

Fall Semester at a Glance

Workshop Routines / Workshop Goals	<p>Reader’s/Writer’s Workshop instruction rests on a structure of routines and procedures that support students and teachers. Teachers are encouraged to work with planning teams to organize daily routines that will best serve the needs of their learners. Routines for R/W Workshop include systematic use of the following: Reader’s/Writer’s notebook, self-selected independent reading, mentor texts of varying lengths, mini-lessons, collaboration (student-to-student), and conferring (teacher-to-student).</p> <p>Students can utilize the established R/W Workshop procedures to collaborate productively with others and contribute to the classroom community, to set personal goals for learning in order to track their own progress, and to provide feedback to others as they work toward their goals. In addition, students are encouraged to select their own texts for independent reading, to respond to them in both personal and analytical ways, and to read and write for authentic purposes in order to share their thinking with others.</p>	
Nine Weeks	1st Nine Weeks (Recognizing)	2nd Nine Weeks (Practicing)
Building Blocks	<p>During the first nine weeks, students will begin to recognize how the AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative writings that proceed through several stages or drafts. Students will begin to evaluate, synthesize, and cite research to support their arguments. Throughout this nine weeks, students will begin to develop a personal style by making appropriate grammatical choices. Additionally, students will read and recognize the rhetorical elements and their effects in non-fiction and fictional texts, including visual images as forms of text, from many disciplines and historical periods.</p>	<p>During the second nine weeks, students will practice evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students will practice evaluating, synthesizing, and citing research to support their arguments. Throughout this nine weeks, students will continue to develop a personal style by making informed grammatical choices. Additionally, students will continue to read in increasing volume and begin to analyze the rhetorical elements and their effects in both non-fiction and fictional texts, including graphic images as forms of text, from many disciplines and historical periods.</p>
Essential Questions	<p style="text-align: center;"><i>How does an AP student demonstrate understanding of the rhetorical situation and its effect on rhetoric?</i></p> <ul style="list-style-type: none"> • What is the rhetorical situation (speaker, purpose, audience, context, exigence, message) of a text? • How does a speaker’s beliefs, values, and needs impact his/her message? • What can be assumed about the beliefs, values, needs, and background of the intended audience? • What are the appeals and devices, and how are they utilized in 	<p style="text-align: center;"><i>How does an AP student analyze text to discover how the tools of rhetoric achieve purpose?</i></p> <ul style="list-style-type: none"> • How does a speaker’s use of rhetorical strategies and techniques (including tone, structure, detail, language, imagery, schemes, tropes) create purpose? • How does a reader analyze primary and secondary sources for currency, relevance, authority, and purpose (bias)? • How do graphics and visual images convey meaning? • How does a reader participate in thoughtful discussion of texts

	<p>rhetoric?</p> <ul style="list-style-type: none"> • How does recognizing varying perspectives foster critical thought? • What claim does the speaker attempt to defend? • What types of evidence does the speaker use to defend their claim? <p><i>How does an AP student choose what to read and why?</i></p> <ul style="list-style-type: none"> • How does a reader interact with text, both formally and informally? • What is the purpose of reading challenging texts and setting personal goals for individual reading growth? • What is the value of exposure to both fiction (e.g., novels, short stories, poetry, drama) and nonfiction selections (specifically, essays, journalism, science writing, autobiographies, criticism) in developing critical readers? <p><i>How does an AP student recognize why writers write?</i></p> <ul style="list-style-type: none"> • How can informal writing (e.g., imitation exercises, journal keeping, collaborative writing) help students become aware of themselves as writers? • How can writing aid students in their development of self and their identity within society? • How do writers select the most effective genre for conveying purpose (e.g., essay, speech, short story, novel, poetry, etc.)? • How does a student engage in numerous opportunities to write and rewrite responses, with an emphasis on expository, analytical, and argumentative essays, about a variety of subjects? 	<p>in the company of fellow students to heighten their comprehension and interpretation?</p> <ul style="list-style-type: none"> • How does the speaker’s reasoning through commentary logically connect chosen evidence to a claim? • How does the organization of body paragraphs reveal the line of reasoning of an argument? <p><i>How does an AP student practice the tools of rhetoric to achieve purpose in writing?</i></p> <ul style="list-style-type: none"> • How does a student address a writing prompt with an effective, defensible thesis statement? • How does a writer develop and logically organize ideas? • How does a writer use rhetorical devices to achieve purpose? • How does a writer effectively integrate evidence to support insightful commentary instead of merely summarizing? • How does a writer present an argument that includes the analysis and synthesis of ideas from an array of sources? • How does a student cite sources using a recognized editorial style (e.g., Modern Language Association)? • How does a student write various pieces within and outside of time constraints? • How does a student craft a piece of writing through several stages or drafts, with revision aided by teachers and peers?
<p>Skills / Student Habits</p>	<p><u>AP College Board Course and Exam Description</u></p>	<p><u>AP College Board Course and Exam Description</u></p>
<p>Evidence for Learning (Formative)</p>	<ul style="list-style-type: none"> • R/W Notebooks • Reading/Writing conferences • Timed writes • Critical reading questions 	<ul style="list-style-type: none"> • R/W Notebooks • Reading/Writing conferences • Timed writes • Critical reading questions

