in or sign up here.
  - Identify your AP Coordinator on campus and obtain course audit approval.
- AP English Language Course and Exam Description, Fall 2020
- AP English Language Conceptual Framework

**Note:** This guide will follow the unit materials provided by College Board through their CED and lay these beside the thematic chapters in *The Language of Composition*, 3rd Edition, emphasizing the skills that each unit enumerates and highlights.

### Unit Overview

In Unit 1, students will become comfortable using language specific to discussion of argument. They will begin identifying where writers of argument make argumentative claims and notice how they use evidence to support and defend these claims. They will begin to practice noticing (and making) several related claims about one issue. They will also write multiple paragraphs in which they will make a claim and defend that claim with evidence. In Unit 1, the paragraphs will focus on discovering and articulating another writer’s claim in an argument, and identifying and explaining how the evidence is used in support of that claim. The focus here is on developing close reading skills for arguments and distinguishing between argumentative claims and non-argumentative claims or statements of fact. Teachers should note that the language of argument is also used when talking about writing a rhetorical analysis essay – overarching thesis, claims, evidence, commentary.

### Big Ideas/Skills Categories

| Enduring Understanding  | Skills  | Essential Knowledge  |
|---|---|--|
| <b>RHS:</b> Individuals write within a particular situation and make strategic writing choices based on that situation. | <b>1.A Reading</b> – Identify and describe rhetorical situation.  | <b>RHS-1.A</b> The rhetorical situation of a text collectively refers to the exigence, purpose, audience, writer, context, and message.  |
|   | <b>1.B Reading</b> – Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs. | <b>RHS-1.F</b> Writers’ perceptions of an audience’s values, beliefs, needs, and background guide the choices they make.   |
|   | <b>2.B Writing</b> – Demonstrate an understanding of an audience’s beliefs, values, or needs.                       | <b>RHS-1.I</b> The introduction of an argument introduces the subject and/or writer of the argument to the audience. An introduction may present the argument’s thesis         |
| <b>CLE:</b> Writers make claims about subjects, rely on evidence that supports the                                      | <b>3.A Reading</b> – Identify and explain claims and evidence within an argument.                                   | <b>CLE-1.A</b> Writers convey their positions through one or more claims that require a defense.<br><b>CLE-1.B</b> Writers defend their claims with evidence and/or reasoning. |

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| reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. | <b>3.B Reading</b> – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure. | <b>CLE-1.O</b> A thesis statement may preview the line of reasoning of an argument.  |
|  | <b>4.A Writing</b> – Develop a paragraph that includes a claim and evidence supporting the claim.   | <b>CLE-1.G</b> Strategically selected evidence strengthens the validity and reasoning of the argument, relates to an audience’s emotions and values, and increases a writer’s credibility  |
|  | <b>4.B Writing</b> – Write a thesis statement that requires proof or defense and that may preview the structure of the argument.              | <b>CLE-1.J</b> A writer’s thesis is not necessarily a single sentence or an explicit statement and may require a thorough reading of the text to identify, but when a thesis is directly expressed, it is called a thesis statement. |

| Unit 1 Exam   |                 |                          |                              |  |
|---|-----------------|--------------------------|------------------------------|--|
| Structure   |                 |                          |                              | Useful Resources   |
| Section 1   | Multiple Choice | 15 minutes time limit    | 11 questions                 | <input type="checkbox"/> How to access the exam via AP Classroom exam links<br><input type="checkbox"/> Assessment Companion<br><input type="checkbox"/> How to input Rubric Score on Edcite<br><input type="checkbox"/> TEAMS AP English Language Channel |
| Section 2   | Free Response   | 25-30 minutes time limit | 1 Rhetorical Analysis Prompt |  |
| <b>Note:</b> Unit Exams are skills-based exams with added time constraints to prepare for the final AP English Language exam. While essays are suggested in intervals of 40 minutes during a full-length exam, unit exams focus on the students’ ability to read, draft, and respond to a prompt with a <b>defensible thesis</b> (Row A point) and <b>at minimum a claim, evidence, and commentary</b> in their body paragraph(s) (Row B points) in a limited time frame. |                 |                          |                              |  |

| Multi-Tiered System of Support (MTSS)  |
|--|
| <p>To support the district’s <b>Multi-Tiered System of Supports (MTSS)</b> initiative and align more closely with TEA’s <b>Research-Based Instructional Strategies (RBIS)</b> framework, instructional products will be created that prioritize <b>speaking and classroom discourse, text-based responses, and vocabulary development</b> throughout the AP English Language curriculum. These focus areas are embedded within the curriculum in alignment with the <b>College Board’s Course Exam Description (CED)</b> and our textbook, <i>The Language of Composition</i>. This unit guide specifically targets the <b>effective integration</b> of these instructional strategies into daily instruction, ensuring that they are implemented in a way that fosters <b>intentional and focused</b> delivery. The goal is to enhance student engagement and performance, ensuring students are well-prepared for the AP exams in the 25-26 school year.</p> |

| Unit 1 Reading List   |   |               |
|---|---|---------------|
| Title   | Author                                    | Location      |
| 1. Lou Gehrig’s Farewell speech   | Lou Gherig                                | page 5        |
| 2. “For Teenager, Hijab a sign of Freedom, Not Stricture”                 | Mina Shahinfar                            | page 8        |
| 3. “Why Investing in Fast Food May Be a Good Thing”                       | Amy Domini                                | pages 75-76   |
| 4. “Felons and the Right to Vote”   | <i>The New York Times</i> Editorial Board | pages 83-85   |
| 5. “How to Solve the Education Crisis for Boys and Men”                   | Richard Reeves                            | TED Talk      |
| 6. “Why We Desperately Need to Bring Back Vocational Training in Schools” | Nicholas Wyman                            | pages 277-278 |

|  |                   |                           |
|--|-------------------|---------------------------|
| 7. "In Defense of a Liberal Education"             | Fareed Zakaria    | pages 179-180             |
| 8. "America Needs its Nerds"                       | Leonid Fridman    | 2008B AP Released Passage |
| 9. "People and Peace, Not Profits and War"         | Shirley Chisholm  | Pages 61-62               |
| 10. <i>Our Declaration</i>                         | Danielle S. Allen | AP Classroom              |
| 11. Commencement Address at University of Virginia | Rita Dove         | 2023 AP Release Passage   |

| ROADMAP  |   |  |      |    |  |  |
|--|---|--|------|----|--|--|
| Lesson 1: Introduction to Rhetorical Situation   |   | Date:  |      |    |  |  |
| Skill / Objective  | Notes for Intellectual Preparation & Lesson Planning  | Lesson Look Fors   |      |    |  |  |
| <p><b>1.A</b> - Identify and describe rhetorical situation.</p> <p><b>Obj. – SWBAT</b> analyze Lou Gehrig’s farewell speech and identify its speaker and exigence then apply understanding by examining visual and print texts to further explore effectiveness of rhetorical situation.</p> | <p><b>Goal of this lesson:</b> Introduce the basics of the <b>rhetorical situation specifically speaker, purpose, exigence</b> by engaging students in the concept of rhetoric: what it is, how it works, and why it matters.</p> <p><b>Lesson Cycle:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Do Now: Quickwrite</b> – View <b>How Steve Gleason has persevered and inspired others to keep fighting   2024 ESPYS (ESPN) via YouTube (6:27)</b></li> <li><input type="checkbox"/> Ask students what they felt after watching the video? Why? AND initiate historical context of ALS aka Lou Gehrig’</li> <li><input type="checkbox"/> <b>Model:</b> Using SPACE (speaker, purpose, audience, context, exigence) model close reading to identify and describe rhetorical situation in Lou Gehrig’s farewell speech. <ul style="list-style-type: none"> <li>▪ <b>Reading is in Chapter 1 page 5 (2 min independent read)</b></li> <li>▪ <b>Vocabulary</b> Ensure the focus is on <b>exigence</b> – RHS 1.B the part of a rhetorical situation that inspires, stimulates, provokes, or prompts writers to create a text by providing background information about Lou Gehrig’s disease.</li> </ul> </li> <li><input type="checkbox"/> <b>Guided Practice:</b> Using pre-selected visuals such as commercials, translate identification of rhetorical situation to everyday modern lifestyles. Repeat SPACE but allow students to guide discussion.</li> <li><input type="checkbox"/> <b>Independent Practice:</b> Pair students and have them think-pair-share SPACE in a new print text.</li> <li><input type="checkbox"/> <b>Exit Ticket:</b> Commercial and questions that target one interpretation of speaker, purpose, or exigence. <i>(Sample provided in lesson plan, but teacher can adjust).</i></li> </ul> | <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> create modern connection to historical context of the disease</li> <li><input type="checkbox"/> model selection of details that identify and describe SPACE</li> <li><input type="checkbox"/> circle room to reassure student notes target visual interpretation of SPACE</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> annotate specific phrases and words that describe SPACE</li> <li><input type="checkbox"/> ask and compare about different interpretations of SPACE in print or visual with their peers</li> </ul> |      |    |  |  |
| <p><b>Vocabulary</b></p> <p>Rhetoric<br/>Rhetorical Situation<br/>Speaker<br/>Exigence<br/>Purpose</p>   | <p><b>Special Pops Tips</b></p> <ul style="list-style-type: none"> <li>➤ Graphic Organizer of SPACE with question stems that lead to one direct response.</li> <li>➤ Visually narrated and animated speech of Lou Gehrig with script and/or translated key words for ELL support titled The Luckiest Man, American Experience, PBS (2:31)</li> </ul>  | <table border="1"> <thead> <tr> <th>Know</th> <th>Do</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>  | Know | Do |  |  |
| Know   | Do  |  |      |    |  |  |
|  |   |  |      |    |  |  |

