

Week 1

CLICK this link and take the survey to give me pointers on how to make this class work best for YOU!

<https://forms.gle/YNFx3G6cRMGN55mN7>

Read the homepage (click HOME in list on left), Click on PAGES (in list on left) and VIEW ALL PAGES--read the *Learning Goals* page.

Then--come to CONFERENCE to

- watch/listen/read your first text of the semester
- go over the assignment DUE this week on that text
- say hi to classmates and Baker.

Your first text is **Taylor Mali's "What Teachers Make"**

Watch it here: <https://www.youtube.com/watch?v=RGKm201n-U4>

What was your **first reaction** to this text? Why do you think you, personally, reacted that way?

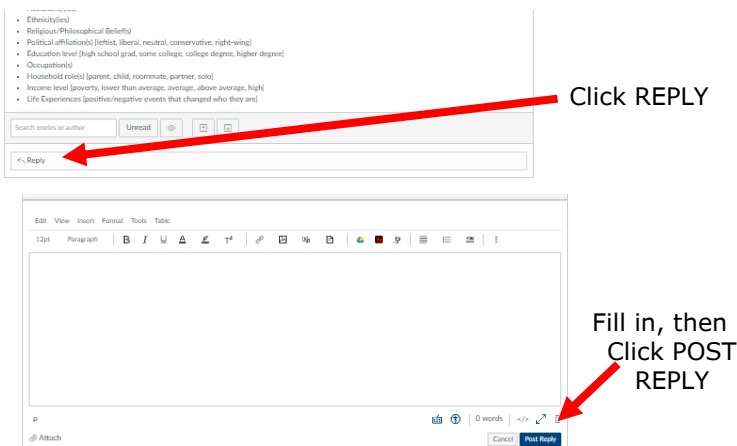
Together, let's through the questions you are going to answer—**ask about words and references you don't know** (or look them up).

Words to know

Infer means that you interpret what is **IMPLICIT** (not stated outright) in the text.

Notice means that you interpret what is **EXPLICIT** (stated outright) in the text.

ASSIGNMENT: Using DISCUSSIONS on Canvas, in your own words, answer the questions below. DUE by end of A/B day class time.



1. WHO is the speaker? What can you INFER from the text about the speaker's
 - Age
 - Gender Identification(s)
 - Race
 - Disabilities/Health
 - Personality Traits
 - Nationality(ies)
 - Ethnicity(ies)
 - Religious/Philosophical Belief(s)
 - Political affiliation(s) [leftist, liberal, neutral, conservative, right-wing]
 - Education level [high school grad, some college, college degree, higher degree]
 - Occupation(s)
 - Household role(s) [parent, child, roommate, partner, solo]
 - Income level [poverty, lower than average, average, above average, high]
 - Life Experiences [positive/negative events that changed who they are]
2. WHERE/WHEN is this text performed? What can you INFER about the occasion's
 - Date
 - Geographic Location [city, state, region, country]

- Physical Location [kind of place—school assembly, awards show, stage/venue?]
 - Type of Context [kind of event--wedding, concert, show?]
 - Mission/Objective of Context [celebration, performance, announcement?]
 - Open to Public/Private
3. To WHOM is the text directed? What can you INFER about the audience's
- Age
 - Gender Identification(s)
 - Race
 - Disabilities/Health
 - Personality Traits
 - Nationality(ies)
 - Ethnicity(ies)
 - Religious/Philosophical Belief(s)
 - Political affiliation(s) [leftist, liberal, neutral, conservative, right-wing]
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 - Household role(s) [parent, child, roommate, partner, solo]
 - Income level [poverty, lower than average, average, above average, high]
 - Life Experiences [positive/negative events that changed who they are]
4. WHY is the text performed? What can you INFER about the speaker's personal
- Goal(s)
 - Concern(s)
 - Intention(s)
 - Reason(s)
 - Complaint(s)
5. WHAT is the text about? What subjects do you NOTICE are the main
- Topic(s)
 - Perspective(s)
 - Focus(es)
 - Claim(s)
 - Idea(s)
6. HOW does the speaker feel about the subjects? What can you INFER about the speaker's
- Attitude [positive, neutral, negative view of the subjects]
 - Tone [emotions about the subjects]
 - Mood [reaction to the subjects]
 - Outlook [perspective on the subjects]
 - Assumptions [pre-existing beliefs about the subjects]

Week 2

Thank you for your responses to the survey.

You asked for ALL of these things, so I'm going to make sure you get 'em:

- ☐ live lesson to open each class period (in CONFERENCES)
- ☐ group formative (practice) assignments
- ☐ live small group discussion for formative assignment grade
- ☐ practice tests for formative grade
- ☐ scheduled live check-ins with Baker (weekly, every other week, etc)
- ☐ Baker on mic for Questions/Answers during CONFERENCES
- ☐ the Body of Evidence replacement option for summatives
- ☐ the Body of Evidence retake option for summatives
- ☐ the Body of Evidence revise option for summatives
- ☐ the Body of Evidence replacement option for formatives

You told me I need to do better with:

- Clearer explanations of concepts/ideas in lessons
- Easier-to-follow assignment instructions

- Not put so much info in a single lesson
- Bringing the class together some of the time so you don't feel so isolated.

You've got it! I'll go over lessons/assignments live for everyone at the start of class AND check back at the end of the period to see if there are issues/questions. I'll keep the no-late-penalty policy so that you don't feel rushed; but I'll also be careful not to load you up with too much at once.

You told me that:

We need to work more on how to tackle multiple choice questions at the Pre-AP level—so, I'll be including more of these as "formatives" (complete/incomplete) assignments and going over why answers are right/wrong.

We need to work on how to tackle long-answer prompt questions at the Pre-AP level—do, DITTO (same as for multi choice above).

- Having practice "tests" as assignments are an efficient way for YOU to try out your skills/understanding and get feedback from ME without your grade taking a hit. It won't be the ONLY formative work you do, but I will include it often.

You told me:

Discussing with classmates in break out rooms isn't really working very well.

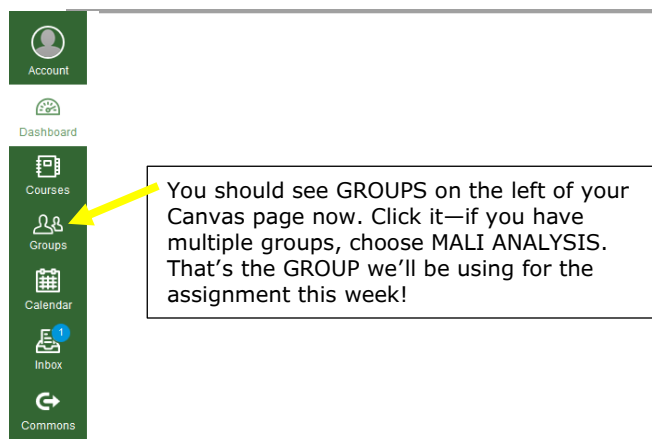
- So, I'll try some new ways to make meeting live with each other comfortable and useful—and design more "group" assignments so you get a chance to work with others.

You were honest that:

It is hard to be motivated or interested in this class (especially with all the other stuff going on that you have to deal with).

- So, I'll work harder to offer materials that you find worthwhile and focus on skills and work that pay off—no fluff, just substance.

On that note...



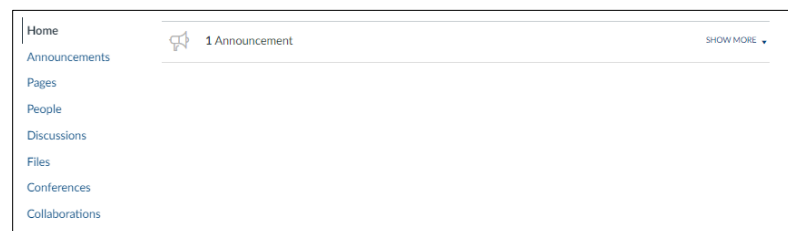
For **Taylor Mali's "What Teachers Make"**

Watch it here: <https://www.youtube.com/watch?v=RGKm201n-U4>

ASSIGNMENT, pt 1: On the Canvas course page, there's a **new DISCUSSION** posted (but you only need to **LIKE** it, not **REPLY** to it).

- The post is checking to make sure you can see a new link called **GROUPS** on the left of your Canvas screen. If you can see that link, **click LIKE** for the post. **Don't see GROUPS as a link? Message/talk with Baker.**

Once you've found the **GROUPS** link, **click on it** and explore it **for 10 minutes**. You should see **THIS**:



In this space you can

- Create your own **DISCUSSIONS** with your groupmates
- Open up your own **CONFERENCES** with your groupmates (inviting Baker or not)
- Get to **FILES** Baker puts here for you (there's some there now—can you see them?)
- Add **FILES** for your groupmates and Baker to access

- See each other's email addresses under PEOPLE
- See ANNOUNCEMENTS for your group from Baker (there's one there now, SHOW MORE)
- See and make PAGES of your own!

ASSIGNMENT, pt 2: By the end of class this week, you can work alone, with a partner or with 2 partners who are GROUPMATES to **complete the SOAPStone Analysis for Mali's text**. I have uploaded a fill-in SOAPStone form for you in GROUPS and in the ASSIGNMENT today, **COPY IT** for yourself and fill it in. Each person save and SUBMIT their filled in SOAPStone to the ASSIGNMENT **due by the end of the week**.

Week 3

Wednesday

Mali's "What Teachers Make" is powerful (even if you don't agree with him) because he uses **strategies** not only for the words but also for gestures, sounds, etc when he performed it. Some of these were very specific, like the rhythm of the words matching the movement of him pointing to the head ("if you've got *this*"), then the heart ("then you follow *this*") and then giving the finger ("and if someone ever tries to judge you by what you make, you give them *this*"). The main one he used throughout was a device called *play on words*—he took the phrase "to make [money]" and replaced it with other "to make" phrases. He showed his audience what he believes is more valuable and important than money "to make" in your job.

Today, I want you to focus on using a device *to make* what you say powerful: **metaphor/simile**. You are using a metaphor/simile when you state/describe something (a C+) by calling it something it is not (a Congressional Medal of Honor) or something is not *like* (an A- is like a slap in the face). It is powerful because it makes your audience imagine connections between the two things that they might never have thought about before.

ASSIGNMENT: Get inspired by the snow and wind and rain and sun during mid-winter break. Tell me how for you PERSONALLY learning is/is like weather. Describe/state **at least 5 ways** your learning is/is like weather.

Model by Baker

When I was growing up, school learning was getting up when the sky is still dark and it's freezing outside of the covers, but I don't have a choice. I have to go do my chores outside, so I should just get on with it.

Day 2

The most challenging skill for most people studying language and communication is **rhetorical analysis** [I mean, just the name is challenging!]. Paraphrased, rhetorically analyzing something means that you separate out **WHAT someone says (the subject, topic, information, details)** from **HOW they say it (the tone, techniques and strategies)**.

So far in class, we have focused on honing the skills of **meaning analysis**—examining a text to see WHAT it says. We have been using this reading process to do it:

1. First, **read just to decode**—just to "get" what it's about. [This is **COMPREHENDING** meaning]
Look up/ask about words and references you don't know.
2. **Notice** your **first impression** and **think about why** you reacted that way. [This is *your perspective* on the topic/events in the text]
3. **Re-read** to make an **inventory of the details** [the clues for "what is true/happening?" in the text].
Look for **explicit telling details** [clues that tell you info directly], **implicit telling details** [clues that make you think something without the author saying it] and **pivotal phrases** [places the author changes what they have been saying].
4. **Figure out** how the explicit and implicit telling details **connect together** and what **the different views** before and after pivotal phrases are. [This is **ANALYZING** the text's meanings/perspectives]
5. **Explain** the **complicated answer** to "what is the text saying is true/happening?" [**CLAIM**] you make out of the connections and contrasts in details and views (even if you disagree with the author or don't believe this would happen). [This is **INTERPRETING** the text]

And we have been practicing that process with complex texts to get better at showing College Board on assessments that you can meet its high standards for **meaning analysis**:

Exemplary 4-4+	Proficient 3-3.9	Emerging 2-2.9	Incomplete 1-1.9
makes insightful CLAIM	makes plausible CLAIM	makes unclear CLAIM	makes unidentifiable CLAIM
shows thorough COMPREHENSION of the text	shows effective COMPREHENSION of the text	shows basic/general COMPREHENSION of the text	shows little/no COMPREHENSION of the text
is free from errors of INTERPRETATION	is free from significant errors of INTERPRETATION	has some errors of INTERPRETATION	has numerous errors of INTERPRETATION
perceptive ANALYSIS of the explicit and implicit meanings found in the text	reasonable ANALYSIS of the explicit and implicit meanings found in the text	limited/unconvincing ANALYSIS of the explicit and implicit meanings found in the text	little/no ANALYSIS of the explicit and implicit meanings found in the text

We won't stop doing meaning analysis (why would you skip figuring out the meaning of something you're reading?). But now we add **rhetorical analysis** after it.