	<ul style="list-style-type: none"> • Oral/Written discussions (e.g., Socratic circles, Fish Bowl, Discussion Boards, etc.) • Responses to mentor/self-selected texts • Peer writing evaluations • Self-assessments / reflection • Observations during independent practice • Observations during whole-class and small-group collaboration 	<ul style="list-style-type: none"> • Oral/Written discussions (e.g., Socratic circles, Fish Bowl, Discussion Boards, etc.) • Responses to mentor/self-selected texts • Peer writing evaluations • Self-assessments / reflection • Observations during independent practice • Observations during whole-class and small-group collaboration 		
<p>Evidence of Learning (Summative)</p>	<ul style="list-style-type: none"> • Revised timed writes • Process essays • Skills-based projects • Reading assessments • Nine Weeks Exam 	<ul style="list-style-type: none"> • Revised timed writes • Process essays • Skills-based projects • Reading assessments • Semester final exam 		
<p>Questions for Planning and Reflection</p>	<p><u>Teacher</u></p> <ul style="list-style-type: none"> • How can my team implement R/W Workshop routines to best serve the needs of our students? • How do I identify and prioritize the reading/writing skills my students need to learn? • How do I assist students in finding engaging and appropriately challenging texts? • How do I model habits of a sophisticated reader and writer? • How can I help students respond to texts in both personal and analytical ways? • How do I select and use mentor texts to support students in the craft of writing? • What does the writing 	<p><u>Student</u></p> <ul style="list-style-type: none"> • Why do I read, and how do I perceive myself as a reader? • How do I engage with different texts on multiple levels of enjoyment, understanding, and analysis? • How do I find books that spark my interest and challenge me to improve my reading skills? • Why do I write, and how do I perceive myself as a writer? • How have my experiences shaped my beliefs and ideas? • How can I share my unique voice and experiences through my writing? • How do I work collaboratively with my 	<p><u>Teacher</u></p> <ul style="list-style-type: none"> • How can my team monitor, reinforce, and adjust R/W Workshop routines in my classroom to meet our students’ needs? • How do I guide students to explore new genres and challenge themselves to read increasingly complex texts? • How do I select and use mentor texts, specifically nonfiction, targeting the skills and craft moves my students will need to apply in their own writing? • How can I use conferences and observations to formatively assess learning and make instructional adjustments? • How can I use written and 	<p><u>Student</u></p> <ul style="list-style-type: none"> • How have my reading and writing habits changed and grown? • Are my learning goals appropriate? What am I doing to meet them? • How can I challenge myself to step out of my comfort zone as a reader and writer by selecting a variety of prose styles and genres, including nonfiction? • What am I passionate about, and how can I use my writing to communicate my arguments effectively? • How can I state my claims clearly and support them with relevant and effective evidence? • What strategies can I employ to engage and