| Lesson 2: Elements of Rhetorical Situation  |   | Date:   |
|---|---|---|
| Skill / Objective   | Notes for Intellectual Preparation & Lesson Planning  | Lesson Look Fors  |
| 1.A - Identify and describe rhetorical situation.   | <p><b>Goal of this lesson:</b> Practice finding elements of <b>rhetorical situation specifically exigence, writer (speaker), audience, and purpose</b> by engaging students in the concept of rhetoric: what it is, how it works, and why it matters.</p> <p><b>Lesson Cycle:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Do Now:</b> Fill in the Blanks – Using sentence stems to define key terms of rhetorical situation, have students fill in blanks to match words with meaning.</li> <li><input type="checkbox"/> <b>Model:</b> Using the rhetorical triangle (speaker, audience, subject) <b>model and re-teach</b> rhetorical situation in Lou Gehrig’s farewell speech using the MLB: 75<sup>th</sup> anniversary of Lou Gehrig’s speech video. (2:35) <ul style="list-style-type: none"> <li>▪ The focus is on <b>how the MLB paid tribute</b>. Who are the speakers, who is the intended audience, what is the subject (topic)?</li> <li>▪ Ask what is the purpose? (not to be confused with the topic)</li> </ul> </li> </ul> <p><b>Vocabulary</b> Reiterate and explain the differences between Subject; Purpose; Context which often confuse students.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Guided Practice:</b> Using graphic organizer lead a whole group discussion to close-read paragraphs 1-10 (Why would... of the Quran) of “For Teenager, Hijab a sign of Freedom, Not Stricture” by Mina Shahinfar <b>Chapter 1, page 8. (1 min independent read)</b></li> <li><input type="checkbox"/> <b>Independent Practice:</b> Student finish close reading paragraphs 18-20 of the text.</li> <li><input type="checkbox"/> <b>Exit Ticket:</b> Questions that target one interpretation of exigence, audience, writer, subject, or purpose.</li> </ul> | <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anchor charts or visuals of rhetorical triangle or SPACE</li> <li><input type="checkbox"/> Clear distinction, definitions of exigence, writer (speaker), audience, subject, purpose, context</li> <li><input type="checkbox"/> Reference to these materials to help students interpret meaning</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use of graphic organizer SPACE to respond to close reading</li> <li><input type="checkbox"/> Use of teacher made materials such as anchor chart, word walls to identify and describe SPACE</li> </ul> |
| <b>Vocabulary</b>   |   |   |
| Rhetoric<br>Rhetorical Situation<br>Rhetorical Triangle<br>Speaker<br>Exigence<br>Audience<br>Subject (Topic)<br>Purpose<br>Context |   |   |
|   | <b>Special Pops Tips</b>  |   |
|   | <ul style="list-style-type: none"> <li>➤ Graphic Organizer of SPACE with question stems that lead to one direct response.</li> <li>➤ Vocabulary list with definitions of complex words.</li> <li>➤ Infographic of a hijab and how it differs from other head coverings such as a burka or a niqab.</li> <li>➤ Anchor Chart of the Rhetorical Triangle displayed in classroom.</li> <li>➤ If not used from content foundations lesson 4, play What Aristotle and Joshua Bell can teach us about persuasion by TED Ed (4:40) as a refresher and visual for ethos, pathos, logos. Option 2 video is Ethos, Pathos, Logos by TAMU Writing Center (3:15)</li> </ul>  |   |
|   |   | <b>Know</b>   |
|   |   | <b>Do</b>   |
|   |   |   |
| Lesson 3: Understanding the Audience  |   | Date:   |
| Skill / Objective   | Notes for Intellectual Preparation & Lesson Planning  | Lesson Look Fors  |

| <p><b>1.B</b> – Explain how an argument demonstrates understanding of an audience’s beliefs, values, needs.</p>   | <p><b>Goal of this lesson:</b> Practice finding elements of rhetorical situation with an understanding of the audience’s <b>beliefs, values, and needs.</b></p> <p><b>Lesson Cycle:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Do Now (DN):</b> Visual Text. Display the painting <i>Covered Wagons Heading West</i> by Newell Convers Wyeth (1882-1945) <b>Chapter 1, pg 10.</b> Have students quickwrite in response to “What is the rhetorical situation of the painting?” Think-pair-share responses.</li> <li><input type="checkbox"/> <b>Model (M):</b> Model identifying rhetorical situation to explain how the painting from the Do Now addresses audience’s beliefs, values, and needs. <ul style="list-style-type: none"> <li>▪ Provide Context Setting – Historical/Cultural aspects</li> <li>▪ Audience – What stands out? (colors, shapes, subjects) What emotions does it evoke? How does it demonstrate a belief, value, need?</li> <li>▪ Purpose – What is the message?</li> </ul> </li> <li><input type="checkbox"/> <b>Guided Practice (GP):</b> Using Lou Gehrig’s Farewell Speech and “For Teenager, Hijab a sign of Freedom, Not Stricture” divide students into small groups and provide each group with a handout containing analysis questions on the “speaker’s” understanding of their respective audience’s beliefs, values, and needs.</li> <li><input type="checkbox"/> <b>Independent Practice (IP):</b> Students analyze visual text titled <i>Self-Portrait on the Borderline between Mexico and the United States</i> by Frida Kahlo – Chapter 1 page 9</li> <li><input type="checkbox"/> <b>Exit Ticket (ET):</b> Questions that target interpretation of understanding of Kahlo’s respective audience’s beliefs, values, and needs.</li> </ul> |                     | <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Connect the historical and cultural context to the painting or text’s messages.</li> <li><input type="checkbox"/> Help students connect visual elements to audience beliefs, values, and needs.</li> <li><input type="checkbox"/> Prompts "How does the use of _____ in this painting convey a sense of _____?"</li> </ul> |      |    |  |  |
|---|--|---------------------|--|------|----|--|--|
| <p><b>Obj. – SWBAT</b> analyze Lou Gehrig’s farewell speech and Mina Shahinfar’s article to identify and explain how each author addresses their audience’s beliefs, values, and needs.</p> | <p><b>Special Pops Tips</b></p> <ul style="list-style-type: none"> <li>➤ T Chart with pre-organized question stems that lead to one direct response.</li> <li>➤ Vocabulary list with definitions and examples of the words belief, value, need</li> <li>➤ Tone words chart</li> </ul>  |                     | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Relating the painting or text to its historical or cultural context.</li> <li><input type="checkbox"/> Use terms like “symbolism,” and “emotional impact” accurately in their discussions of audience’s beliefs, values, needs.</li> </ul>   |      |    |  |  |
| <p><b>Vocabulary</b></p>  |  |                     |  |      |    |  |  |
| <p>Speaker<br/>Exigence<br/>Audience<br/>Subject (Topic)<br/>Purpose<br/>Context<br/>Tone<br/>Values<br/>Global Citizen<br/>Beliefs</p>   |  |                     | <table border="1"> <thead> <tr> <th data-bbox="1633 935 1810 971">Know</th> <th data-bbox="1810 935 1997 971">Do</th> </tr> </thead> <tbody> <tr> <td data-bbox="1633 971 1810 1182"></td> <td data-bbox="1810 971 1997 1182"></td> </tr> </tbody> </table>  | Know | Do |  |  |
| Know  | Do   |                     |  |      |    |  |  |
|   |  |                     |  |      |    |  |  |
| <p><b>Lesson 4: What is an argument?</b></p>  |  | <p><b>Date:</b></p> |  |      |    |  |  |
| <p><b>Skill / Objective</b></p>   | <p><b>Notes for Intellectual Preparation &amp; Lesson Planning</b></p>   |                     | <p><b>Lesson Look Fors</b></p>   |      |    |  |  |
| <p><b>3.A</b> - Identify and explain claims and evidence within an argument.</p>  | <p><b>Goal of this lesson:</b> Define an argument and understanding that an argument is a process of reasoned inquiry – rational discourse to seek mutual ground.</p> <p><b>Lesson Cycle:</b></p>  |                     | <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clear definition of an argument.</li> </ul>  |      |    |  |  |