You have probably been taught some **devices** in English classes before—like *metaphor*, *simile*, *onomatopoeia* (everyone’s favorite!) to make your reader “experience” your meaning in their imagination. You might have been taught some **techniques**, too—like *repetition*, *anecdotes*, *rhetorical questions* (am I right?) to make your reader pay attention to important parts of what you say. Rhetorical analysis looks for devices and techniques like these—and there are thousands of them (and new ones being invented all the time).



Memorizing devices/techniques is booooooooooooooooooooooooooooooooooooooing.

Having to find all the devices/techniques in a text is even *boooooorrrrrrrrrriiiiiing*ER.

I promise, we won't do that.



Give me A SHOT to convince you...

Rhetorical analysis is worth getting good at.

ASSIGNMENT: Read **just to decode**, *20+ Commonly Used Advertising Techniques in Visual Marketing* by Orana Velarde (you can access this by clicking PAGES and then the button at the top that says VIEW ALL PAGES in Canvas. **Look up/ask about words and references you don't know** (links in the text are good sources to use!).

Then **make a list** of

- one brand of food you LOVE (like HotPockets or Lucky Charms cereal or Nissin Cup Noodles)
- one brand of food you HATE
- one brand of clothes/shoes you LOVE (like FILA or Fenty or Birkenstock)
- one brand of clothes/shoes you HATE
- one artist/show you LOVE (like The Weeknd or Man vs Wild or BTS Run!)
- one artist/show you HATE
- one mappable location/place you LOVE (like Edgewater Beach in Mukilteo or the Antarctic)
- one mappable location/place you HATE

Then, **Google/Bing search** to find an officially published **image/ad for each item** on your list (from its official website or other place).

Copy and paste the links [highlight the <http://> address at the top of the screen and use Ctrl+C to copy; then click in your list and use Ctrl+V to paste] for each image/ad **into your list**. (if you can copy-paste the image, too, that's great—but you don't have to!)

Artists and show I LOVE!!!! is

Model by Baker



<https://www.vlive.tv/tags/RUNBTS>

Show I HATE is



<https://www.eonline.com/shows/kardashians>

Next week, be ready to share your list and links with classmates and talk about what advertising techniques your group sees their images use and why they work or don't for YOU.

Week 4 Day 1

Velarde's techniques, I would argue, fit into 4 general categories:

Graphic design—layout strategies
Cinematic design—actor strategies

Genre—kinds of presentation
Rhetorical design—wording strategies

My personal decoding of her explanations leads to me categorizing her 24 techniques this way:

Technique #1: Color Psychology

Technique #2: Composition

Technique #3: Rule of Thirds and The Golden Mean

Technique #4: Focal Point

Technique #5: Visual Path

Technique #6: Typographic Composition

Technique #7: Repetition

Technique #8: Body Language

Technique #9: Direct Gaze

Technique #10: Three-Quarter Gaze

Technique #11: Point of View

Technique #12: Behind-the-Scenes

Technique #13: Association

Technique #14: Symbolism

Technique #15: Anthropomorphism

Technique #16: Emotional Appeal

Technique #17: Bandwagon Pressuring

Technique #18: Storytelling

Technique #19: Social Proof

Technique #20: Fantasy

Technique #21: Animation and Motion Graphics

Technique #22: Artificial Reality

Technique #23: Social Media Influencers

Technique #24: Unfinished Ads

To practice [rhetorical analysis](#), we're going to apply the four categories.

ASSIGNMENT: Click DISCUSSIONS

Step One: Post your Love/Hate list with links to the DISCUSSION:

Click REPLY

Fill in, then
Click POST
REPLY

Pre-AP English 1 [P6 Baker - JHS] > Pages

2 HS

[View All Pages](#)

Click on PAGES then the **VIEW ALL PAGES** button at the top to open Velarde's article.

Click on DISCUSSIONS to see what others have posted.

For ten minutes,

Step Two: open others' posted lists and follow the links to see their images. You are welcome to reply to lists with a comment, **but do NOT insult them or their choices.**

Step Three: Choose **one** image from someone's list that is not on your list.

Step Four: Decide for yourself which category(ies) of techniques above (**graphic**, **cinematic**, **genre** or **rhetorical**) are being used in the image. *If you have time*, decide which specific techniques in that category you see (#1...#7?...#24?).

At 1:15 I will start a CONFERENCE for the group.

Once the CONFERENCE is open:

Each member of the group who is present, **JOIN WITH AUDIO** (with video, too, if you wish) and **un-mute** (unless you have no computer microphone)

In the order you joined the conference (the User's Name list is in order) take a turn to:

1. **paste the link of your chosen image** into the chat (or share your screen) so that the group can see it.
2. Use the mic/chat to tell everyone **which category(ies) you see and where you see them** in the image.
3. Ask if anyone sees category(ies) you didn't see and where they see them.

watch the time—end when the period ends, even if everyone hasn't "gone" yet

Anyone who does not participate during conference time (or is absent) must reply to the GROUPS DISCUSSION in writing with #1 and #2 above to get credit for this assignment.

Week 4 Wednesday

Noticing techniques is interesting—but it's what techniques CAUSE that matters to most people. "Seeing" and explaining the effect is real!!!!!! hard, though. Let's try it...

Read *Forbes* magazine's article on the best ads from 2020: <https://www.forbes.com/sites/avidan/2020/12/10/the-best-ads-of-2020/?sh=751cfe7e7dcd>

ASSIGNMENT: Pick your FAVORITE of the ads *Forbes* discusses.

Answer for yourself: Which **techniques** do you see in the ad? Which ONE technique was, to you, the MOST EFFECTIVE/BEST in the ad? What was THE EFFECT of the technique on YOU, when you watched—What did it make you DO, THINK, FEEL and HOW did it make that happen?

Examples of EFFECTS: *metaphor, simile, onomatopoeia* (everyone's favorite!) **make your reader "experience" your meaning in their imagination.** *repetition, anecdotes, rhetorical questions* (am I right?) **make your reader pay attention to important parts of what you say.**

No SUBMIT today—noticing techniques and then thinking through how and why they actually work is intellectually challenging. Give it your best shot!

Week 4 Day 2

ASSIGNMENT: Re-read Mali's words and complete the practice questions below.

1 He says the problem with teachers is
What's a kid going to learn
from someone who decided his best option in life
was to become a teacher?

5 He reminds the other dinner guests that it's true
what they say about teachers:
Those who can, do; those who can't, teach.
I decide to bite my tongue instead of his
and resist the temptation to remind the dinner guests

10 that it's also true what they say about lawyers.
Because we're eating, after all, and this is polite conversation.
I mean, you're a teacher, Taylor.
Be honest. What do you make?
And I wish he hadn't done that—asked me to be honest—

15 because, you see, I have this policy about honesty and ass-kicking:
if you ask for it, then I have to let you have it.
You want to know what I make?
I make kids work harder than they ever thought they could.
I can make a C+ feel like a Congressional Medal of Honor

20 and an A- feel like a slap in the face.
How dare you waste my time
with anything less than your very best.
I make kids sit through 40 minutes of study hall
in absolute silence.

25 *No, you may not work in groups.*
No, you may not ask a question.
Why won't I let you go to the bathroom?
Because you're bored.
And you don't really have to go to the bathroom, do you?

30 I make parents tremble in fear when I call home:
Hi. This is Mr. Mali. I hope I haven't called at a bad time,
I just wanted to talk to you about something your son said today.
To the biggest bully in the grade, he said,
"Leave the kid alone. I still cry sometimes, don't you?

35 *It's no big deal."*
And that was the noblest act of courage I have ever seen.
I make parents see their children for who they are
and what they can be.
You want to know what I make? I make kids wonder,

40 I make them question.
I make them criticize.
I make them apologize and mean it.
I make them write.
I make them read, read, read.

45 I make them spell *definitely beautiful, definitely beautiful, definitely beautiful*
over and over and over again until they will never misspell
either one of those words again.
I make them show all their work in math
and hide it on their final drafts in English.

50 I make them understand that if you've got *this*,
then you follow *this*,
and if someone ever tries to judge you by what you make, you give them *this*.
Here, let me break it down for you, so you know what I say is true:

54 Teachers make a goddamn difference! Now what about you?

Citation: Mali, Taylor. "What Teachers Make." *What Learning Leaves*. Newtown, CT: Hanover Press, 2002.

Practice Questions for [Meaning Analysis](#), which College Board assesses this way:

Exemplary 4-4+	Proficient 3-3.9	Emerging 2-2.9	Incomplete 1-1.9
makes insightful CLAIM	makes plausible CLAIM	makes unclear CLAIM	makes unidentifiable CLAIM
shows thorough COMPREHENSION of the text	shows effective COMPREHENSION of the text	shows basic/general COMPREHENSION of the text	shows little/no COMPREHENSION of the text
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perceptive ANALYSIS of the explicit and implicit meanings found in the text	reasonable ANALYSIS of the explicit and implicit meanings found in the text	limited/unconvincing ANALYSIS of the explicit and implicit meanings found in the text	little/no ANALYSIS of the explicit and implicit meanings found in the text

1. For lines 17-22, the most accurate paraphrase of the speaker's meaning is

- Because of me, students want to work hard on schoolwork.
- Because of me, grades are meaningful to students.
- Because of me, students learn.
- Because of me, students think their work matters.

2. In lines 23-29, the speaker implies which of the following is true

- Silence is important for learning.
- A good teacher controls students' behavior.
- Lying is wrong.
- Group work is less important than independent work.

3. In lines 45-47, the speaker assumes which of the following is true

- People look down on those who misspell words in English.
- Certain English words are hard to spell correctly.
- Learning to spell is important.
- Repetition is an effective way of learning.

4. In lines 48-49, *explicit* word choice showing the difference between learning Math and learning English includes

- show all their work
- hide it
- final drafts
- all of the above

Practice Prompt:

In "What Teachers Make" Mali describes ways a teacher can "make a difference." However, he avoids defining what that difference is. Figuring it out requires paying close attention to the telling details and pivotal phrases Mali includes.

Read the words carefully, paying particular attention to the speaker's point of view. Then write a paragraph in which you analyze how Mali uses telling details to provide the reader with insight into the difference the speaker makes. Be sure to include specific evidence from the passage in your response. Do not simply summarize the text.

Come to conference during the final 45 minutes of class to discuss your answers to the 4 multiple choice questions and the definition you decided for the prompt. Those who participate get to find out the right answers!!

Week 5 Day 1

The next reading is LOOOOOOONG. I have posted audio of me reading it aloud.

<https://www.theatlantic.com/education/archive/2017/05/solving-the-mystery-of-underachievement/526170/>

Citation: Ehrmann, Nick. "Solving the Mystery of Underachievement." *The Atlantic Monthly*. 15 May 2017.

<https://www.theatlantic.com/education/archive/2017/05/solving-the-mystery-of-underachievement/526170/> Accessed 26 Feb 2021.

ASSIGNMENT: Use the opening paragraphs from Ehrmann's article to answer the first 4 SOAPStone questions (see below):

Last month, New York Governor Andrew Cuomo signed pathbreaking legislation to provide many of the state's residents with tuition-free enrollment at public community colleges and four-year universities. In the swirl of commentary, which ranged from measured applause to outright skepticism, I could only think about one thing: the life of Travis Hill, a young man I met in the winter of 2000. Bright and conscientious, Travis joined my fourth-grade classroom at Emery

Elementary School in the Eckington neighborhood of Washington, D.C., less than two miles north of the U.S. Capitol. He participated consistently in class, rarely missed a day of school, and tried to mask the emotional vacuum created by his father's murder on the streets of D.C. Over the course of the year, he shared his thoughts with such careful depth that I began calling him "the philosopher." We stayed in touch, and during his junior year of high school, I watched the same flashes of brilliance layer into his term paper on Nathaniel Hawthorne's *Scarlet Letter*. "The universal truth is we all start out as righteous," he wrote, "but sometimes we sin to the point of no return."

Travis's academic journey began much like those of the New Yorkers slated to benefit from Governor Cuomo's program. In the fifth grade, Travis and his parents received word of guaranteed tuition assistance through a scholarship program I helped launch with the "I Have A Dream" Foundation, the theory being that financial obstacles to college enrollment keep educational inequality entrenched, and that removing those obstacles early will increase the students' likelihood of long-term academic success. Growing up, Travis, like many of his classmates, believed there was "no doubt" he would graduate from high school and enroll in college, and in the spring of 2009, his family celebrated Travis' graduation from Hyde Leadership Public Charter School and his admission to Lincoln University in Pennsylvania, a significant accomplishment in a city where at the time, just 43 of every 100 students graduated with a high-school diploma in four years and only 29 enrolled in postsecondary education within 18 months of graduating from high school.