	<p>process look like in my classroom?</p>	<p>teacher and classmates to improve my reading comprehension and my writing skills?</p> <ul style="list-style-type: none"> • How can I use feedback from others to revise my writing? 	<p>verbal feedback strategies to target individual student needs regarding their reading and writing progress?</p> <ul style="list-style-type: none"> • How can I develop research activities that practice the evaluation, use, and citation of primary and secondary sources? 	<p>persuade my audience?</p> <ul style="list-style-type: none"> • How can I use feedback from my teacher and peers to revise my writing? • How can I start assessing my own writing accurately to improve my craft? • How can I evaluate sources for currency, relevance, authority, and purpose (bias)?
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Spring Semester at a Glance

<p>Workshop Routines/ Workshop Goals</p>	<p>Reader’s/Writer’s Workshop instruction rests on a structure of routines and procedures that support students and teachers. Teachers are encouraged to work with planning teams to organize daily routines that will best serve the needs of their learners. Routines for R/W Workshop include systematic use of the following: Reader’s/Writer’s notebook, self-selected independent reading, mentor texts of varying lengths, mini-lessons, collaboration (student-to-student), and conferring (teacher-to-student).</p> <p>Students can utilize the established R/W Workshop procedures to collaborate productively with others and contribute to the classroom community, to set personal goals for learning in order to track their own progress, and to provide feedback to others as they work toward their goals. In addition, students are encouraged to select their own texts for independent reading, to respond to them in both personal and analytical ways, and to read and write for authentic purposes in order to share their thinking with others.</p>
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Nine Weeks	3rd Nine Weeks (Refining)	4th Nine Weeks (Approaching Mastery)
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<p>Building Blocks</p>	<p>During the third nine weeks, students will improve their skills in evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students will improve upon evaluating, synthesizing, and citing research to support their arguments. Throughout this nine weeks, students will continue to improve their stylistic choices by making deliberate grammatical choices. Additionally, students will continue to read and make connections between the rhetorical elements and their effects in non-fiction and fictional texts, including graphic images as forms</p>	<p>During the final nine weeks, students will approach mastery of evidence-based analytic and argumentative essays. Students will approach mastery in evaluating, synthesizing, and citing research to support their arguments. Throughout this nine weeks, students will refine and establish their writing voice. Additionally, students will continue to read more challenging texts and analyze how the connections between the rhetorical elements affect purpose in non-fiction and fictional texts, including graphic images as forms of text, from many disciplines and historical periods.</p>
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	<p>of text, from many disciplines and historical periods.</p>	
<p>Essential Questions</p>	<p><i>How does an AP student demonstrate understanding of a speaker’s rhetorical choices?</i></p> <ul style="list-style-type: none"> • Independently, how does a reader connect a speaker’s purpose to the use of rhetorical strategies and techniques? • How do the speaker’s rhetorical choices reflect both the constraints and the available means of persuasion within the context? • How does a speaker’s use of counterargument strengthen the effectiveness of an argument? • How does a speaker qualify the claim to increase the sophistication and authenticity of an argument? • How does a speaker’s diction and syntax influence how the audience perceives the speaker and the degree to which an audience may accept the speaker’s argument? • How do graphics and visual images advance the speaker’s purpose? • How does a reader analyze varying perspectives from an array of sources in order have an informed point of view? • How do prose styles vary from century to century, including the change in the use of language? <p><i>How does an AP student apply the tools of rhetoric to create an effective piece of writing?</i></p> <ul style="list-style-type: none"> • How does a writer employ a wide-ranging vocabulary, taking into consideration both denotative and connotative elements? • How does a writer vary sentence structures appropriately to accommodate audience, purpose, and effectiveness? • How do organizational patterns and craft moves - such as repetition, transitions, and emphasis - enhance the effectiveness of a student’s writing? • How does a writer balance generalization with illustrative detail to support sophisticated analysis of a text? 	<p><i>How does an AP student evaluate a text to assess its effectiveness?</i></p> <ul style="list-style-type: none"> • How does a reader lead thoughtful discussion of texts, both fiction and non-fiction, in the company of fellow students to argue their own analysis? • How does a reader autonomously develop an established reading identity to apply to life outside of high school? • How does a reader synthesize their knowledge of the writings of others to understand an author’s craft and make similar conscious choices in their own writing? • How does a reader utilize their reading to enter into consequential conversations about meaningful issues, thus facilitating informed citizenship? <p><i>How does an AP student write with increasing maturity and sophistication, both formally and informally?</i></p> <ul style="list-style-type: none"> • How does a student deliberately take numerous opportunities to write and rewrite a variety of different responses, both formal and informal, to demonstrate mastery of the writing process through the final product? • How does a student write various pieces based on acquired time management skills? • How does a student synthesize sources effectively to support an argument? • How does a student internalize and execute the writing skills learned throughout the year to become an effective communicator? • How does a student strategically continue to develop their own writing voice and style through diction, comparisons, and syntax? • How does a student qualify his/her claims to increase sophistication of the argument?