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| <p><b>Obj. – SWBAT</b> identify and explain the claims and evidence used in Amy Domini’s “Why Investing in Fast Food May Be a Good Thing” to develop a Rogerian argument.</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>(DN):</b> Quickwrite. Changing your mind in an argument. Have students <b>quickwrite</b> in response to being in an argument where their thoughts were changed and explain how it was changed.</li> <li><input type="checkbox"/> <b>(M):</b> Introduce by model understanding of arguments as persuasive discourse <ul style="list-style-type: none"> <li>▪ Rogerian arguments – mutual understanding, common ground, negotiation, etc.</li> <li>▪ Define the difference between an argument and a claim</li> </ul> </li> <li><input type="checkbox"/> <b>(GP):</b> Amy Domini’s “Why Investing in Fast Food May Be a Good Thing” <b>Chapter 3, pages 75-76</b> (4 min. read)</li> <li><input type="checkbox"/> <b>(IP):</b> Written Response: Identify two points in Domini’s article where she might have given blame and discuss how instead she finds common ground through civil discourse.</li> <li><input type="checkbox"/> <b>(ET):</b> Questions that target identifying claims and evidence.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Characteristics of persuasive discourse</li> <li><input type="checkbox"/> Sample Claims</li> <li><input type="checkbox"/> Examples of evidence that support the claims</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Underline the main argument.</li> <li><input type="checkbox"/> Underline claims in the passage.</li> <li><input type="checkbox"/> Explain the how common ground was established in the argument</li> </ul> |  |
| <p><b>Vocabulary</b></p>  | <div style="text-align: right;">  </div>  | <p><b>Know</b></p>   | <p><b>Do</b></p>   |
| <p>Argument<br/>Rogerian arguments<br/>Rhetoric<br/>Claim</p>   |  | <p><b>Special Pops Tips</b></p>  |  |
| <ul style="list-style-type: none"> <li>➤ Anchor chart that lists sample claims</li> <li>➤ Anchor chart that lists and defines most common types of evidence</li> <li>➤ Graphic organizer to illustrate how an argument is composed (all characteristics form the argument – support for fast food chains) <ul style="list-style-type: none"> <li>○ <b>Main Claim:</b> “Eating fast food can be part of a healthy diet.”</li> <li>○ <b>Supporting Claim:</b> “Fast food restaurants offer healthier menu options now.”</li> <li>○ <b>Evidence:</b> “Many fast food chains provide salads, grilled chicken, and fruit as part of their menu.”</li> <li>○ <b>Reasoning:</b> “These healthier options allow people to make better nutritional choices even when eating out.”</li> </ul> </li> </ul> |  |  |  |
| <p><b>Lesson 5: Types of Claims</b></p>   |  | <p><b>Date:</b></p>  |  |
| <p><b>Skill / Objective</b></p>   | <p><b>Notes for Intellectual Preparation &amp; Lesson Planning</b></p>   |  | <p><b>Lesson Look Fors</b></p>   |
| <p><b>3.A</b> – Identify and explain claims and evidence within an argument.</p>  | <p><b>Goal of this lesson:</b> Introduce the types of claims: claim of fact, claim of value, and claim of policy and practice identifying them in texts by describing specific words or details that help identify them.</p>   |  | <p><u>Teachers:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides clear definition of claims</li> </ul> |

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| <p><b>Obj. – SWBAT</b> identify and explain the types of claims used in “Felons and the Right to Vote.”</p> | <p><b>Lesson Cycle:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>(DN):</b> Visual Text. Display the ad from the World Wildfire Fund in 2007 <b>Chapter 3, page 86</b>. Have students <b>quickwrite</b> in response to what claim the image is making. <b>Think-pair-share</b> responses.</li> <li><input type="checkbox"/> <b>(M):</b> Guide students through reading defining and providing examples of claims of fact, claims of value, claims of policy, <b>Chapter 3 pages 78-83</b> (do not read sample texts in this lesson part instead use examples from “Why Investing in Fast Food May Be A Good Thing” pages 75-76 to define.) Practice identifying and naming types of claims with students.</li> <li><input type="checkbox"/> <b>(GP):</b> Chunk “Felons and the Right to Vote” by The New York Times Editorial Board <b>Chapter 3, page 83-85 (7 mins)</b> and identify examples of each type of claim. Release students to pair work remainder chunk and present findings.</li> <li><input type="checkbox"/> <b>(IP):</b> Students Create sample types of claims for the image in the Do Now.</li> <li><input type="checkbox"/> <b>(ET):</b> Questions identifying type of claims.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides specific identification of a claim within the text</li> <li><input type="checkbox"/> Explain the type of claim</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies specific words that help indicate the claim the author is making.</li> <li><input type="checkbox"/> Selects a claim and identifies type of claim</li> <li><input type="checkbox"/> Circle backs to key words that help identify the type of claim.</li> </ul> |
| <p><b>Vocabulary</b></p>  |  |   |
| <p>Claims of Fact<br/>Claims of Value<br/>Claims of Policy</p>  |  |   |
| <p><b>Special Pops Tips</b></p>   |  |   |
|   | <ul style="list-style-type: none"> <li>➤ Break down the articles into smaller, manageable sections to avoid overwhelming students.</li> <li>➤ Sentence frames to help structure responses (e.g., The main claim is __ because __. It is a claim of __ because it has the words _____ that show ____).</li> </ul>   |   |

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| <p><b>Lesson 6: Relating to an Audience</b></p> | <p><b>Date:</b></p> |
|---|---------------------|

| Skill / Objective  | Notes for Intellectual Preparation & Lesson Planning   | Lesson Look Fors   |
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| <p><b>2.B – Demonstrate</b> an understanding of an audience’s beliefs, values, or needs.</p>                                       | <p><b>Goal of this lesson:</b> Apply skills learn to create an argument and/or claims and evidence that include an understanding of an audience’s beliefs, values, or needs.</p>   | <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recall rhetorical strategies ethos, pathos and logos and how they apply to rhetorical situation for intended product</li> <li><input type="checkbox"/> Develop a rubric that clearly outlines the end product expectations.</li> </ul> |
| <p><b>Obj. – SWBAT</b> create an advertisement that demonstrates an understanding of an audience’s beliefs, values, and needs.</p> | <p><b>Lesson Cycle:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>(DN):</b> Visual Text. Display the PSA from Canadian Journalists for Free Expression <b>Chapter 3, page 85</b>. Have students select details that establish an argument and demonstrate understanding a characteristic of the intended audience. <b>Think-pair-share</b> responses.</li> <li><input type="checkbox"/> <b>(M):</b> Model rhetorical situation, intended audience, type of claims using the PSA. Then, guide students through a recap of the texts studied thus far: 1. Lou Gherig’s Farewell Speech, 2. For Teenager, Hijab a sign of Freedom, Not Stricture 3. Why Investing in Fast Food May Be a Good Thing, 4. Felons and the Right to Vote.</li> <li><input type="checkbox"/> <b>(GP):</b> Split students into groups to create an advertisement that demonstrates an understanding of an audience’s beliefs, values, and needs of the article’s position.</li> </ul> | <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Select an appeal that enhances their</li> </ul>  |
| <p><b>Vocabulary</b></p>   |  |  |

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| Claims of Fact<br>Claims of Value<br>Claims of Policy<br>Rhetorical Situation<br>Audience<br>Belief<br>Values<br>Needs | <input type="checkbox"/> <b>(IP):</b> Students will present their findings to the class.<br><input type="checkbox"/> <b>(ET):</b> Written response explaining their process in crafting their arguments understanding their intended audience based on the readings. | understanding of audience<br><input type="checkbox"/> Presents their own argument.<br><input type="checkbox"/> Attention to aesthetics and visual consistency |
|  | <b>Special Pops Tips</b>   | <b>Know</b>   <b>Do</b>   |
|  | <ul style="list-style-type: none"> <li>➤ Create a step process checklist of items required.</li> <li>➤ Create graphic organizer with sample as a model for independent group work to follow and mimic</li> <li>➤ Set up clear roles for the group</li> </ul>         |   |