The problem is that neither story is completely right. Over the course of a decade, beginning with two years as a classroom teacher followed by doctoral work in sociology at Princeton University, I witnessed a significant number of students develop a sophisticated logic of underachievement that challenged popular accounts for how inequality in higher education is created and sustained.

1. WHO is the speaker [**narrator** of the article]? What can you INFER from the text about the speaker's
 - Age
 - Gender Identification(s)
 - Race
 - Disabilities/Health
 - Personality Traits
 - Nationality(ies)
 - Ethnicity(ies)
 - Religious/Philosophical Belief(s)
 - Political affiliation(s) [leftist, liberal, neutral, conservative, right-wing]
 - Education level [high school grad, some college, college degree, higher degree]
 - Occupation(s)
 - Household role(s) [parent, child, roommate, partner, solo]
 - Income level [poverty, lower than average, average, above average, high]
 - Life Experiences [positive/negative events that changed who they are]
2. WHEN/WHERE is this text published? What can you INFER about the occasion's [**publication's**]
 - Date
 - Geographic Location [city, state, region, country]
 - Kind of Publication [national magazine, daily blog, local newspaper, international television show, etc?]
3. To WHOM is the text directed? What can you INFER about the audience's [**intended readers'**]
 - Age
 - Gender Identification(s)
 - Race
 - Disabilities/Health
 - Personality Traits
 - Nationality(ies)
 - Ethnicity(ies)
 - Religious/Philosophical Belief(s)
 - Political affiliation(s) [leftist, liberal, neutral, conservative, right-wing]
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 - Household role(s) [parent, child, roommate, partner, solo]
 - Income level [poverty, lower than average, average, above average, high]
 - Life Experiences [positive/negative events that changed who they are]
4. WHY is the text written? What can you INFER about the speaker's personal
 - Goal(s)
 - Concern(s)
 - Intention(s)
 - Reason(s)
 - Complaint(s)

On Wednesday, you'll be writing about the characters [real life people] described in Ehrmann's article. **Re-read or re-listen to gather details about the students he talks about.**

ASSIGNMENT: Download the *Ehrmann.docx* file and **SAVE** it in your GoogleDrive (or where you know you can find it again).

Listen/read Ehrmann's article again.

Go through the steps of the reading process:

1. First, **read/listen just to decode**—just to “get” what it’s about. [This is COMPREHENDING the text]
Look up/ask about words and references you don’t know.
2. **Notice** your **first impression** and **think about why** you reacted that way. [This is *your* perspective on the topic/events in the text]

This is a long text, so it takes some time to process all the information it gives. We are going to focus on what the text argues is true about/is happening to real people. The main focus of the text is on one student, Travis Hill.

3. **Make** an **inventory of the details** [find the clues for “**what the text is saying is true about/is happening with Travis?**”].
Look for **explicit telling details** [clues that tell you info directly], **implicit telling details** [clues that make you think something without the author saying it] and **pivotal phrases** [places the author changes what they have been saying].

Highlight in the Ehrmann.docx file **ALL OF THE DETAILS/PHRASES** you find that fit the categories of journalistic storytelling **about Travis**:

WHO he is—his personality, background, etc.

WHAT he does—activities, decisions, etc.

WHEN he does them—the time or the situation like “when he’s mad” or “after he finds out”

WHERE he does them—the place or the stage like first, second, etc

HOW he does them—the way/style he chooses to use

WHY he does them [or you can underline]—causes, reasons or motivations, etc

Have this ready for our next class—you’re going to use it!

Finding and marking details/phrases to go back to in a long text like this is necessary: your brain can’t hold all that information together without help! But—remember it’s important to **decide the question you are trying to answer first**. Then, you can **mark just the data that are useful** for that question. Cuts a lot out, huh?

Our question is: **What is the text is saying is true about/is happening with Travis?**

We’ve highlighted data in the text. Now, we’ve got the room in our brains to

4. **Figure out** how the **explicit and implicit telling details connect together** and what **the different views** before and after pivotal phrases are. [This is ANALYZING the text’s meanings/perspectives]

Do you remember the formula College Board gives you to put this thinking into words for others? Here’s a hint:



That’s right—the **kernel**. (mmmmmm... Can you smell the butter?)

A recap. We practiced kernels by

- ✓ Deciding our question:

What happened and why did it occur?

- ✓ Then going section by section through the text to find data useful for answering it.
- ✓ And then using kernel sentences to connect each section's **Who, Where, When, What—How and Why** data together in our own words.

MODEL

1 One winter there was a freezing rain. How beautiful! people said when things outside started to shine with ice. But the freezing rain kept coming. Tree branches glistened like glass. Then broke like glass. Ice thickened on the windows until everything outside blurred. Farmers moved their livestock into the barns, and most animals were safe. But not the pheasants. Their eyes froze shut.

Who: farmers; pheasants ([explicit](#))

Where: in the countryside ([implicit](#))

When: during the ice storm ([explicit](#))

(did) **What:** protected livestock; eyes froze shut ([explicit](#))

The answers to these make **simple sentences that state your data:**

During the ice storm farmers in the countryside protected their livestock.
During the ice storm in the countryside pheasants' eyes were frozen shut.

Answering

How (way it happened): Farmers moved animals into barns ([explicit](#))

How (way it happened): Rain froze the pheasants' feathers ([implicit](#))

makes one **complex sentence that combines your data:**

During the ice storm farmers in the countryside protected their livestock **by moving them into barns, **while** pheasants' eyes were frozen shut by rain on their feathers.**

Answering

Why (cause/reason it happened): the temperature made the storm dangerous ([implicit](#))

creates an **even more complex sentence that connects your data together:**

Because the temperature made it dangerous, during the ice storm farmers in the countryside protected their livestock by moving them into barns, while pheasants' eyes were frozen shut by rain on their feathers.

We're asking a similar, more detailed question about Ehrmann's article:

Who is Travis Hill, what happened to him and why did it occur?

But, we're dealing with a longer and more complicated text. Ehrmann doesn't tell Travis' story in chronological order or all at once. He skips around in time and place, repeats some details, adds new ones later, etc. So, we have to "up" our game! Instead of just going section-by-section for our kernels, **we have to re-assemble the pieces of the story that are scattered into different sections.**

For me, it makes sense to separate the story into stages: when Travis is **youngest** (elementary school), **younger** (middle/high school), **young** (college) and, finally, **the end** (working adult).

MODEL by Baker

I found **data about YOUNGEST TRAVIS** in 5 different paragraphs, mixed in with **other data about him** and info that didn't answer my question:

1. *As enrollment in higher education reaches record-levels-69.7 percent of all high-school graduates in 2016, a hidden danger awaits thousands at the starting line: Being "eligible" for college admission doesn't mean that students are academically prepared. This collision of expectations and reality creates a revolving door in higher education that can stifle individual talent and exacerbate inequality at the highest levels of the American education system. **This is the story of how Travis Hill, growing up blocks from the White House in northeast Washington, D.C., learned what "college readiness" means when the pursuit of higher education becomes a reality.***

2. Last month, New York Governor Andrew Cuomo signed pathbreaking legislation to provide many of the state's residents with tuition-free enrollment at public community colleges and four-year universities. In the swirl of commentary, which ranged from measured applause to outright skepticism,

I could only think about one thing: the life of Travis Hill, a young man I met in the winter of 2000. Bright and conscientious, Travis joined my fourth-grade classroom at Emery Elementary School in the Eckington neighborhood of Washington, D.C., less than two miles north of the U.S. Capitol. He participated consistently in class, rarely missed a day of school, and tried to mask the emotional vacuum created by his father's murder on the streets of D.C. Over the course of the year, he shared his thoughts with such careful depth that I began calling him "the philosopher." We stayed in touch, and during his junior year of high school, I watched the same flashes of brilliance layer into his term paper on Nathaniel Hawthorne's *Scarlet Letter*: "The universal truth is we all start out as righteous," he wrote, "but sometimes we sin to the point of no return."

3. Travis's academic journey began much like those of the New Yorkers slated to benefit from Governor Cuomo's program. In the fifth grade, Travis and his parents received word of guaranteed tuition assistance through a scholarship program I helped launch with the "I Have A Dream" Foundation, the theory being that financial obstacles to college enrollment keep educational inequality entrenched, and that removing those obstacles early will increase the students' likelihood of long-term academic success. Growing up, Travis, like many of his classmates, believed there was "no doubt" he would graduate from high school and enroll in college, and in the spring of 2009, his family celebrated Travis' graduation from Hyde Leadership Public Charter School and his admission to Lincoln University in Pennsylvania, a significant accomplishment in a city where at the time, just 43 of every 100 students graduated with a high-school diploma in four years and only 29 enrolled in postsecondary education within 18 months of graduating from high school.

9. Neither of Travis's parents attended college. He's never witnessed a college graduation, and knows only a handful of people who enrolled in college, let alone finished with a degree. This vacuum creates a premium on just getting accepted to college, which triggers distinction and pride among family and community members who didn't get that far themselves. "It really doesn't matter where you go to school," Travis told me at the end of his junior year, "as long as you get into college and try to make something of yourself."

14. Herbert Kohl, an educator in New York, penned a collection of essays in the mid-1990s on the topic of "creative maladjustment," a term he borrowed from Martin Luther King, Jr. "I have encountered willful not-learning throughout my 30 years of teaching," he wrote, "and believe that such not-learning is often and disastrously mistaken for failure to learn or inability to learn." The distinction is important. Were students like Travis and DaVonte unable to learn? Or simply unwilling? From the fourth grade, when Travis was a student in my classroom at Emery, to the seventh grade, two years into his schooling at Hyde, his test scores plummeted from the middle-range of national averages (the 53rd and 41st percentiles in reading and math) to the bottom end of the scale (27th and 10th percentiles, respectively). Travis wasn't getting "dumber" as a matter of cognitive aptitude. He was mastering progressively fewer concepts in school than his potential would have predicted. Not surprisingly, by the 11th grade, his scores on the SAT fell in the bottom fifth percentile nationally.

YOUNGEST TRAVIS

When: 4th grade, 5th grade (2000, 2001)

Where: Emery Elementary, Eckington, northeast DC, blocks from White House, close to US Capitol; low income/high crime neighborhood ([implicit](#))

Who: bright, conscientious, "the philosopher"; average student; hurt emotionally by father's murder, pressured to prove himself by going "further" than family/friends ([implicit](#))

(did) **What:** participated consistently in class, rarely missed a day of school, shared his thoughts with careful depth, got scholarship to Hyde School, performed at middle range (53rd, 41st percentiles for reading, math) on tests

How: connected with teacher personally, without much money or family resources ([implicit](#)); without knowledge about what college was like

Why: was interested in/valued learning and working hard at school; was motivated by teacher/way class worked ([implicit](#)); had the cognitive aptitude/potential to succeed at school, NOT "dumb"

Connected together as complex sentences that state the data:

In his DC elementary school, Travis Hill had a "philosophical" attitude as a learner, was willing to work hard and achieved at an average level **even while** he was dealing with his father's murder and not having many financial resources. His relationship with his teacher and his family's interest in him going further than they had **led to** a scholarship for him to attend a charter school in 2002 to help him with "college readiness," something he did not know much about.

ASSIGNMENT: using [my model above for Youngest Travis \(elementary school\)](#) as a guide, **list** the **When, Where, Who, What—How and Why** data for **Younger Travis (middle/high school)** and **compose complex sentences** that state the data.

I have uploaded a highlighted and numbered version of Ehrmann's article to help!

SUBMIT your When, Where, Who, What, How and Why list of data (you do NOT have to tell me which are "implicit"—just be sure you include them!) **AND your complex sentences as today's assignment.**



Next week, we'll work on **Young Travis** (college) and **Today Travis** (working adult).

Week 6 Day 1 & Wednesday

Last week we put together 2 of the 4 stages of the story of Travis Hill in Ehrmann's article. You first got my model of selecting the data for Youngest Travis (when he was in elementary school) and crafting complex sentences to restate that data:

In his DC elementary school, Travis Hill had a "philosophical" attitude as a learner, was willing to work hard and achieved at an average level **even while** he was dealing with his father's murder and not having many financial resources. His relationship with his teacher and his family's interest in him going further than they had **led to** a scholarship for him to attend a charter school in 2002 to help him with "college readiness," something he did not know much about.

YOU then selected data about Younger Travis (when he was in middle and high school) and crafted complex sentences to restate that data.

At Hyde Leadership Public Charter School from 6th through 12th grade, Travis <was what kind of person?>, <did what things/made what decisions?> <did/decided in what way?> <for what reasons/due to what causes?>.

I hope you are seeing how kernels set you up well for analyzing meanings!!