	<ul style="list-style-type: none"> • How does a writer manipulate tone and voice to affect rhetoric? • How does a writer develop an argument and present a rhetorical analysis at length? • How does a writer interpret and write about visual texts vs. written texts? 			
<p>Skills / Student Habits</p>	<p><u>AP College Board Course and Exam Description</u></p>	<p><u>AP College Board Course and Exam Description</u></p>		
<p>Evidence for Learning (Formative)</p>	<ul style="list-style-type: none"> • R/W Notebooks • Reading/Writing conferences • Timed writes • Critical reading questions • Oral/Written discussions (e.g., Socratic circles, Fish Bowl, Discussion Boards, etc.) • Responses to mentor/self-selected texts • Peer writing evaluations • Self-assessments / reflections • Observations during independent practice • Observations during whole-class and small-group collaboration 	<ul style="list-style-type: none"> • R/W Notebooks • Reading/Writing conferences • Timed writes • Critical reading questions • Oral/Written discussions (e.g., Socratic circles, Fish Bowl, Discussion Boards, etc.) • Responses to mentor/self-selected texts • Peer writing evaluations • Self-assessments / reflections • Observations during independent practice • Observations during whole-class and small-group collaboration 		
<p>Evidence of Learning (Summative)</p>	<ul style="list-style-type: none"> • Revised timed writes • Process essays • Skills-based projects • Reading assessments • Nine Weeks Exam 	<ul style="list-style-type: none"> • Revised timed writes • Process essays • Skills-based projects • Reading assessments • Semester final exam and AP Exam (optional) 		
<p>Questions for Planning and Reflection</p>	<p><u>Teacher</u></p> <ul style="list-style-type: none"> • How do I encourage students to explore new genres and challenge themselves to read increasingly complex texts independently? • How do I select and use mentor texts targeting skills and craft moves, so that my students can make informed and intentional choices in their writing and revisions? 	<p><u>Student</u></p> <ul style="list-style-type: none"> • How can I adjust my reading and writing habits to meet my learning goals? • Are my learning goals appropriate for the beginning of my last semester? Where am I in terms of ownership? • How can I challenge myself to continue stepping out of my comfort zone as a reader 	<p><u>Teacher</u></p> <ul style="list-style-type: none"> • How can I help students prepare for the AP exam? • How do I provide student-centered opportunities (e.g. book clubs, literature circles) so that students can get the most out of a collaborative reading experience? • How do I select and use mentor texts targeting the skills and craft moves my students will need for their 	<p><u>Student</u></p> <ul style="list-style-type: none"> • How have I grown as a reader and writer? • Have I met my learning goals, and how do I know? • What skills do I need to target and hone to be successful on the AP exam? • How can I work collaboratively with peers in student-centered

	<ul style="list-style-type: none"> • How can I use conferences and observations to encourage independent self-assessment? • How can I foster independent critical thinking, reading, writing, and speaking? • How can I expose students to a variety of perspectives over given topics? 	<p>and writer?</p> <ul style="list-style-type: none"> • How can I select the most effective evidence and rhetorical strategies to craft an effective rhetorical analysis? • How can I present an effective argument that includes evidence and/or synthesis of ideas from an array of sources? • How can I use my voice to engage and persuade my audience? • How can I use feedback from others to revise my writing? • How can I assess my own writing accurately to improve my craft? 	<p>writing on the exam and in the future?</p> <ul style="list-style-type: none"> • How can I use conferences and observations to formatively assess learning and make instructional adjustments? 	<p>environments (e.g. book clubs, literature circles)?</p> <ul style="list-style-type: none"> • How can I present my arguments and support them with valid evidence? • How can I apply the invaluable skills learned in AP English Language and Composition beyond the classroom?
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