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| <b>Lesson 7: Introduce Thesis</b> | <b>Date:</b> |
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| Skill / Objective   | Notes for Intellectual Preparation & Lesson Planning  | Lesson Look Fors  |
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| <p><b>3.B</b> – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.</p> <p><b>Obj. – SWBAT</b> identify and draft an overarching thesis statement.</p> | <p><b>Goal of this lesson:</b> Practice differentiating between closed, open, counterargument, and qualification of thesis statements.</p> <p><b>Lesson Cycle:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>(DN):</b> Visual Text. Display the photograph from Aaron Huey’s 2009 Pictures of the Year. Have students quickwrite in response to selected questions about an argument being made without words. Think-pair-share responses.</li> <li><input type="checkbox"/> <b>(M):</b> Model crafting a thesis statement of the photograph displayed in the Do Now that presents a position about the Pins Ridge Indian Reservation.</li> <li><input type="checkbox"/> <b>(GP):</b> Work with students and read each thesis statement below and identify its type based on the lecture on creating thesis statements.             <ul style="list-style-type: none"> <li>▪ Write "Closed" for closed thesis statements, "Open" for open thesis statements, "Counterargument" for counterargument thesis statements, and "Qualification" for thesis statements that involve qualification or modification.</li> </ul> </li> </ul> | <p><u>Teachers:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Models their own argument and format for writing a thesis.</li> <li><input type="checkbox"/> Identifies the type of thesis written.</li> <li><input type="checkbox"/> Explain why it is the certain type (closed, open, counterargument, qualification)</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses sample wording that lead to writing a thesis.</li> <li><input type="checkbox"/> Presents their own argument.</li> <li><input type="checkbox"/> Identifies theses as either closed, open, counterargument, qualification.</li> </ul> |
| <b>Vocabulary</b>   |   |   |
| Closed Thesis<br>Open Thesis<br>Counterargument<br>Thesis   | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>(IP):</b> Give students 15 minutes to write an example of each type of thesis statement showing their position on school start times.</li> <li><input type="checkbox"/> <b>(ET):</b> Questions identifying either closed, open or counterargument thesis statements.</li> </ul>  | <b>Know</b>   <b>Do</b>   |

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|   | <b>Special Pops Tips</b>  |  |   |           |
|   | <ul style="list-style-type: none"> <li>➤ T Chart with pre-organized sentence frames that lead to one direct response.</li> <li>➤ Vocabulary list with definitions and examples of thesis, closed, open, counterargument, qualification.</li> </ul>  |  |   |           |
| <b>Lesson 8: Analyze elements of Rhetorical Situation</b>   |   |  | <b>Date:</b>  |           |
| <b>Skill / Objective</b>  | <b>Notes for Intellectual Preparation &amp; Lesson Planning</b>   |  | <b>Lesson Look Fors</b>   |           |
| <p><b>1.A</b> – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message</p> <p><b>Obj. – SWBAT</b> analyze elements of the rhetorical situation and the claims and evidence in “How to Solve the Education Crisis for Boys and Men,” Richard Reeves</p> | <p><b>Goal of this lesson:</b> Applied practice new reading - guide students to identify each element of the rhetorical situation, identify key claims and evidence, and determine the overarching thesis.</p> <p><b>Lesson Cycle:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>(DN):</b> Quick Write: Respond to the following quote: “A child educated only at school is an uneducated child” ~George Santayana. Do you agree with the argument/claim being made? Why? Provide evidence.</li> <li><input type="checkbox"/> <b>(M):</b> Model applying understanding of rhetorical situation, claims and evidence, and thesis writing using the TED TALK: “How to Solve the Education Crisis for Boys and Men” by Richard Reeves</li> <li><input type="checkbox"/> <b>(GP):</b> Unpacking a prompt to respond to rhetorical situation</li> <li><input type="checkbox"/> <b>(IP):</b> Complete a Chalk Talk or Gallery Walk after students have analyzed the text and responding in a structured written form their analysis and response to the prompt.</li> <li><input type="checkbox"/> <b>(ET):</b> Questions that identify the exigence, understanding the audience, purpose, message, context, tone.</li> </ul> |  | <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anchor charts or visuals of rhetorical triangle or SPACE</li> <li><input type="checkbox"/> Clear distinction, definitions of exigence, writer (speaker), audience, subject, purpose, context</li> <li><input type="checkbox"/> Reference to these materials to help students interpret meaning</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use of graphic organizer SPACE to respond to close reading</li> <li><input type="checkbox"/> Use of teacher made materials such as anchor chart, word walls to identify and describe SPACE</li> </ul> |           |
| <b>Vocabulary</b>   |   |  | <b>Know</b>   | <b>Do</b> |
| <p>Speaker</p> <p>Exigence</p> <p>Audience</p> <p>Subject (Topic)</p> <p>Purpose</p> <p>Context</p> <p>Tone</p>   | <b>Special Pops Tips</b>  |  |   |           |
|   | <ul style="list-style-type: none"> <li>➤ Chunked Reading in a Graphic Organizer using SPACE with question stems that lead to one direct response.</li> <li>➤ Vocabulary list</li> </ul>   |  |   |           |

| Lesson 9: Analyze Claims and Evidence  |   | Date:   |           |
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| Skill / Objective  | Notes for Intellectual Preparation & Lesson Planning  | Lesson Look Fors  |           |
| <p><b>3.A</b> – Identify and explain claims and evidence within an argument.</p> <p><b>Obj.</b> – <b>SWBAT</b> analyze elements of the rhetorical situation and the claims and evidence in “Why We Desperately Need to Bring Back Vocational Training in Schools.” By Nicholas Wyman</p> | <p><b>Goal of this lesson:</b> Applied practice new reading - guide students to identify each element of the rhetorical situation, identify key claims and evidence, and determine the overarching thesis.</p> <p><b>Lesson Cycle:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>(DN):</b> Quick Write: Identify the argument being made in the image of the child holding a briefcase wearing a suit in a deserted post-apocalyptic city. Do you agree with the argument/claim being made? Why? Provide evidence.</li> <li><input type="checkbox"/> <b>(M):</b> Model applying understanding of rhetorical situation, claims and evidence, and thesis writing using the “Why We Desperately Need to Bring Back Vocational Training in Schools” by Nicholas Wyman <b>Chapter 5, pgs. 277-278.</b></li> <li><input type="checkbox"/> <b>(GP):</b> Divide the text into its three main sections. Then, write about claims and evidence Sections 1-2.</li> <li><input type="checkbox"/> <b>(IP):</b> Writing about claims and evidence in Section 3. Independent work.</li> <li><input type="checkbox"/> <b>(ET):</b> Questions asking about author’s choices to link evidence to main claims.</li> </ul> | <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clear definition of an argument.</li> <li><input type="checkbox"/> Characteristics of persuasive discourse</li> <li><input type="checkbox"/> Sample Claims</li> <li><input type="checkbox"/> Examples of evidence that support the claims</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Underline the main argument.</li> <li><input type="checkbox"/> Underline claims in the passage.</li> <li><input type="checkbox"/> Explain the how common ground was established in the argument</li> </ul> |           |
| <b>Vocabulary</b>  |    | <b>Know</b>   | <b>Do</b> |
| Claim<br>Position<br>Evidence<br>Examples<br>Commentary<br>Integration<br>Persuasiveness<br>Function   |   | <b>Special Pops Tips</b>  |           |
|  | <ul style="list-style-type: none"> <li>➤ Break down the articles into smaller, manageable sections to avoid overwhelming students.</li> <li>➤ Sentence frames to help structure responses (e.g., The main claim is __ because __. It is a claim of __ because it has the words _____ that show ____).</li> </ul>  |   |           |
| Lesson 10: Write a Paragraph   |   | Date:   |           |
| Skill / Objective  | Notes for Intellectual Preparation & Lesson Planning  | Lesson Look Fors  |           |
| <p><b>4.A</b> – Develop a paragraph that includes a claim and evidence supporting the claim.</p>   | <p><b>Goal of this lesson:</b> Compose a well-structured paragraph that effectively uses claims and evidence.</p> <p><b>Lesson Cycle:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>(DN):</b> Visual Text. Creative writing timed prompt thematically connected to reading for the lesson on liberal education</li> </ul>  | <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies rhetorical strategies and defines them with samples from the reading</li> </ul>  |           |