ASSIGNMENT: using [my model above for Youngest Travis \(elementary school\)](#) as a guide, and considering **your Younger Travis kernels** from last week, **list the When, Where, Who, What—How and Why** data FIRST for **Young Travis (college)** and THEN for **Today Travis (working adult)**. **For each, compose complex sentences** that state the data about *who Travis Hill is, what happened to him and why it happened* during that stage of the story.

SUBMIT your When, Where, Who, What, How and Why lists of data (you do NOT have to tell me which are "implicit"—just be sure you include them!) **AND your complex sentences for Young Travis and for Today Travis as today's assignment.**

Week 6 Day 2

Recap:

Last week we began working with an article by Ehrmann called "Solving the Mystery of Underachievement."

- ✓ First, we read to decode/listened to it aloud.
- ✓ Next, we used the opening paragraphs to record answers to the SOAP parts of [SOAPStone](#)—who is the **speaker**? What is the **occasion**? Who is the **audience**? and What is the **purpose**?
- ✓ Then, we filtered through the details in the article to find the story of Travis Hill; and we **highlighted** all the data in it that might help us answer the question: **WHO is Travis Hill, WHAT happened to him, and WHY did it occur?**

This allowed us to bring back **kernels**—the College Board strategy for sorting out data in a text and restating it in complex sentences. We broke Travis' story into 4 stages—**Youngest Travis** (elementary school), **Younger Travis** (middle and high school), **Young Travis** (college) and **Today Travis** (working adult)—and composed kernels to restate what Ehrmann told us about each one.

[**Baker's Model for Youngest Travis:**

When: 4th grade, 5th grade (2000, 2001)

Where: Emery Elementary, Eckington, northeast DC, blocks from White House, close to US Capitol; low income/high crime neighborhood (**implicit**)

Who: bright, conscientious, "the philosopher"; average student; hurt emotionally by father's murder, pressured to prove himself by going "further" than family/friends (**implicit**)

(did) **What:** participated consistently in class, rarely missed a day of school, shared his thoughts with careful depth, got scholarship to Hyde School, performed at middle range (53rd, 41st percentiles for reading, math) on tests

How: connected with teacher personally, without much money or family resources (**implicit**); without knowledge about what college was like

Why: was interested in/valued learning and working hard at school; was motivated by teacher/way class worked (**implicit**); had the cognitive aptitude/potential to succeed at school, NOT "dumb"

In his DC elementary school, Travis Hill had a "philosophical" attitude as a learner, was willing to work hard and achieved at an average level even while he was dealing with his father's murder and not having many financial resources. His relationship with his teacher and his family's interest in him going further than they had led to a scholarship for him to attend a charter school in 2002 to help him with "college readiness," something he did not know much about.

At Hyde Leadership Public Charter School from 6th -12th grade, ...

After high school graduation, ...

After leaving Lincoln University, ...

Travis <was what kind of person?>, <did what things/made what decisions?> <did/decided in what way?> <for what reasons/due to what causes?>.

Exemplary 4-4+
makes insightful CLAIM
shows thorough COMPREHENSION of the text
is free from errors of INTERPRETATION
perceptive ANALYSIS of the explicit and implicit meanings found in the text

He wrote this to express to the public his concern over the fact that people are trying to skate by. The writer doesn't want people to be dropping out of school. He wants them to be successful later in their lives. He sees that people like Travis exist and he doesn't want that story to be the story of the nation.

He is concerned that the way schools are promoting good grades and a path to college is actually discouraging students to follow said path.

Proficient 3-3.9
makes plausible CLAIM
shows effective COMPREHENSION of the text
is free from significant errors of INTERPRETATION
reasonable ANALYSIS of the explicit and implicit meanings found in the text

He writes to show people what happens if you don't try as hard as you can or if you have a dream but you don't want to put in all the work for it.

He wants to show teachers that the way Travis is learning works because he can still pass but the speaker is trying to get other teachers to try to push their kids more so they can work harder.

He is trying to convince people that even though you don't really need good grades to get into college, you should still try your best and don't slack off on work.

Emerging 2-2.9
makes unclear CLAIM
shows basic/general COMPREHENSION of the text
has some errors of INTERPRETATION
limited/unconvincing ANALYSIS of the explicit and implicit meanings found in the text

He wants to inform you that it's your choice in school and it's your choice if you want to perform or do as little work as possible.

He wants to tell high schoolers to give school your best effort and if you are doing college then keep with it no matter how hard it is.

He is trying to tell kids to try hard and get good grades and not drop out because you can do great in and after college.

Incomplete 1-1.9
makes unidentifiable CLAIM
shows little/no COMPREHENSION of the text
has numerous errors of INTERPRETATION
little/no ANALYSIS of the explicit and implicit meanings found in the text

He wishes to help people believe in themselves that they can do anything if they put their mind to it.

He writes to show people the truth about the school system, to bring reality to their eyes.

He wants every child to be successful in high school so they can go on to college and find new opportunities in a new world.

He wants to tell the story of Travis Hill.

He wants to solve the mystery of underachievement.

To compare, answer these questions:

When YOU interpret the story of who Travis is, what he did/decided to do and why—what "lesson" do you think it teaches you?

Which of the purposes above does your "lesson" match/agree with? Why are these a better match than the other statements?

And **very important**—what details in Travis' story *DON'T* fit with those purposes? These are things that mean Travis' story is **more complicated** than the purpose's statement.

ASSIGNMENT: You may talk/text in break out rooms during CONFERENCES to share your answer to these questions (I'll be there to "see" that you contribute) OR you can post your answers in writing to DISCUSSIONS in Canvas for credit today.

Week 7

We have spent time analyzing Ehrmann's main **rhetorical strategy** in "Solving the Mystery of Underachievement," which is *storytelling*—a technique to get the reader to personally relate to the topic. This week you analyze the EFFECT of the other techniques he uses.

ASSIGNMENT: by the end of the week, complete the "Effect on Reader" column in the table below—filling in this phrase:

This strategy made me think [] (what?) and/or feel [] (how?) about [] {name the topic of the quotation}.

Paragraph #	Strategy Used	Quotation showing the strategy	Effect on Reader Made me think WHAT /feel HOW about the topic of the quotation
#1	Cite statistics	<i>As enrollment in higher education reaches record-levels-69.7 percent of all high-school graduates in 2016</i>	1
#3	Cite statistics	accomplishment in a city where at the time, just 43 of every 100 students graduated with a high-school diploma in four years and only 29 enrolled in postsecondary education within 18 months of graduating from high school.	2
#3	Profile background	a scholarship program I helped launch with the “I Have A Dream” Foundation, the theory being that financial obstacles to college enrollment keep educational inequality entrenched, and that removing those obstacles early will increase the students’ likelihood of long-term academic success	3
#5	State other point of view	There are several commonly offered explanations... In the first, the problem for Travis and students like him is a “culture of poverty” where “low-effort syndrome” or cultural adaptations like equating success in school with “acting white” prevent young people from living up to their potential. In this version, individual students and disengaged parents form the core of the problem. In the second, “structural barriers” like poverty, institutional racism, segregation, and lack of adequate health care block Travis and his peers from accessing equal opportunity. In this narrative, injustice is embedded into the structure of American society itself.	4
#6	Profile/ background	Over the course of a decade, beginning with two years as a classroom teacher followed by doctoral work in sociology at Princeton University, I	5
#6	State other point of view	These are not the strivers who “realized the impossible” by escaping their cultural surroundings to succeed in college; nor are they disconnected dropouts who failed because they didn’t have access to financial resources. Their untold struggle lies in the vast middle, where the majority of my students grew up fitting neither description.	6
#6	Cite numbers	only two of my former students—now in their mid-20s—have completed a postsecondary degree	7
#7	Quote experts	academic preparation in high school (combining both course rigor and achievement in those classes), the single strongest predictor of college completion according to a landmark study.	8
#8	Generalize a specific situation	Schools routinely hang college banners from classrooms starting in kindergarten, intending to create a college-going culture that is consistently reinforced by teachers, principals, parents, even U.S. presidents.	9
#9	Cite statistics	<i>in a city where only three in 10 high-school graduates attend college</i>	10
#10	Include firsthand quotations	<i>His mother, Val, agreed. She always wanted her son to go to college and was not particular about what college that happened to be. “As long as he goes,” she said, “that’s all I care about.”</i>	11
#12	Cite numbers	<i>In the seventh grade, Travis earned a 66 in English, a 68 in history, a 70 in math, a 72 in gym, a 73 in reading, a 75 in science, and a 79 in art. In the eighth grade: a 54 in math, a 71 in history, a 71 in reading comprehension, a 72 in English, a 73 in science, a 76 in health, an 80 in gym. Once Travis reached high school, his grades (with two exceptions) also landed within a few points of the 70 percent threshold required to pass.</i>	12
#13	Include firsthand quotations	DaVonte Little, a student who attended McKinley Technology High School in D.C., called the strategy “running in neutral.” when I asked him about using high-school classes as a building block for future success, he chuckled. “I don’t like doing work. Plain and simple,” he told me. “I know my grades have got to come out in the end,” he told me. “So I say, ‘What do I need to do?’ ... ‘How many [assignments] do I need to get a C?’... I missed 15 assignments, and I can do at least 10 in the next four weeks and [his teacher] can promise me a D.”	13
#14	Quote experts	Herbert Kohl, an educator in New York, penned a collection of essays in the mid-1990s on the topic of “creative maladjustment,” a term he borrowed from Martin Luther King, Jr. “I have encountered willed not-learning throughout my 30 years of teaching,” he wrote, “and believe that such not-learning is often and disastrously mistaken for failure to learn or inability to learn.”	14
#14	Rhetorical questions	<i>Were students like Travis and DaVonte unable to learn? Or simply unwilling?</i>	15
#14	Cite statistics	<i>From the fourth grade, when Travis was a student in my classroom at Emery, to the seventh grade, two years into his schooling at Hyde, his test scores plummeted from the middle-range of national averages (the 53rd and 41st percentiles in reading and math) to the bottom end of the scale (27th and 10th percentiles, respectively).</i>	16

		by the 11th grade, his scores on the SAT fell in the bottom fifth percentile nationally.	
#15	Include firsthand quotations	According to an assistant dean at Hyde who spoke to me, the school-wide tendency to celebrate high college-going rates also masked a sharp downward turn in student enrollment over time	17
#15	Cite statistics	This statistic included 100 percent of Hyde's graduating seniors Reviewing enrollment numbers provided by Hyde officials, the rosters showed 114 freshmen, 62 sophomores, 56 juniors, and 45 seniors, a drop off of 61 percent over four years	18
#16	Profile/ background	a veteran geometry teacher at Hyde who spoke on the condition of anonymity,	19
#16	Include firsthand quotations	she hesitated. She was aware of Travis's ways and admitted to a liberal policy for make-up work, but ultimately she believed her practices were rooted in empathy. "In rich counties," she told me, "like in Fairfax [Virginia] and all that ... they're very strict. But here, no, you give them as many opportunities, especially because you have a lot of, you know, predominantly African American children, that are supposedly having, you know, low economic issues, and so you give them opportunities."	20
#17	Include firsthand quotations	I asked whether this sent the wrong message. "It does," she said. "But I, you know, I finally understand that we're trying to help them."	21
#18	State other point of view	What teachers like her might be overlooking is that this "low-effort syndrome" may happen not because students are black, poor, or living with parents who are not engaged in the school community.	22
#19	Profile/ background	the Hyde Foundation—which supports a network of charter schools on the East Coast	23
#19	Quote experts	"Schools that simply prepare students to be college-eligible are doing them a disservice," said Jo Anne Cason, the new head of school, in a press release.	24
#20	Profile/ background	Lincoln University in Pennsylvania, one of the country's first historically black colleges, Lincoln University was founded in 1854 to provide opportunities in higher education for people of African descent. During its first century, as racial segregation largely enforced a two-track system of educational opportunity in higher education,	25
#20	Cite statistics/ Namedrop	Lincoln alumni accounted for a fifth of the country's black physicians, a tenth of black lawyers, and attracted luminaries including Langston Hughes and Thurgood Marshall to campus	26
#22	Cite statistics	About 2,000 undergraduates lived on campus at Lincoln, and nearly 100 percent of them were African American,	27
#23	Cite numbers	She'd co-signed \$8,500 in loans to make Travis's freshman year a reality.	28
#26	Cite statistics/ Quote experts	In 2010, the National Center for Public Policy and Higher Education released a report identifying "key issues and problems associated with the college-readiness gap." The scope of the problem was alarming. Every year, nearly 60 percent of first-year college students nationally discover that "they are not academically ready for postsecondary studies." These students are required to take remedial courses in English or mathematics, which do not count for college credit. The problem is most severe at community colleges, where 75 percent of entering freshmen require remediation. At less-selective four-year colleges, which theoretically require prospective students to complete a college-prep curriculum, achieve competitive grade point averages, and perform well on admissions tests, nearly 50 percent of students still arrive underprepared.	29
#27	Cite statistics/ Generalize a specific situation	This form of credentialing is common in school districts across the country, with credits stacked on top of one another and grades subject to the discretion of individual teachers and administrators. There is no uniform policy in the United States for measuring what students have learned in high school. In about half of U.S. states, there are no exit exams.	30
#27	State other point of view	a policy that supporters see as critical for maintaining equity in high-school graduation rates. Supporters of high academic standards point to a profusion of unintended consequences in the other direction:	31
#28	Cite numbers	By the end of the semester, he had two Cs, two Ds, and an F.	32
#29	Cite numbers	Travis spent six months working at T.J. Maxx making \$8.50 an hour, transferred to Whole Foods in Silver Spring, Maryland, as a cashier for an extra \$1.50 per hour	33
#30	Include firsthand quotations	I caught Travis's eye. He motioned me over, and introduced me to his floor manager, Tie Lawrence. "Great member of the team," Lawrence said, smiling.	34

So far this semester, we've analyzed two texts about students. Mali is a spoken word performance and Ehrmann, a long form magazine article. Neither have audiences who are *students*. We are going to read 2 more texts on the subject.

The next one is a speech by former President Barack Obama his first year in office. It is given to...*STUDENTS*.

ASSIGNMENT: View the speech (there is also a file with the text of his words linked in the assignment and on the PAGES...View All Pages page in my Canvas class for this text).

<https://www.youtube.com/watch?v=8ZZ6GrzWkw0>

Answer the SOAPStone questions about this text for today's SUBMIT.

1. WHO is the speaker? What can you **INFER from the text** (not info you know/get anywhere else) about the speaker's
 - Age
 - Gender Identification(s)
 - Race
 - Disabilities/Health
 - Personality Traits
 - Nationality(ies)
 - Ethnicity(ies)
 - Religious/Philosophical Belief(s)
 - Political affiliation(s) [leftist, liberal, neutral, conservative, right-wing]
 - Education level [high school grad, some college, college degree, higher degree]
 - Occupation(s)
 - Household role(s) [parent, child, roommate, partner, solo]
 - Income level [poverty, lower than average, average, above average, high]
 - Life Experiences [positive/negative events that changed who they are]
2. WHERE/WHEN is this text performed? What can you **INFER** about the occasion's
 - Date
 - Geographic Location [city, state, region, country]
 - Physical Location [kind of place—school assembly, awards show, stage/venue?]
 - Type of Context [kind of event--wedding, concert, show?]
 - Mission/Objective of Context [celebration, performance, announcement?]
 - Open to Public/Private
3. To WHOM is the text directed? What can you **INFER** about the audience's
 - Age
 - Gender Identification(s)
 - Race
 - Disabilities/Health
 - Personality Traits
 - Nationality(ies)
 - Ethnicity(ies)
 - Religious/Philosophical Belief(s)
 - Political affiliation(s) [leftist, liberal, neutral, conservative, right-wing]
 - Education level [high school grad, some college, college degree, higher degree]
 - Occupation(s)
 - Household role(s) [parent, child, roommate, partner, solo]
 - Income level [poverty, lower than average, average, above average, high]
 - Life Experiences [positive/negative events that changed who they are]
4. WHY is the text performed? What can you **INFER** about the speaker's personal
 - Goal(s)
 - Concern(s)
 - Intention(s)
 - Reason(s)
 - Complaint(s)
5. WHAT is the text about? What subjects do you **NOTICE** are the main
 - Topic(s)
 - Perspective(s)
 - Focus(es)

- Claim(s)
- Idea(s)

6. HOW does the speaker feel about the subjects? What can you **INFER** about the speaker's

- Attitude [positive, neutral, negative view of the subjects]
- Tone [emotions about the subjects]
- Mood [reaction to the subjects]
- Outlook [perspective on the subjects]
- Assumptions [pre-existing beliefs about the subjects]

Week 8 Wednesday

ASSIGNMENT: Complete the practice test below.

Obama Practice Test

I know that for many of you, today is the first day of school. And for those of you in kindergarten, or starting middle or high school, it's your first day in a new school, so it's understandable if you're a little nervous. I imagine there are some seniors out there who are feeling pretty good right now -- with just one more year to go. And no matter what grade you're in, some of you are probably wishing it were still summer and you could've stayed in bed just a little bit longer this morning. I know that feeling. When I was young, my family lived overseas. I lived in Indonesia for a few years. And my mother, she didn't have the money to send me where all the American kids went to school, but she thought it was important for me to keep up with an American education. So she decided to teach me extra lessons herself, Monday through Friday. But because she had to go to work, the only time she could do it was at 4:30 in the morning. Now, as you might imagine, I wasn't too happy about getting up that early. And a lot of times, I'd fall asleep right there at the kitchen table. But whenever I'd complain, my mother would just give me one of those looks and she'd say, "This is no picnic for me either, buster."

1. In the paragraph above, the speaker is using which of the following **techniques**?

- generalizing a specific situation
- giving profile/background
- connecting with first person and second person
- storytelling
- all of the above

So I know that some of you are still adjusting to being back at school. But I'm here today because I have something important to discuss with you. I'm here because I want to talk with you about your education and what's expected of all of you in this new school year. Now, I've given a lot of speeches about education. And I've talked about responsibility a lot. I've talked about teachers' responsibility for inspiring students and pushing you to learn. I've talked about your parents' responsibility for making sure you stay on track, and you get your homework done, and don't spend every waking hour in front of the TV or with the Xbox. I've talked a lot about your government's responsibility for setting high standards, and supporting teachers and principals, and turning around schools that aren't working, where students aren't getting the opportunities that they deserve. But at the end of the day, we can have the most dedicated teachers, the most supportive parents, the best schools in the world -- and none of it will make a difference, none of it will matter unless all of you fulfill your responsibilities, unless you show up to those schools, unless you pay attention to those teachers, unless you listen to your parents and grandparents and other adults and put in the hard work it takes to succeed.

2. The best **paraphrase** of the **overall claim** argued in the paragraph above is which of the following?

- Many groups have a role in education.
- Education is what each student makes of it.
- No matter what, students have to work hard in school.
- Hard work is the only way to get an education.

That's what I want to focus on today: the responsibility each of you has for your education. I want to start with the responsibility you have to yourself. Every single one of you has something that you're good at. Every single one of you has something to offer. And you have a responsibility to yourself to discover what that is. That's the opportunity an education can provide. Maybe you could be a great writer -- maybe even good enough to write a book or articles in a newspaper -- but you might not know it until you write that English paper -- that English class paper that's assigned to you. Maybe you could be an innovator or an inventor -- maybe even good enough to come up with the next iPhone or the new medicine or vaccine -- but you might not know it until you do your project for your science class. Maybe you could be a mayor or a senator or a Supreme Court justice -- but you might not know that until

you join student government or the debate team. And no matter what you want to do with your life, I guarantee that you'll need an education to do it. You want to be a doctor, or a teacher, or a police officer? You want to be a nurse or an architect, a lawyer or a member of our military? You're going to need a good education for every single one of those careers. You cannot drop out of school and just drop into a good job. You've got to train for it and work for it and learn for it.

3. An important **difference** between the previous paragraph (for question 2) and the paragraph above is which of the following?
- a. The speaker's words are less personal in the above paragraph.
 - b. The message is more direct in the previous paragraph.
 - c. The examples are more specific in the above paragraph.
 - d. The claim is less general in the previous paragraph.

And this isn't just important for your own life and your own future. What you make of your education will decide nothing less than the future of this country. The future of America depends on you. What you're learning in school today will determine whether we as a nation can meet our greatest challenges in the future. You'll need the knowledge and problem-solving skills you learn in science and math to cure diseases like cancer and AIDS, and to develop new energy technologies and protect our environment. You'll need the insights and critical-thinking skills you gain in history and social studies to fight poverty and homelessness, crime and discrimination, and make our nation more fair and more free. You'll need the creativity and ingenuity you develop in all your classes to build new companies that will create new jobs and boost our economy. We need every single one of you to develop your talents and your skills and your intellect so you can help us old folks solve our most difficult problems. If you don't do that -- if you quit on school -- you're not just quitting on yourself, you're quitting on your country.

4. The best term for the speaker's **purpose** in the above paragraph is which of the following?
- a. scolding
 - b. warning
 - c. inspiring
 - d. informing

And Jazmin, Andoni, and Shantell aren't any different from any of you. They face challenges in their lives just like you do. In some cases they've got it a lot worse off than many of you. But they refused to give up. They chose to take responsibility for their lives, for their education, and set goals for themselves. And I expect all of you to do the same. That's why today I'm calling on each of you to set your own goals for your education -- and do everything you can to meet them. Your goal can be something as simple as doing all your homework, paying attention in class, or spending some time each day reading a book. Maybe you'll decide to get involved in an extracurricular activity, or volunteer in your community. Maybe you'll decide to stand up for kids who are being teased or bullied because of who they are or how they look, because you believe, like I do, that all young people deserve a safe environment to study and learn. Maybe you'll decide to take better care of yourself so you can be more ready to learn. And along those lines, by the way, I hope all of you are washing your hands a lot, and that you stay home from school when you don't feel well, so we can keep people from getting the flu this fall and winter. But whatever you resolve to do, I want you to commit to it. I want you to really work at it.

5. The best description of the speaker's **purpose** in the above paragraph is which of the following?
- a. He wishes students would set goals.
 - b. He worries that students are not setting goals.
 - c. He commands students to set goals.
 - d. He explains setting goals to students.

I know that sometimes you get that sense from TV that you can be rich and successful without any hard work -- that your ticket to success is through rapping or basketball or being a reality TV star. Chances are you're not going to be any of those things. The truth is, being successful is hard. You won't love every subject that you study. You won't click with every teacher that you have. Not every homework assignment will seem completely relevant to your life right at this minute. And you won't necessarily succeed at everything the first time you try. That's okay. Some of the most successful people in the world are the ones who've had the most failures. J.K. Rowling's -- who wrote Harry Potter -- her first Harry Potter book was rejected 12 times before it was finally published. Michael Jordan was cut from his high school basketball team. He lost hundreds of games and missed thousands of shots during his career. But he once said, "I have failed over and over and over again in my life. And that's why I succeed."

6. An important **change** the speaker makes **beginning with this paragraph** is which of the following?

- a. His tone becomes hopeful.
- b. He simplifies his word choice.
- c. He focuses on negative parts of education.
- d. He gives examples that are familiar to the audience.

These people succeeded because they understood that you can't let your failures define you -- you have to let your failures teach you. You have to let them show you what to do differently the next time. So if you get into trouble, that doesn't mean you're a troublemaker, it means you need to try harder to act right. If you get a bad grade, that doesn't mean you're stupid, it just means you need to spend more time studying. No one's born being good at all things. You become good at things through hard work. You're not a varsity athlete the first time you play a new sport. You don't hit every note the first time you sing a song. You've got to practice. The same principle applies to your schoolwork. You might have to do a math problem a few times before you get it right. You might have to read something a few times before you understand it. You definitely have to do a few drafts of a paper before it's good enough to hand in.

7. The most effective **technique** used in the paragraph above is which of the following?

- a. Negative statements
- b. Use of second person
- c. Repeated sentence structure
- d. Comparison/contrast

The story of America isn't about people who quit when things got tough. It's about people who kept going, who tried harder, who loved their country too much to do anything less than their best. It's the story of students who sat where you sit 250 years ago, and went on to wage a revolution and they founded this nation. Young people. Students who sat where you sit 75 years ago who overcame a Depression and won a world war; who fought for civil rights and put a man on the moon. Students who sat where you sit 20 years ago who founded Google and Twitter and Facebook and changed the way we communicate with each other. So today, I want to ask all of you, what's your contribution going to be? What problems are you going to solve? What discoveries will you make? What will a President who comes here in 20 or 50 or 100 years say about what all of you did for this country?

8. The most effective **technique** used in the paragraph above is which of the following?

- a. Name dropping
- b. Open-ended questions
- c. Exact numbers
- d. Historical context

Now, your families, your teachers, and I are doing everything we can to make sure you have the education you need to answer these questions. I'm working hard to fix up your classrooms and get you the books and the equipment and the computers you need to learn. But you've got to do your part, too. So I expect all of you to get serious this year. I expect you to put your best effort into everything you do. I expect great things from each of you. So don't let us down. Don't let your family down or your country down. Most of all, don't let yourself down. Make us all proud.

9. When the speaker says, "Don't let yourself down" he most likely means which of the following?

- a. Value yourself enough to work for your goals.
- b. Stay true to your dreams.
- c. Act according to your morals and beliefs.
- d. Set goals for your education.