| <p><b>Obj. – SWBAT</b> develop claims and evidence into a paragraph to explain components of rhetorical situation and techniques used to develop an argument “In Defense of a Liberal Education” by Fareed Zakaria</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>(M):</b> Explain rhetorical analysis as examining how an author or speaker uses language to persuade their audience.</li> <li><input type="checkbox"/> <b>(GP):</b> Read “In Defense of a Liberal Education” by Fareed Zakaria <b>Chapter 5, pages 179-180.</b> <ul style="list-style-type: none"> <li>▪ Identify elements of rhetorical situation</li> <li>▪ Identify rhetorical choices used</li> <li>▪ Outline the claim, what evidence needs to be used to support the claim.</li> </ul> </li> <li><input type="checkbox"/> <b>(IP):</b> Independently compose rhetorical analysis paragraphs in response to the rhetorical situation and techniques used in the text “In Defense of a Liberal Education” by Fareed Zakaria <b>Chapter 5, pages 179-180.</b></li> <li><input type="checkbox"/> <b>(ET):</b> Assess the strengths and weaknesses of a rhetorical analysis paragraph</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Explains effect the rhetorical techniques are having on the reader to persuade</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses sample wording that lead to writing a claim.</li> <li><input type="checkbox"/> Use sample wording that identify “specific” words from the text that support the claim</li> </ul> |      |    |  |  |
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| <p><b>Vocabulary</b></p> <p>Position<br/>Evidence<br/>Commentary<br/>Integration<br/>Persuasiveness<br/>Function</p>   | <div style="text-align: right;">  </div> <p><b>Special Pops Tips</b></p> <ul style="list-style-type: none"> <li>➤ Graphic organizer that identifies idea → rhetorical technique → effect</li> <li>➤ Rhetorical techniques cheat sheet <ul style="list-style-type: none"> <li>○ Definitions and examples of most common used rhetorical techniques</li> <li>○ Visuals of rhetorical techniques</li> </ul> </li> </ul>  | <table border="1" style="width: 100%;"> <tr> <th style="background-color: yellow;">Know</th> <th style="background-color: yellow;">Do</th> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </table>  | Know | Do |  |  |
| Know   | Do   |   |      |    |  |  |
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| <b>Lesson 11: Unpacking AP Eng Lang prompts for Rhetorical Situation</b> | <b>Date:</b> |
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| Skill / Objective  | Notes for Intellectual Preparation & Lesson Planning   | Lesson Look Fors   |
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| <p><b>1.A</b> – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message</p> <p><b>Obj. – SWBAT</b> deconstruct a rhetorical analysis prompt and plan a rhetorical analysis essay</p> | <p><b>Goal of this lesson:</b> Understanding College Board’s objectives for writing a rhetorical analysis essay and ensuring clear understanding of the prompt’s tasks.</p> <p><b>Lesson Cycle:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>(DN):</b> Visual Text. Fill in the blanks. <i>The comic strip by Marko Raassina ends in an unanticipated way because many would expect the encounter between the jock and the nerd to end with _____ and _____; instead, the two are _____ and _____.</i> Refer to lesson for image.</li> <li><input type="checkbox"/> <b>(M):</b> Model the process of deconstructing the prompt for students using “America Needs its Nerds” by Leonid Fridman. Refer to this instructional video as an exemplar of the process.</li> <li><input type="checkbox"/> <b>(GP):</b> Read the passage and annotate the passage with the students. Refer to this instructional video as an exemplar of this process. Here is also a good time to refer students to this one-pager.</li> <li><input type="checkbox"/> <b>(IP):</b> Draft a working thesis responding to the prompt.</li> </ul> | <p><u>Teachers:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Name specific key words that guide unpacking prompts.</li> <li><input type="checkbox"/> Models their own argument and format for writing a thesis.</li> <li><input type="checkbox"/> Identifies the type of thesis written.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annotate key words to unpack a prompt.</li> </ul> |

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| <b>Vocabulary</b><br>Deconstruct<br>Unpack<br>Rhetorical Strategies<br>Subject<br>Speaker<br>Audience<br>Purpose                      | <input type="checkbox"/> <b>(ET):</b> Questions identifying tone that set up an understanding of the rhetorical situation.<br><br><b>Special Pops Tips</b><br><ul style="list-style-type: none"> <li>➤ Essay Template Outline</li> <li>➤ Thesis sentence frames</li> <li>➤ Claims and evidence sentence frames</li> </ul>   | <input type="checkbox"/> Restate the prompt into questions.<br><input type="checkbox"/> Respond to questions that draft a thesis.   |             |           |  |  |
|   |   | <table border="1"> <tr> <td style="background-color: yellow;"><b>Know</b></td> <td style="background-color: yellow;"><b>Do</b></td> </tr> <tr> <td> </td> <td> </td> </tr> </table> | <b>Know</b> | <b>Do</b> |  |  |
| <b>Know</b>   | <b>Do</b>   |   |             |           |  |  |
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| <b>Lesson 12: Overarching Thesis Statements</b>   |   | <b>Date:</b>  |             |           |  |  |
| <b>Skill / Objective</b>  | <b>Notes for Intellectual Preparation &amp; Lesson Planning</b>   |   |             |           |  |  |
| <b>3.B</b> – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure. | <p><b>Goal of this lesson:</b> Practice identifying and differentiating between closed, open, counterargument, and qualification of thesis statements and how theses structure arguments.</p> <p><b>Lesson Cycle:</b></p> <input type="checkbox"/> <b>(DN):</b> Visual Text. Quick Write: Compose a claim that supports an idea presented in the image.<br><input type="checkbox"/> <b>(M):</b> Model defining the term “thesis.” A thesis is the central argument or main idea that an author presents in a piece of writing. It guides the reader throughout the text. Analyze the thesis in “America Needs its Nerds.”<br><input type="checkbox"/> <b>(GP):</b> Work with students and explore how the author structures the argument. <ul style="list-style-type: none"> <li>▪ Claims <ul style="list-style-type: none"> <li>▪ Types of rhetorical techniques to state a claim</li> </ul> </li> <li>▪ Evidence <ul style="list-style-type: none"> <li>▪ Type of evidence</li> </ul> </li> <li>▪ Commentary made that connects the evidence to the claim and the effect it’s having on the intended audience.</li> <li>▪ Continued outline of claim, evidence, commentary</li> </ul> <input type="checkbox"/> <b>(IP):</b> Divide students into groups and have them identify the thesis in their assigned passage (choose passages studied in this unit) and explore how the thesis outlines the argument.<br><input type="checkbox"/> <b>(ET):</b> Questions identifying either closed, open or counterargument thesis statements. |   |             |           |  |  |
| <b>Obj. – SWBAT</b><br>compare and describe the overarching theses of texts studied in this unit.                                     | <p><b>Teachers:</b></p> <input type="checkbox"/> Models their own argument and format for writing a thesis.<br><input type="checkbox"/> Identifies the type of thesis written.<br><input type="checkbox"/> Explain why it is the certain type (closed, open, counterargument, qualification)<br><p><b>Students:</b></p> <input type="checkbox"/> Identify sample wording that led to recognizing a thesis<br><input type="checkbox"/> Presents their own argument about the author’s thesis.<br><input type="checkbox"/> Identifies structure of the essay established by the author’s thesis.  |   |             |           |  |  |
| <b>Vocabulary</b><br>Position<br>Evidence<br>Commentary<br>Integration  | <table border="1"> <tr> <td style="background-color: yellow;"><b>Know</b></td> <td style="background-color: yellow;"><b>Do</b></td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <b>Special Pops Tips</b>  |   | <b>Know</b> | <b>Do</b> |  |  |
| <b>Know</b>   | <b>Do</b>   |   |             |           |  |  |
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| Persuasiveness Function | <ul style="list-style-type: none"> <li>➤ T Chart with pre-organized sentence frames that lead to one direct response.</li> <li>➤ Essay Outline Template with sentence / paragraph frame</li> </ul> |  |  |
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| <b>Lesson 13: Claims and Evidence Responding to a Prompt</b> | <b>Date:</b> |
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| Skill / Objective  | Notes for Intellectual Preparation & Lesson Planning   | Lesson Look Fors  |           |
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| <p><b>3.A</b> – Identify and explain claims and evidence within an argument.</p>   | <p><b>Goal of this lesson:</b> Re-teach an understanding of different types of claims and specific types evidence that writers use to support their arguments.</p> <p><b>Lesson Cycle:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>(DN):</b> True/False. Review knowledge statements to scaffold instruction on different types of claims (claims of fact, claims of value, claims of policy). Review types of evidence (anecdotes, analogies, statistics, examples, details, expert opinions, personal observations, personal experiences, testimonies, experiments).</li> <li><input type="checkbox"/> <b>(M):</b> Model the process of identifying and explaining claims and evidence using “America Needs Its Nerds.” Scaffold the questioning from easy to hard, starting with explicit claims and evidence and gradually moving towards implicit ones.</li> <li><input type="checkbox"/> <b>(GP):</b> Divide students into groups and have them analyze and explain the claims and evidence in their assigned passage (choose passages studied in this unit) and explore how the claims and evidence outline the argument (thesis).</li> <li><input type="checkbox"/> <b>(IP):</b> Class presentations of findings.</li> <li><input type="checkbox"/> <b>(ET):</b> Questions identifying either closed, open or counterargument thesis statements.</li> </ul> | <p><u>Teachers:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clear definition of an argument.</li> <li><input type="checkbox"/> Characteristics of persuasive discourse</li> <li><input type="checkbox"/> Sample Claims</li> <li><input type="checkbox"/> Examples of evidence that support the claims</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Underline the main argument.</li> <li><input type="checkbox"/> Underline claims in the passage.</li> <li><input type="checkbox"/> Explain the how common ground was established in the argument</li> </ul> |           |
| <p><b>Obj. – SWBAT</b> compare and describe claims and evidence within an argument in response to rhetorical analysis prompts</p>  |  |   |           |
| <p><b>Vocabulary</b></p> <p>Anecdotes<br/>Analogies<br/>Statistics<br/>Examples<br/>Details<br/>Expert opinions<br/>Personal observations<br/>Personal experiences<br/>Testimony<br/>Experiments</p> |  |   |           |
|  | <b>Special Pops Tips</b>   |   |           |
|  | <ul style="list-style-type: none"> <li>➤ T Chart with pre-organized sentence frames that lead to one direct response.</li> <li>➤ Essay Outline Template with sentence / paragraph frame</li> </ul>   | <b>Know</b>   | <b>Do</b> |