10. Which of the following statistics would have been the **most effective addition** to this speech?

- a. Washington DC, Louisiana, Mississippi, New Mexico and the US Virgin Islands have 9th grade drop out rates double the national average.
- b. The national average school drop out rate is 5.1% for seniors, 3.3% for juniors, 3.0% for sophomores and 2.6% for freshmen.
- c. 36.6% of drop outs said their reason for leaving was "not liking school;" while 38% said it was "failing grades."
- d. Almost half of all drop outs say their reasons for leaving related to school rules/requirements or school environment.

Week 8 Day 2

Once you've submitted your answers, let's go over the questions on the practice test.

ASSIGNMENT: For the practice prompt below, **outline, mind-map, free write ideas or otherwise PLAN OUT** what you would include in a first draft response.

President Obama's speech focuses on *expectations*—a word that has varied and complex meanings. Carefully read his speech, paying close attention to the examples he gives of taking **and** not taking responsibility. Then compose paragraphs in which you analyze how Obama uses examples to define his expectations for the students in his audience. Be sure to include specific evidence from the speech in your response. Do not simply summarize the text.

Next week we will move your plan into the form of a draft and a revision to turn in.

Week 9

The prompt asks us to do **rhetorical analysis**, not just **meaning analysis**. To show College Board you can do this requires that you go through all the work of meaning analysis to show you comprehend and analyze WHAT it says; go back and re-look at the text to find its TECHNIQUES—HOW it says what it says; then connect the techniques to the meanings to prove WHY it says what it says how it says it.

That's a LOT to do and to think through. There are steps you can follow for prompts like this. Here's what I see:

Step One: Go through **the reading process** to comprehend and interpret the text:

1. First, **read just to decode**—just to “get” what it's about. [This is **COMPREHENDING** meaning]
Look up/ask about words and references you don't know.
2. **Notice your first impression** and **think about why** you reacted that way. [This is *your* perspective on the topic/events in the text]
3. **Re-read** to make an **inventory of the details** [the clues for “what is true/happening?” in the text].
Look for explicit telling details [clues that tell you info directly], **implicit telling details** [clues that make you think something without the author saying it] and **pivotal phrases** [places the author changes what they have been saying].
4. **Figure out** how the explicit and implicit telling details **connect together** and what **the different views** before and after pivotal phrases are.
[This is **ANALYZING** the text's meanings/perspectives]
5. **Explain the complicated answer** to “what is the text saying is true/happening?” [**CLAIM**] you make out of the connections and contrasts in details and views (even if you disagree with the author or don't believe this would happen). [This is **INTERPRETING** the text]

Step Two: Examine the prompt. Inventory the PROMPT's details and analyze how they connect together to be sure that you understand what EXACTLY it asks you to do. When you can restate it as the claim YOU have to prove, you know you're done interpreting.

Let's break one down together:

MODEL

In “What Teachers Make” Mali describes ways a teacher can “make a difference.” However, he avoids defining what that difference is. Figuring it out requires paying close attention to the telling details and pivotal phrases Mali includes.

Read the words carefully, paying particular attention to the speaker's point of view. Then write a paragraph in which you analyze how Mali uses telling details to provide the reader with insight into the difference the speaker makes. Be sure to include specific evidence from the passage in your response. Do not simply summarize the text.

First, I notice that College Board TELLS ME some things are true about the text:

Mali describes ways a teacher can “make a difference.” However, he avoids defining what that difference is.

This means that my answer should **NOT** focus on proving/explaining this. It's a “given,” **not what I am being asked to prove.**

I also notice that College Board POINTS ME toward one aspect of the text:

Read the words carefully, paying particular attention to the speaker's point of view.

This means that in my re-reading of the text, **I SHOULD focus on this aspect** more than others in planning my answer.

Next, I notice that College Board TASKS ME to write a certain form of answer:

Then write a paragraph

This means they are looking for me to prove I know how to write **in that form**—so, **I have to be sure I include all its parts.**

I especially notice that College Board STATES the “question” I have to answer:

a paragraph in which you analyze how Mali uses telling details to provide the reader with insight into the difference the speaker makes.

This is what I am expected to prove is true, so I can restate it as the claim my answer is proving.

Like this:

WHICH specific examples of? telling details are used HOW? to show instead of tell the reader
WHAT definition? is the difference that Mali believes he, as a teacher, makes.

Finally, I notice that College Board ADVISES ME about meeting its standards:

Be sure to include specific evidence from the passage in your response. Do not simply summarize the text.

This means I have to FIND quotations and information in the text, INCLUDE them in my answer AND EXPLAIN how each one shows I am right, not retell what the text says.

Like this:

In lines 50-53 of Mali's text, the word "this" does not tell the audience what he means. Instead, Mali uses physical motions to get them to fill in the meaning. He says, "I make [students] understand that if you've got *this*, then you follow *this*, and if someone ever tries to judge you by what you make, you give them *this*." He points to his head (if you've got *brains*) and then his chest (follow your *heart*) and finally, he raises his arm and makes a familiar rude gesture with his hand (give them *the bird*). The motions combined with the words perfectly sum up what Mali, himself, models: stick to your beliefs about what you think is right to do and don't let anyone convince you that isn't good enough. Like Mali at the dinner party, students face judgment by others. Mali's words and gestures put together show the audience the difference he makes: he teaches kids not to give in to it but, instead, to stay true to themselves.

Step Three: Prep your response before writing it. Focusing on the aspect pointed to in the prompt, re-read the text to look for ALL the quotations and information related to "filling in the blanks" of the question—highlight these. Then look at just what you highlighted, all together, separate from the text that you did not highlight. Try to put in words that fill in the blanks based on the highlighted info. Can't do it?...go back and look for quotes/info you may have missed when you were highlighting the first time. Keep this up until you have all the info from the text that you need to be able to fill in ALL your blanks.

Step Four: Plan out ALL of the parts of the form the prompt asks for. In ENG 1, this will be one or more paragraphs; later prompts will ask you to write essays—which have introductory, body and concluding paragraphs. What are the parts of a paragraph?

Core Argumentative Paragraph Elements

Topic Sentence	what claim am I going to test?
Evidence	where are data for my claim?
Analysis	how do data prove the claim—pass the test?
Commentary	why does it matter that this claim is valid?
Hinges	when do I put connectors—to TEACH the reader?

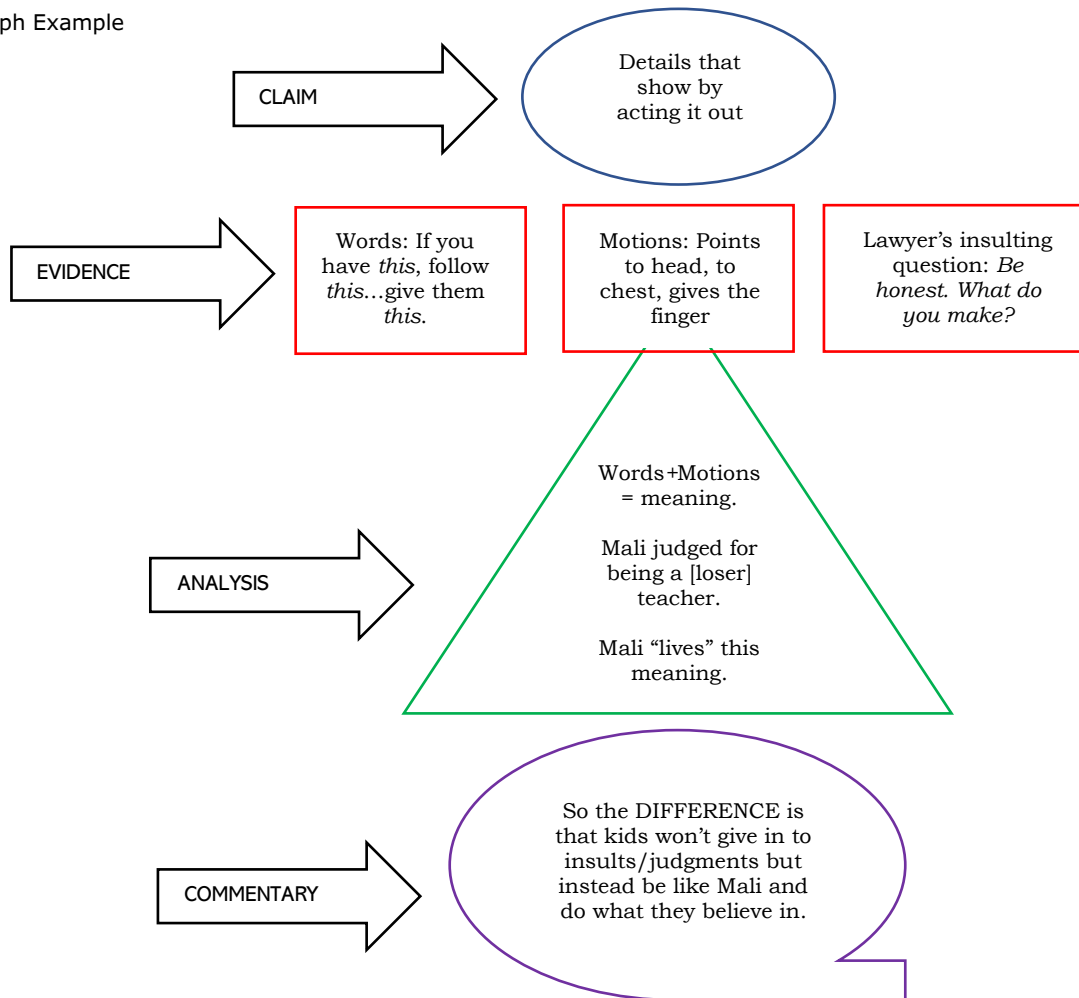
Paragraph elements do NOT have to follow a specific order—so you may find and you may put any element anywhere in a paragraph. Some elements may not be a full sentence or may be more than one sentence or may show up more than once. The core paragraph elements of claim, evidence, analysis and commentary are WHAT you say in an argumentative paragraph. Hinges are WHERE/WHEN you connect these together.

Some people outline the basics, others graph connections, some write-then-rewrite versions—any of these or other ways help you make sure prepare content for all the parts.

Outline Example

Claim #1:	Some telling details show the meaning by acting it out.
Quotes/info as evidence:	Line 50-53, physical gestures on stage, the dinner party lines 1-13
Explanation as analysis:	Have to add them together; is what Mali models
Answers the question how as commentary:	Changes kids from giving in to standing up for themselves.

Graph Example



Step Five: Draft wording that clearly articulates your thoughts to your reader and connects (with [hinges](#)) ALL of the parts of each paragraph to **T.E.A.C.H.** the reader what you are proving.

Step Six: Re-vise. That is, go back and **re-view** each step. Re-read the text; do you “see” something new? [Yes?—make changes!] Re-read the prompt. “See” anything you missed? [Yes?—make changes!] Double check your highlights and your plan. “See” something more or different that should be there? [Yes?—make changes!]. Finally, read through your draft sentence-by-sentence, “listening” to how it would sound to someone. Do you “hear” something confusing? Something missing? Something annoying? [Yes?—make changes!]

Step Seven: Edit to fix errors of spelling, grammar, conventions.

ASSIGNMENT: By the end of class on Wednesday, complete steps 1-7 for the prompt—

President Obama’s speech focuses on *expectations*—a word that has varied and complex meanings. Carefully read his speech, paying close attention to the examples he gives of taking **and** not taking responsibility. Then compose paragraphs in which you analyze how Obama uses examples to define his expectations for the students in his audience. Be sure to include specific evidence from the speech in your response. Do not simply summarize the text.

I have added a doc version of Obama’s text to make it easy for you to copy-and-paste quotes. I have also created a template for outlines and graphs of paragraphs that you can download and use.

Post your edited, revised draft answer to the prompt to the DISCUSSION. On Day 2 this week, you will get and give feedback on answers to this prompt.