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| <b>Lesson 14: Writing Thesis Statements to Respond to a Prompt</b> | <b>Date:</b> |
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| Skill / Objective   | Notes for Intellectual Preparation & Lesson Planning  | Lesson Look Fors  |  |
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| <p><b>4.B</b> – Write a thesis statement that requires proof or defense and that may preview the structure of the argument.</p> | <p><b>Goal of this lesson:</b> Understand the scoring criteria required by College Board to earn the thesis point and craft a defensible thesis that may preview the line of reasoning.</p> <p><b>Lesson Cycle:</b></p> | <p><u>Teachers:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Models their own argument and format for writing a thesis.</li> </ul> |  |

| <p><b>Obj. – SWBAT</b> identify the components of a defensible thesis statement for a rhetorical analysis essay and will write their own defensible thesis.</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>(DN):</b> Reading Response. Look at analogies about thesis statements that resonate more with student’s thinking.</li> <li><input type="checkbox"/> <b>(M):</b> Unpack the CB rubrics on criteria and decision rules. <b>Note</b> that in a <b>timed writing</b> situation, it is best to compose a closed thesis statement.</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies the type of thesis written.</li> <li><input type="checkbox"/> Explain why it is the certain type (closed, open, counterargument, qualification)</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses sample wording that lead to writing a thesis.</li> <li><input type="checkbox"/> Presents their own argument.</li> <li><input type="checkbox"/> Identifies theses as either closed, open, counterargument, qualification.</li> </ul> |                  |  |                                 |  |  |   |  |  |   |  |   |  |             |           |  |  |
|---|---|--|------------------|--|---------------------------------|--|--|---|--|--|---|--|---|--|-------------|-----------|--|--|
| <p><b>Vocabulary</b></p> <p>Rhetorical choice<br/>Purpose<br/>Message<br/>Argument<br/>Defensible</p>   | <p><i>Q2 Rhetorical Analysis – CED Sample Questions</i></p> <table border="1" data-bbox="520 289 1470 568"> <thead> <tr> <th>Reporting Category</th> <th colspan="2">Scoring Criteria</th> </tr> </thead> <tbody> <tr> <td>Row A<br/>Thesis<br/>(0-1 points)</td> <td> <b>0 points</b><br/>           For any of the following:           <ul style="list-style-type: none"> <li>• There is no defensible thesis.</li> <li>• The intended thesis only restates the prompt.</li> <li>• The intended thesis provides a summary of the issue with no apparent or coherent claim.</li> <li>• There is a thesis, but it does not respond to the prompt.</li> </ul> </td> <td> <b>1 point</b><br/>           Responds to the prompt with a defensible thesis that analyzes the writer’s rhetorical choices.         </td> </tr> <tr> <td colspan="3" style="text-align: center;"><b>Decision Rules and Scoring Notes</b></td> </tr> <tr> <td colspan="2"> <b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>• Only restate the prompt.</li> <li>• Fail to address the rhetorical choices the writer of the passage makes.</li> <li>• Describe or repeat the passage rather than making a claim that requires a defense.</li> </ul> </td> <td> <b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>• Respond to the prompt rather than restate or rephrase the prompt and clearly articulate a defensible thesis about the rhetorical choices Rice makes to convey her message.</li> </ul> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>(GP):</b> Practice identifying defensible thesis statements. For the sake of our practice together, we will be using sample thesis statements for “People and Peace, Not Profits and War.”</li> <li><input type="checkbox"/> <b>(IP):</b> Instruct students to compose rhetorical analysis thesis statements for “America Needs its Nerds” by Leonid Fridman.</li> <li><input type="checkbox"/> <b>(ET):</b> Questions identifying scoring criteria and decision rules to earn a thesis point.</li> </ul> | Reporting Category   | Scoring Criteria |  | Row A<br>Thesis<br>(0-1 points) | <b>0 points</b><br>For any of the following: <ul style="list-style-type: none"> <li>• There is no defensible thesis.</li> <li>• The intended thesis only restates the prompt.</li> <li>• The intended thesis provides a summary of the issue with no apparent or coherent claim.</li> <li>• There is a thesis, but it does not respond to the prompt.</li> </ul> | <b>1 point</b><br>Responds to the prompt with a defensible thesis that analyzes the writer’s rhetorical choices. | <b>Decision Rules and Scoring Notes</b> |  |  | <b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>• Only restate the prompt.</li> <li>• Fail to address the rhetorical choices the writer of the passage makes.</li> <li>• Describe or repeat the passage rather than making a claim that requires a defense.</li> </ul> |  | <b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>• Respond to the prompt rather than restate or rephrase the prompt and clearly articulate a defensible thesis about the rhetorical choices Rice makes to convey her message.</li> </ul> | <table border="1" style="width: 100%;"> <tr> <td style="background-color: yellow;"><b>Know</b></td> <td style="background-color: yellow;"><b>Do</b></td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </table> | <b>Know</b> | <b>Do</b> |  |  |
| Reporting Category  | Scoring Criteria  |  |                  |  |                                 |  |  |   |  |  |   |  |   |  |             |           |  |  |
| Row A<br>Thesis<br>(0-1 points)   | <b>0 points</b><br>For any of the following: <ul style="list-style-type: none"> <li>• There is no defensible thesis.</li> <li>• The intended thesis only restates the prompt.</li> <li>• The intended thesis provides a summary of the issue with no apparent or coherent claim.</li> <li>• There is a thesis, but it does not respond to the prompt.</li> </ul>  | <b>1 point</b><br>Responds to the prompt with a defensible thesis that analyzes the writer’s rhetorical choices.   |                  |  |                                 |  |  |   |  |  |   |  |   |  |             |           |  |  |
| <b>Decision Rules and Scoring Notes</b>   |   |  |                  |  |                                 |  |  |   |  |  |   |  |   |  |             |           |  |  |
| <b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>• Only restate the prompt.</li> <li>• Fail to address the rhetorical choices the writer of the passage makes.</li> <li>• Describe or repeat the passage rather than making a claim that requires a defense.</li> </ul>   |   | <b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>• Respond to the prompt rather than restate or rephrase the prompt and clearly articulate a defensible thesis about the rhetorical choices Rice makes to convey her message.</li> </ul>  |                  |  |                                 |  |  |   |  |  |   |  |   |  |             |           |  |  |
| <b>Know</b>   | <b>Do</b>   |  |                  |  |                                 |  |  |   |  |  |   |  |   |  |             |           |  |  |
|   |   |  |                  |  |                                 |  |  |   |  |  |   |  |   |  |             |           |  |  |
| <p><b>Special Pops Tips</b></p> <ul style="list-style-type: none"> <li>➤ T Chart with pre-organized sentence frames that lead to one direct response.             <ul style="list-style-type: none"> <li>○ In <b>SPEAKER/ WRITER’s</b> (tone) speech/letter/article (to <b>AUDIENCE</b>), he/she uses _____ and _____ to <b>PURPOSE</b>.</li> </ul> </li> </ul> |   |  |                  |  |                                 |  |  |   |  |  |   |  |   |  |             |           |  |  |
| <p><b>Lesson 15: Writing Claims and Evidence to Support a Thesis in an Essay</b></p>  |   | <p><b>Date:</b></p>  |                  |  |                                 |  |  |   |  |  |   |  |   |  |             |           |  |  |
| <p><b>Skill / Objective</b></p> <p><b>4.A</b> – Develop a paragraph that includes a claim and evidence supporting the claim.</p>  | <p style="text-align: center;"><b>Notes for Intellectual Preparation &amp; Lesson Planning</b></p> <p><b>Goal of this lesson:</b> Understand the scoring criteria required by College Board to earn the evidence and commentary points after crafting a defensible thesis that may preview the line of reasoning.</p> <p><b>Lesson Cycle:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>(DN): Quick Write:</b> What does intelligence mean to you? How would you define it?</li> <li><input type="checkbox"/> <b>(M):</b> Model paragraph template will serve as a guide for organizing your thoughts and structuring your paragraph effectively.</li> <li><input type="checkbox"/> <b>(GP):</b> Unpack the CB rubrics on criteria and decision rules.</li> </ul>  | <p style="text-align: center;"><b>Lesson Look Fors</b></p> <p><u>Teachers:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies rhetorical strategies and defines them with samples from the reading</li> <li><input type="checkbox"/> Explains effect the rhetorical techniques are having on the reader to persuade</li> </ul> <p><u>Students:</u></p>   |                  |  |                                 |  |  |   |  |  |   |  |   |  |             |           |  |  |