Week 9 Day 2

Here's the scoring rubric we've been working with since September:

Exemplary 4-4+	Proficient 3-3.9	Emerging 2-2.9	Incomplete 1-1.9
INSIGHTFUL CLAIM Thorough Comprehension Perceptive Analysis Relevant, Sufficient, Strategic Support	PLAUSIBLE CLAIM Effective Comprehension Reasonable Analysis Relevant Support	UNCLEAR CLAIM Basic/General Comprehension Limited/Unconvincing Analysis Limited/Weak Support	UNIDENTIFIABLE CLAIM Little/No Comprehension Little/No Analysis, Support
Cohesive, Logical Structure Effective Order Clear Transitions	Cohesive, Logical Structure Effective Order Transitions	Incohesive, Inadequate Structure Lack of Adequate Transitions	Lack of Cohesion Missing/Inadequate Structure Few/No Transitions
Highly Effective Diction Sentence Variety Few Conventions Errors	Purposeful Diction Sentence Variety Some Conventions Errors	Inappropriate Diction Limited Sentence Variety Interfering Conventions Errors	Inappropriate Diction Inaccurate Word Choice Little/No Sentence Variety Many Interfering Conventions Errors

To apply this to the practice prompt from this week, here's the questions scorers would answer:

The prompt asks for "paragraph S "—do I see		
1	• 2 claims	Yes/No
2	• transitioning paragraph to paragraph	Yes/No
Do the claims answer all the parts of the prompt—		
3	___ (WHICH specific?) examples are used	Yes/No
4	___ (HOW? in what ways?) to show the reader	Yes/No
5	what IS	Yes/No
6	and what ISN'T	Yes/No
7	___ (WHAT definitions?), the expectations Obama holds for the students in his audience .	Yes/No
The prompt asks for "paragraph S "—do I see		
8	• 2 sets of evidence	Yes/No
Does the evidence		
9	• ONLY summarize the text	No/Yes
10	• include specific quotes/info	Yes/No
11	• accurately represent what the text means	Yes/No
12	• relate to the claim	Yes/No
13	• prove the claim	Yes/No
14	• strategically represent what the text includes	Yes/No
The prompt asks for "paragraph S "—do I see		
15	• analysis for each piece of evidence	Yes/No
Does the analysis		
16	• ONLY restate the quote/info	No/Yes
17	• explain ONLY the meaning of the words in the quote/info	No/Yes
18	• explain why the quote/info is relevant to the paragraph's topic	Yes/No
19	• explain how the quote/info proves the paragraph's claim	Yes/No
The prompt asks for "paragraph S "—do I see		
20	• commentary for each paragraph	Yes/No
Does the commentary		
21	• ONLY restate the claim/topic sentence	No/Yes
22	• state how the evidence and claim answer the prompt's question	Yes/No
As for style		
23	Is the wording effective?	Yes/No
24	Are the sentences mostly alike in form ?	No/Yes
25	Are there transitions within paragraphs	Yes/No
26	Are there conventions errors that are typos/drafting mistakes ?	No/Yes
27	Are there conventions errors that make the writer's meaning unclear ?	No/Yes

ASSIGNMENT: Pick **one** post in the discussion from someone whose **last name** **STARTS** with a letter that is in your last name (or if none, the **CLOSEST** letter that comes **BEFORE** the letters in yours) and **one** post from a **different** person whose **first name** **STARTS** with a letter your first name does **NOT** include (or if none, the **FARTHEST** letter **AFTER** the letters in yours).

REPLY to **each post** with a list of your **yes or no** answers to **#1-27** in the chart above. **NO OTHER COMMENTS ON THEIR POSTS!**

Week 10-11

Welcome back from Spring Break! *Hopefully* you were able to relax, enjoy some decent weather and clear your mind completely of my class. This week's schedule includes only one day with "live" conferencing—the rest of the week is work time (log in to the class Canvas page each day to be counted "present"). Next week will be crazy as we switch to the new times and hybrid teaching. WHEW! Put together, these give us the perfect chance to **circle back, catch up and regroup before** we move on to what's new.

To help you do that, I'll make our tasks straightforward.

ASSIGNMENT: Complete this multi-day prompt by following the [7 composing steps](#) for each part. **SUBMIT** each response by **replying to its matching post on Canvas DISCUSSIONS**.

Schools bombard students with idealistic messages about achievement and success. In contrast, Taylor Mali, Nick Ehrmann and President Barack Obama use their texts to discuss situations that are *not* ideal. Carefully re-read each text, paying close attention to the author's descriptions of negative experiences.

Then compose

By end of class THIS Wednesday—a paragraph analyzing what claims **Mali** argues about realistic difficulties in school. You may wish to focus on **tone** (the attitude of the author toward the subject and toward the audience). Be sure to include specific evidence from his performance/text in your response. Do not simply summarize the text.

By end of THIS week—a paragraph analyzing what claims **Ehrmann** argues about realistic difficulties in school. You may wish to focus on **tone** (the attitude of the author toward the subject and toward the audience). Be sure to include specific evidence from his article in your response. Do not simply summarize the text.

By end of class next Wednesday—a paragraph analyzing what claims **Obama** argues about realistic difficulties in school. You may wish to focus on **tone** (the attitude of the author toward the subject and toward the audience). Be sure to include specific evidence from his performance/text in your response. Do not simply summarize the text.

By end of next week—paragraphs comparing [which also means contrasting] what these **3 authors** claim students should/should not do to overcome problems they face at school. Be sure to include specific evidence from each text in your response. Do not merely combine the three separate paragraphs above.

What are the 7 steps?

Step One: Go through **the reading process** to comprehend and interpret the text:

1. First, **read just to decode**—just to "get" what it's about. [This is **COMPREHENDING** meaning]
Look up/ask about words and references you don't know.
2. **Notice** your **first impression** and **think about why** you reacted that way. [This is *your* perspective on the topic/events in the text]
3. **Re-read** to make an **inventory of the details** [the clues for "what is true/happening?" in the text].
Look for **explicit telling details** [clues that tell you info directly], **implicit telling details** [clues that make you think something without the author saying it] and **pivotal phrases** [places the author changes what they have been saying].
4. **Figure out** how the explicit and implicit telling details **connect together** and what **the different views** before and after pivotal phrases are. [This is **ANALYZING** the text's meanings/perspectives]
5. **Explain** the **complicated answer** to "what is the text saying is true/happening?" [**CLAIM**] you make out of the connections and contrasts in details and views (even if you disagree with the author or don't believe this would happen). [This is **INTERPRETING** the text]

Step Two: Examine the prompt. Inventory the PROMPT's details and analyze how they connect together to be sure that you understand what EXACTLY it asks you to do. When you can restate it as the claim YOU have to prove, you know you're done interpreting. [REVIEW MY MODEL INVENTORY HERE.](#) ([link active in CourseBook](#))

Step Three: Prep your response before writing it. Focusing on the aspect pointed to in the prompt, re-read the text to look for ALL the quotations and information related to "filling in the blanks" of the prompt's question—**highlight** these. Then look at just what you highlighted, all together, separate from the text that you did not highlight. Try to put in words that fill in the blanks based on the highlighted info. Can't do it?...go back and look for quotes/info you may have missed when you were highlighting the first time. Keep this up until you have all the info from the text that you need to be able to fill in ALL your blanks.

Step Four: Plan out ALL of the parts of the form the prompt asks for. **In ENG 1, this will be one or more paragraphs**; later prompts will ask you to write essays—which have introductory, body and concluding paragraphs. You may outline, graph or otherwise lay out the info for all the required parts of your response. [REVIEW MODEL OUTLINE/GRAPH HERE.](#) ([link active in CourseBook](#)) **A blank template for these is linked in this ASSIGNMENT** (OR click PAGES, then the button that says View All Pages to see it).

Step Five: Draft wording that clearly articulates your thoughts to your reader and connects (with [hinges](#)) ALL of the parts of each paragraph to [T.E.A.C.H.](#) the reader what you are proving. [REVIEW THE CORE PARAGRAPH PARTS HERE.](#) ([link active in CourseBook](#))

Step Six: Re-vise. That is, go back and **re-view** each step. Re-read the text; do you “see” something new? [Yes?—make changes!] Re-read the prompt. “See” anything you missed? [Yes?—make changes!] Double check your highlights and your plan. “See” something more or different that should be there? [Yes?—make changes!]. Finally, read through your draft sentence-by-sentence, “listening” to how it would sound to someone. Do you “hear” something confusing? Something missing? Something annoying? [Yes?—make changes!]

Step Seven: Edit to fix errors of spelling, grammar, conventions before you SUBMIT.

Week 12

Ready to review a range of responses to our prompts, get and give feedback? Again, here’s the scoring rubric we’ve been working with since September:

Exemplary 4-4+	Proficient 3-3.9	Emerging 2-2.9	Incomplete 1-1.9
INSIGHTFUL CLAIM Thorough Comprehension Perceptive Analysis Relevant, Sufficient, Strategic Support Cohesive, Logical Structure Effective Order Clear Transitions Highly Effective Diction Sentence Variety Few Conventions Errors	PLAUSIBLE CLAIM Effective Comprehension Reasonable Analysis Relevant Support Cohesive, Logical Structure Effective Order Transitions Purposeful Diction Sentence Variety Some Conventions Errors	UNCLEAR CLAIM Basic/General Comprehension Limited/Unconvincing Analysis Limited/Weak Support Incohesive, Inadequate Structure Lack of Adequate Transitions Inappropriate Diction Limited Sentence Variety Interfering Conventions Errors	UNIDENTIFIABLE CLAIM Little/No Comprehension Little/No Analysis, Support Lack of Cohesion Missing/Inadequate Structure Few/No Transitions Inappropriate Diction Inaccurate Word Choice Little/No Sentence Variety Many Interfering Conventions Errors

The color coding below highlights how specifics in your answer affect your overall score.

- Yellow** highlights are REQUIRED specifics for a passing score. Having trouble with prompts? Focus on ANSWERING ALL OF THE PROMPT (1, 3, 5, 7), quoting evidence (8-10), explaining why you chose that evidence (15, 16) and—if you have time, conventions/style (24 & 27).
- Blue** highlights move your score up from “just passing.” Notice these cluster around including good evidence and analysis connecting that evidence to your claim (11-13; 17-21)—focus on INCLUDING ALL PARTS OF A CORE PARAGRAPH.
- Green** highlights push your score up to the highest level. These demonstrate that you went deeply into the text as a reader (4, 6, 14, 19, 22)—try using kernels of Who, What, When, Where—How and Why to do this; and that you read your draft and revised it carefully as a writer to be sure it communicated your thoughts clearly (2, 23, 26).

For the first 3 prompts, the questions scorers would answer are

The prompt asks for “a paragraph”—do I see		
1	• claim(s) about the topic of the prompt (realistic difficulties)	Yes/No
2	• transitioning to other paragraph parts	Yes/No
Do the claims answer all the parts of the prompt—		
3	(WHICH explicit?) claims are made by the author	Yes/No
4	(WHICH implicit?) claims are made by the author	Yes/No
5	about what IS	Yes/No
6	and what ISN'T	Yes/No
7	(WHAT examples?) realistic difficulties STUDENTS face in school.	Yes/No
The prompt asks for “a paragraph”—do I see		
8	• a set of evidence	Yes/No
Does the evidence		
9	• ONLY summarize the text	No/Yes
10	• include specific quotes/info	Yes/No
11	• accurately represent what the text means	Yes/No
12	• relate to the claim	Yes/No
13	• prove the claim	Yes/No
14	• strategically represent what the text includes	Yes/No
The prompt asks for “a paragraph”—do I see		
15	• analysis of evidence	Yes/No
Does the analysis		

16	• ONLY restate the quote/info	No/Yes
17	• explain ONLY the meaning of the words in the quote/info	No/Yes
18	• explain why the quote/info is relevant to the paragraph's topic	Yes/No
19	• explain how the quote/info proves the paragraph's claim	Yes/No
The prompt asks for "a paragraph"—do I see		
20	• commentary for the paragraph	Yes/No
Does the commentary		
21	• ONLY restate the claim/topic sentence	No/Yes
22	• state how the evidence and claim answer the prompt's question	Yes/No
As for style		
23	Is the wording effective?	Yes/No
24	Are the sentences mostly alike in form ?	No/Yes
25	Are there logical transitions within paragraphs	Yes/No
26	Are there conventions errors that are typos/drafting mistakes ?	No/Yes
27	Are there conventions errors that make the writer's meaning unclear ?	No/Yes

ASSIGNMENT: By Wednesday, Go back to the **Mali Paragraph** DISCUSSIONS. For YOUR OWN Mali paragraph, score YOURSELF on **1-27 (yes/no for each)** in your reply. If you did not "pass" **1, 3, 5, 7-10, 15, 16, 24 &/or 27**—revise and edit your draft; then **REPLY to your yes/no list with the revised paragraph.**

If you have "passed" the above, but see weaknesses in one or more **11-13, 17-21**—revise and edit your draft; then **REPLY to your yes/no list with the revised paragraph.**

If you only see weaknesses in **2, 4, 6, 14, 19, 22, 23 &/or 26**—revise and edit your draft; then **REPLY to your yes/no list with the revised paragraph.**

***I will score and count ONE of these revised paragraphs for a SUMMATIVE GRADE.**

***Got extra time?** If you post a REPLY with your 1-27 yes/nos to the paragraph of a classmate who has not yet posted theirs on DISCUSSIONS, I will give you formative body of evidence credit (this would replace a missing assignment or boost your grade higher).