**Obj. – SWBAT** identify the rhetorical appeals in “America Needs Its Nerds” in order to compose an effective rhetorical analysis paragraph and demonstrate understanding of the rhetorical situation.

**Vocabulary**

Position  
Evidence  
Commentary  
Integration  
Persuasiveness  
Function

| Reporting Category                         | Scoring Criteria   |   |  |  |   |   |
|--|--|---|--|--|---|---|
| Row B Evidence AND Commentary (0–4 points) | 0 points<br>Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt. | 1 point<br>EVIDENCE: Provides evidence that is mostly general.<br><br>AND<br>COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student’s argument. | 2 points<br>EVIDENCE: Provides some specific, relevant evidence.<br><br>AND<br>COMMENTARY: Explains how some of the evidence relates to the student’s argument, but no line of reasoning is established, or the line of reasoning is faulty. | 3 points<br>EVIDENCE: Provides specific evidence to support all claims in a line of reasoning.<br><br>AND<br>COMMENTARY: Explains how some of the evidence supports a line of reasoning. | 4 points<br>EVIDENCE: Provides specific evidence to support all claims in a line of reasoning.<br><br>AND<br>COMMENTARY: Consistently explains how the evidence supports a line of reasoning. | 4 points<br>EVIDENCE: Provides specific evidence to support all claims in a line of reasoning.<br><br>AND<br>COMMENTARY: Consistently explains how the evidence supports a line of reasoning. |

**(IP):** Give students 15 minutes to write a body paragraph. *Sample Starter Sentence: Topic Sentence:* (Author’s name) (strong verb) [brief reference to the example) in order to (choose appropriate verb: highlight, showcase, suggest, imply, evoke, indicate, present) (what meaning is understood based on the text).



**Special Pops Tips**

➤ Paragraph template with pre-organized sentence frames that lead to one direct response.

- Uses sample wording that lead to writing a claim.
- Use sample wording that identify “specific” words from the text that support the claim

| Know | Do |
|------|----|
|      |    |

Day 16 – FLEX DAY

Date:

**Skill / Objective**

**Notes for Intellectual Preparation & Lesson Planning**

**Lesson Look Fors**

**4.B** – Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

**Goal of this lesson:** review, evaluate, and score sample essays using the College Board’s Free Response Question 2 rubric.

**Lesson Cycle:**

- (DN): Quick Write:** Read the analogies about the AP Free Response Question Rubrics and answer the question. Which analogy do you think is the best fit? Explain your choice.
- (GI):** Model unpacking the rubrics for Row A – Thesis, Row B – Evidence and Commentary. Focus on the criteria for earning a Thesis point. 0 out of a 1. Then focus on understanding the difference in criteria for Row B – 0, 1, 2, 3, 4.
- (GP):** Divide students into groups. Distribute sample essays. Instruct students to individually read and evaluate each essay, paying attention to its use of evidence and commentary. By Color-

Teachers:

- Identifies rhetorical strategies and defines them with samples from the reading
- Explains effect the rhetorical techniques are having on the reader to persuade

**4.A** – Develop a paragraph that includes a claim and evidence supporting the claim.

Students:

|  |  |   |
|--|--|---|
| <p><b>Obj. – SWBAT</b><br/>evaluate and score sample rhetorical analysis essays.</p>                                 | <p>Coding, use a highlighter to distinguish between claims, evidence, and commentary. Group presentations of findings.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>(IP):</b> Continue completing, revising, student’s own response in the process of writing to prepare for exam day and understanding how their writing will be scored. Give appropriate feedback to individual students.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses sample wording that lead to writing a claim.</li> <li><input type="checkbox"/> Use sample wording that identify “specific” words from the text that support the claim</li> </ul> |
| <p><b>Vocabulary</b></p> <p>Position<br/>Evidence<br/>Commentary<br/>Integration<br/>Persuasiveness<br/>Function</p> | <p><b>Special Pops Tips</b></p> <ul style="list-style-type: none"> <li>➤ Paragraph template with pre-organized sentence frames that lead to one direct response.</li> </ul>  |   |

|                                    |              |
|------------------------------------|--------------|
| <b>Day 17 – SUGGESTED TEST DAY</b> | <b>Date:</b> |
|------------------------------------|--------------|

| Skill / Objective  | Notes for Intellectual Preparation & Lesson Planning  | Lesson Look Fors   |             |           |  |  |
|--|---|--|-------------|-----------|--|--|
| <p><i>Refer to Assessment Companion for skills assessed in the unit exam.</i></p>  | <p><b>Goal of this lesson:</b> Complete Unit 1 Exam in a timed constraint setting.</p> <p><b>Lesson Cycle:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (DN): Have students use tech to log in to District Testing Platform (Edcite). Issue codes. Ensure you highlight instructions. <ul style="list-style-type: none"> <li>▪ Exam 1 consists of 11 questions in 15 minutes.</li> <li>▪ Students will pause before continuing to essay until <b>15 minute</b> timer is up.</li> <li>▪ Then, direct students to spend <b>30 minutes</b> responding to the FRQ. <b>Note:</b> The time frame on the actual AP Exam is 45 questions in 1 hour and suggested timing of 40 minutes per FRQ. This exam is 15 min and then 25 minutes to ensure assessing target skills to help develop foundation for timed writing setting. Each student should be encouraged to at minimum attempt to unpack the prompt and aim to score a 1-1-0. Thesis, Body Paragraph. Discourage students from refusing to write.</li> </ul> </li> </ul> | <p><u>Teachers:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Positions themselves in the classroom in a way they can observe students on their computer screens</li> <li><input type="checkbox"/> Circles room to ensure students are on task</li> </ul>        |             |           |  |  |
| <p><b>Obj. – SWBAT</b><br/>complete assessment of Unit 1 by answering multiple choice questions and responding to a Rhetorical Analysis FRQ.</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> (IP): Students take exam.</li> </ul>  | <p><u>Students:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Screen to Scratch notes for annotating passage from screen.</li> <li><input type="checkbox"/> Outline notes of thoughts for responding to the prompt.</li> </ul>                                   |             |           |  |  |
| <p><b>Vocabulary</b></p>   | <p><b>Special Pops Tips</b></p> <ul style="list-style-type: none"> <li>➤ Adhere to student’s Individual Educational Plans for Assessments. (IEP)</li> <li>➤ Adjust timing based on classroom observation</li> </ul>   | <table border="1" style="width: 100%; background-color: yellow;"> <tr> <td style="width: 50%; text-align: center;"><b>Know</b></td> <td style="width: 50%; text-align: center;"><b>Do</b></td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </table> | <b>Know</b> | <b>Do</b> |  |  |
| <b>Know</b>  | <b>Do</b>   |  |             |           |  |  |
|  |   |  |             |           |  |  |



| Day 18 – SUGGESTED AP SUCCESS DAY – Review: Unpacking Tested Writing Prompt  |  | Date:   |      |    |  |  |
|--|--|---|------|----|--|--|
| Skill / Objective  | Notes for Intellectual Preparation & Lesson Planning   | Lesson Look Fors  |      |    |  |  |
| <p><b>1.A</b> - Identify and describe rhetorical situation.</p> <p><b>Obj.</b> – SWBAT practice chunking passage to improve comprehension and identify rhetorical situation.</p> <p><b>Vocabulary</b></p> <p>Author<br/>Audience<br/>Purpose<br/>context</p> | <p><b>Goal of this lesson:</b> Model unpacking an AP English Language Rhetorical Analysis prompt by practicing identifying rhetorical situation.</p> <p><b>Lesson Cycle:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (DN): Quick review: Briefly define rhetorical situation (author, audience, purpose, context) with examples.</li> <li><input type="checkbox"/> (GP): <b>Define Rhetorical Situation:</b> <ul style="list-style-type: none"> <li>▪ Author: Who is the speaker/writer?</li> <li>▪ Audience: Who is the intended audience?</li> <li>▪ Purpose: What is the speaker’s goal/message?</li> <li>▪ Context: What is the situation or circumstances surrounding the text?</li> </ul> </li> </ul> <p><b>Define Text Chunking:</b> Breaking down the text into smaller sections for better understanding.</p> <ul style="list-style-type: none"> <li>▪ <b>Demonstration:</b> Model chunking the speech, identifying key ideas and rhetorical strategies.</li> </ul> <li><input type="checkbox"/> (IP): Group Analysis: Discuss the following questions: <ul style="list-style-type: none"> <li>▪ Who is Dove addressing? Why?</li> <li>▪ What is the purpose of the speech?</li> <li>▪ How does the context influence the speech?</li> <li>▪ Identify key rhetorical devices and how they relate to the situation.</li> </ul> </li> <p><b>Graphic Organizer:</b> Use a chart to organize responses (Author, Audience, Purpose, Context, Key Rhetorical Devices).</p> <p><b>Special Pops Tips</b></p> <ul style="list-style-type: none"> <li>➤ <b>Visual Aid:</b> Display graphic showing the elements of rhetorical situation.</li> <li>➤ <b>Pre-Filled Graphic Organizer:</b> Use sentence frames and word banks for students to pull in understanding rhetorical situation</li> </ul> | <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Specific examples for each rhetorical situation framework in this text.</li> <li><input type="checkbox"/> Models breaking down prompt and pulling information provided by College Board to help with rhetorical situation.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chunk and break down remainder section of the passage</li> <li><input type="checkbox"/> Discuss “effectiveness” of rhetorical situation in the speech.</li> </ul> <table border="1"> <thead> <tr> <th>Know</th> <th>Do</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table> | Know | Do |  |  |
| Know   | Do   |   |      |    |  |  |
|  |  |   |      |    |  |  |
| Day 19 – SUGGESTED AP SUCCESS DAY – Review: Responding to Prompt   |  | Date:   |      |    |  |  |
| Skill / Objective  | Notes for Intellectual Preparation & Lesson Planning   | Lesson Look Fors  |      |    |  |  |
| <p><b>4.B</b> – Write a thesis statement that requires proof or defense and that may preview the structure of the argument.</p>  | <p><b>Goal of this lesson:</b> review, evaluate, and score sample essays using the College Board’s Free Response Question 2 rubric and revising and editing their own writing.</p> <p><b>Lesson Cycle:</b></p>   | <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies rhetorical strategies and defines them with samples from the reading</li> </ul>  |      |    |  |  |

|   |  |   |             |           |  |  |
|---|--|---|-------------|-----------|--|--|
| <p><b>4.A</b> – Develop a paragraph that includes a claim and evidence supporting the claim.</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>(GI):</b> Model unpacking the rubrics for Row A – Thesis, Row B – Evidence and Commentary. Focus on the criteria for earning a Thesis point. 0 out of a 1. Then focus on understanding the difference in criteria for Row B – 0, 1, 2, 3, 4.</li> <li><input type="checkbox"/> <b>(GP):</b> Divide students into groups. Distribute sample essays. Instruct students to individually read and evaluate each essay, paying attention to its use of evidence and commentary. By Color-Coding, use a highlighter to distinguish between claims, evidence, and commentary. Group presentations of findings.</li> <li><input type="checkbox"/> <b>(IP):</b> Continue completing, revising, student’s own response in the process of writing to prepare for exam day and understanding how their writing will be scored. Give appropriate feedback to individual students.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Explains effect the rhetorical techniques are having on the reader to persuade</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses sample wording that lead to writing a claim.</li> <li><input type="checkbox"/> Use sample wording that identify “specific” words from the text that support the claim</li> </ul> |             |           |  |  |
| <p><b>Obj.</b> – SWBAT evaluate and score sample rhetorical analysis essays and then revise and edit their own writing.</p>   | <p style="background-color: #00FF00; padding: 2px;"><b>OPTIONAL: Class Companion AI Tutor Assignment.</b></p> <ul style="list-style-type: none"> <li>▪ Have students revise and edit their original writing and use the AI assistant to help them write a defensible thesis and body paragraphs</li> <li>▪ <b>Note:</b> This assignment only focuses on Row A and Row B of the rubrics.</li> <li>▪ Analyzing Rhetorical Choices in Rita Dove’s commencement address</li> </ul>   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #FFFF00; text-align: center;"><b>Know</b></td> <td style="background-color: #FFFF00; text-align: center;"><b>Do</b></td> </tr> <tr> <td style="height: 50px;"></td> <td style="height: 50px;"></td> </tr> </table>   | <b>Know</b> | <b>Do</b> |  |  |
| <b>Know</b>   | <b>Do</b>  |   |             |           |  |  |
|   |  |   |             |           |  |  |
| <p><b>Vocabulary</b></p>  | <p><b>Special Pops Tips</b></p>  |   |             |           |  |  |
|   | <ul style="list-style-type: none"> <li>➤ Turn on AI special features for accommodating student’s needs and support when receiving feedback.</li> </ul>   |   |             |           |  |  |
| <p><b>Day 20 – SUGGESTED AP SUCCESS DAY – Review: Multiple Choice UE1 Data</b></p>  |  | <p><b>Date:</b></p>   |             |           |  |  |
| <p><b>Skill / Objective</b></p>   | <p><b>Notes for Intellectual Preparation &amp; Lesson Planning</b></p>   | <p><b>Lesson Look Fors</b></p>  |             |           |  |  |
| <p><i>Refer to Assessment Companion for skills assessed in the unit exam.</i></p>   | <p><b>Goal of this lesson:</b> Allowing students to analyze and reason behind correct and incorrect answer choices in an AP English Language multiple-choice passage. Second-chance scoring is also an opportunity for students to practice reasoning in the way they respond to texts.</p>  | <p><u>Teachers:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Data wall of highest missed questions or skill from unit exam</li> <li><input type="checkbox"/> Vocabulary wall from answer choices that were seen as challenging</li> </ul>  |             |           |  |  |
| <p><b>Obj.</b> – SWBAT understand the reasoning behind missed multiple-choice questions by analyzing incorrect answers and justifying the correct answer choices.</p> | <p><b>Lesson Cycle:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (DN): Have students quickly review their previous quiz results and mark the questions they missed.</li> <li><input type="checkbox"/> (GP): Review the Second-Chance Scoring Process: <ul style="list-style-type: none"> <li>▪ Revisiting Missed Questions – Explain the process of second-chance scoring: students will analyze the questions they missed, identify the correct answer, and justify why the right answer is correct based on the passage and question wording.</li> <li>▪ Rhetorical Situation – Remind students to consider the context of each passage, the author’s purpose, audience, and tone when analyzing each question.</li> <li>▪ Textual Evidence – Teach students to refer back to specific lines, phrases, or words in the text that support the correct answer.</li> </ul> </li> </ul>                                   | <p><u>Students:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Justifications for answer choices</li> <li><input type="checkbox"/> Cite specific lines, words, or phrases from the passage in justifications</li> </ul>  |             |           |  |  |
| <p><b>Vocabulary</b></p>  |  |   |             |           |  |  |

|  |  |             |           |
|--|--|-------------|-----------|
|  | <input type="checkbox"/> (IP): Students will work independently or in groups to complete their justifications for all missed questions. They should fully explain why the correct answer is right and the incorrect answers are wrong. | <b>Know</b> | <b>Do</b> |
|  | <b>Special Pops Tips</b>   |             |           |
|  | ➤  |             |           |