ASSIGNMENT: By the end of next class, Go back to the **Ehrmann Paragraph** DISCUSSIONS. For YOUR OWN Ehrmann paragraph, score YOURSELF on **1-27 (yes/no for each)** in your reply. If you did not "pass" **1, 3, 5, 7-10, 15, 16, 24 &/or 27**—revise and edit your draft; then **REPLY to your yes/no list with the revised paragraph.**

If you have "passed" the above, but see weaknesses in one or more **11-13, 17-21**—revise and edit your draft; then **REPLY to your yes/no list with the revised paragraph.**

If you only see weaknesses in **2, 4, 6, 14, 19, 22, 23 &/or 26**—revise and edit your draft; then **REPLY to your yes/no list with the revised paragraph.**

***I will score and count ONE of these revised paragraphs for a SUMMATIVE GRADE.**

***Got extra time?** If you post a REPLY with your 1-27 yes/nos to the paragraph of a classmate who has not yet posted theirs on DISCUSSIONS, I will give you formative body of evidence credit (this would replace a missing assignment or boost your grade higher).

ASSIGNMENT: By the end of the week, Go back to the **Obama Paragraph** DISCUSSIONS. For YOUR OWN Obama paragraph, score YOURSELF on **1-27 (yes/no for each)** in your reply. If you did not "pass" **1, 3, 5, 7-10, 15, 16, 24 &/or 27**—revise and edit your draft; then **REPLY to your yes/no list with the revised paragraph.**

If you have "passed" the above, but see weaknesses in one or more **11-13, 17-21**—revise and edit your draft; then **REPLY to your yes/no list with the revised paragraph.**

If you only see weaknesses in **2, 4, 6, 14, 19, 22, 23 &/or 26**—revise and edit your draft; then **REPLY to your yes/no list with the revised paragraph.**

***I will score and count ONE of these revised paragraphs for a SUMMATIVE GRADE.**

***Got extra time?** If you post a REPLY with your 1-27 yes/nos to the paragraph of a classmate who has not yet posted theirs on DISCUSSIONS, I will give you formative body of evidence credit (this would replace a missing assignment or boost your grade higher).

ASSIGNMENT: When you have completed all 3 ASSIGNMENTS above, select the **1 revised paragraph you think is best.** Paste that **ONE "analysis of claims" paragraph as your SUMMATIVE SUBMIT by the end of the week.** I will post my 1-27 answers there for you as feedback.

We made it to the FINAL reading! We add to....

Taylor Mali's "What Teachers Make," a spoken word performance



and Nick Ehrmann's "Solving the Mystery of Underachievement," a narrative article



Travis Hill, ages 11 and 17, in Washington, D.C. (Nick Ehrmann)

and Barack Obama's "Message to America's Students," a formal speech



Peggy Barmore's news article, "COVID-19 Changed Schooling Profoundly." A news article is supposed to have an "objective" speaker (a narrator who does not show their characteristics) and a "neutral" tone (not have a bias). But, of course, every news journalist is neither objective nor neutral—they are human, after all. When we analyze this article, we will focus on the people Barmore quotes—the "speakers" she chooses to have us hear.

ASSIGNMENT: By the end of class Wednesday, read and/or listen to Barmore's article from the *Seattle Times* (text and mp3 are linked in the assignment).

That means, go through the steps of the reading process:

1. First, **read/listen just to decode**—just to "get" what it's about. [This is COMPREHENDING the text]

Look up/ask about words and references you don't know.

2. **Notice** your **first impression** and **think about why** you reacted that way. [This is *your* perspective on the topic/events in the text]
3. **Make** an **inventory of the details** [find the clues for “what the text is saying is true about/is happening?”].
Look for **explicit telling details** [clues that tell you info directly], **implicit telling details** [clues that make you think something without the speaker saying it] and **pivotal phrases** [places speakers change what they have been saying].

Then, **SUBMIT your answers** to the modified SOAPStone questions below:

1. WHO are **the people quoted** in the article? What do you **NOTICE** about **similar and different characteristics** of their
 - Job/Position [what they do for a living]
 - Organization/Company [who they work for]
 - Geographic Location [city, state, region, country]
2. WHEN/WHERE is this text **published**? What do you **NOTICE** or **INFER** about the occasion’s **[publication’s]**
 - Date
 - Geographic Location [city, state, region, country]
 - Kind of Publication [national magazine, daily blog, local newspaper, international television show, etc]
 - Context [current/historical events, issues, atmosphere]
3. To WHOM is the text directed? What can you **INFER** about the audience’s **[intended readers’]**
 - Age
 - Gender Identification(s)
 - Race
 - Disabilities/Health
 - Personality Traits
 - Nationality(ies)
 - Ethnicity(ies)
 - Religious/Philosophical Belief(s)
 - Political affiliation(s) [leftist, liberal, neutral, conservative, right-wing]
 - Education level [high school grad, some college, college degree, higher degree]
 - Occupation(s)
 - Household role(s) [parent, child, roommate, partner, solo]
 - Income level [poverty, lower than average, average, above average, high]
 - Life Experiences [positive/negative events that changed who they are]
4. WHY is the text written? What do you **NOTICE** or **INFER** about the **publisher’s**
 - Goal(s)
 - Concern(s)
 - Intention(s)
 - Reason(s)
 - Complaint(s)
5. WHAT is the text about? What subjects do you **NOTICE** are the main
 - Topic(s)
 - Perspective(s)
 - Focus(es)
 - Claim(s)
 - Idea(s)
6. HOW do **the people quoted** feel about the subjects? What do you **NOTICE** or **INFER** are **similar and different** in their
 - Attitude [positive, neutral, negative view of the subjects]
 - Tone [emotions about the subjects]
 - Mood [reaction to the subjects]
 - Outlook [perspective on the subjects]
 - Assumptions [pre-existing beliefs about the subjects]

Barmore is presenting a range of perspectives which **compare high school before and after the pandemic**.

ASSIGNMENT: By the end of the week, listen/read Barmore’s article again—paying attention to comparison. **Highlight in the Barmore.docx** file (linked in the assignment) **ALL OF THE DETAILS/PHRASES** you find that fit these comparative categories:

Pre-pandemic high school (what and how it was for whom, why?)

High school **during the pandemic** (what and how it has been for whom, why?)

Post-pandemic high school (what and how it might be for whom, why?)

Have this ready for next week's class—you're going to use it!

Week 14

Compare your highlighting of Barmore with mine (linked in the assignment today). Did we find the same data? Did I miss something you found?

Re-read just what's highlighted—this should narrow down the kinds of things about school that the experts focused on.

Then, you're ready to ask what do *YOU* think is **missing**? You'll have some answers right off the top of your head, but I have learned that forcing myself and my students to come up with a LOT of ideas actually leads to better, more important answers. So...

ASSIGNMENT: By the end of class on Wednesday, post in the DISCUSSION for today (reply to my post to put your answer) **10**—yes, 1, 0,...*t-e-n*—“**pre-Pandemic**” versus “**post-Pandemic**” set up/rules/resources/offerings of school that the experts quoted in Barmore's article DID NOT discuss at all. Here's 5 that I noticed were missing, **as a model:**

1. how much work students have to do
2. late penalties/deadlines
3. textbooks, printed material (not digital)
4. required courses for graduation
5. participation "points"

****But—notice I *didn't* list “scheduling” or “internet access” (since these were both discussed in the article).**

ASSIGNMENT: By the end of the week, draft and post **10**—yes, 1, 0,...*t-e-n*—**claims** about a real word, specific “post-Pandemic” change in school that *you know* could help students succeed. (These should be ideas you could give examples of.) This is the default form of a claim:

If school...

changes how it is **set up** to ____ instead
adds/drops its **rule** that ____
gives students **access** to ____

...then ____ will happen, which will help students succeed because ____.

Here are 3 of mine, **as a model:**

1. [change set up] If schools had a study hall period for students each day, it would give them a good environment and time to work on schoolwork and allow them to de-stress and relax when they are at home—which is good for mental health.
2. [change rule] If schools outlawed late penalties for assignments, it would allow students to take the time they need to do the work instead of rush, which means they can learn hard concepts better.
3. [give access] If students were given hard copies of study guides of the info in their math and science textbooks that they could keep (like Springboard books for English), it would make it easier for them to connect what they learned in one class to the next, since it is easy to forget what you were taught year to year.

You can peek ahead to see how your claims will fit into the Summative Paper...

Summative Paper: What I Think Needs To Change About School

For class we have read several perspectives on student success, all of them belonging to people who were *not* students. Ignoring students' perspectives is quite common not only in texts about schooling, but in actual decision-making about education. This assignment is an opportunity to change that.

Write a paper arguing YOUR view of what should change [be different, be more, be less] **about/in school to help students like you succeed.** I will remove names and give these to our principals to read!

- For your paper's **introduction**, **analyze two claims** about students/success you want to agree or disagree with, one from each of **two of the texts we read** (Mali, Ehrmann, Obama and/or Barmore). **[this is what your claims analysis paragraphs practiced: what did the author argue was true and how did they prove it?]**

- For the **body of your paper**, make **two claims** of your own **about specific school actions, resources or rules** that *you know* help students like you succeed **and explain** how at least **two examples you choose** show *you're right*. [**this is what core paragraphs have practiced**: *what is true, what are examples, why do the examples prove you're right?*] Then **analyze** how your **claims and examples compare** with the texts' claims in your introduction—where they agree and/or where they disagree with each other and with you about students, school and/or success. [**this is what your comparative paragraph practiced**: *what are the similarities and differences in who, what, how and/or why in the 4 claims?*]
- For your paper's **conclusion**, describe **why the changes** you want **would probably benefit people** other than just students like you (*how would they improve something in the community? help families? be useful for future employers?...etc*).

Models

Introduction (One) Text **Claim**, Evidence and Analysis

Eric Hoover's article tells us that **Trinity College decides on who it will take as applicants based on a set of categories**. *These are: feeling comfort as a minority of one, creativity, critical thinking, curiosity, delayed gratification, empathy, grit, innovation, openness to change, optimism, overcoming adversity, persistence and risk taking*. As you can see, the college's categories do not relate to what "counts" for high school classes, like test scores, assignment grades or writing papers. Instead, colleges define success as making good personal choices and solving real life problems.

Body (One) New **Claim**, Example Analysis and Comparison

My own experience shows that **schools should support every student's goals, not decide for them what they should want**. When I was in middle school, my counselor told me I was not allowed to take advanced classes. Why? He said that he worried I would drop out of school like my parents, so I should take easy classes and start babysitting so that I could work in a daycare whether I finished high school or not. It turned out that easy classes bored me, so I skipped a lot. Not taking advanced classes put me behind a year, which meant I had to catch up on my own in high school, when I was allowed to sign up for whatever classes I wanted. So, you can see the counselor's decision was actually negative for me. Instead of being told what's best for them, giving students the power and encouragement to choose their path—even if they might turn out to be wrong—is a chance for them to take risks, follow their curiosity and build up their persistence. Trying to do something you want to do feeds students' optimism (instead of making them feel doomed to fail, like I did). *Those things (risks, curiosity, persistence, optimism) are what Hoover shows colleges know actually prepare students best for the future*.

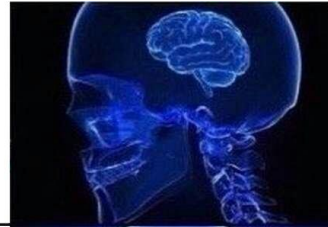
Conclusion Benefit **Claim**

Students who experience making important decisions in school will learn how to consider pros and cons of choices everywhere else in life. This means they will critically think about how they should act at work, with their families and toward their neighbors, instead of just do what they are told or what they feel like at the time. **When more people take responsibility for their actions, society is better.**

We end at the beginning—here’s my attempt at representing the academic journey I *hope* my class has allowed you to experience as a student:

From--

I read, thus I know.
I write, thus I answer.
I think to know the answer.



To--

I read to find out what’s new.
I write to show what I “got.”
I think to “get” what’s new.



Past that to--

I read so I can explore.
I write so I can contribute.
I think so I can decide.



So, when it matters...

I read to listen to others.
I write to be heard by others.
I think to understand myself,
others and how we relate.



[The Summative Paper](#) is a chance to show your “[galaxy brain](#)” reading, writing and thinking. Throughout the year, you have been listening to others, giving their views on the news, in your family, at school, as well as in your class readings. The Paper asks you to consider how YOU relate to what you have heard from others and to write what you have to say so they can hear YOUR views.

Doing this brings together all the things you have been working on in this class since September:

Improving your Reading Process

- Paying attention to your **first impression** of something/someone you “read”
- Making an **inventory** of details
- **Filtering** info for salience (relevance to your task)
- Finding **patterns in details** to interpret others’ **meaning**.
- Putting your **thoughts in words** for *yourself*
- Putting your **thoughts in words** for *others*
- Recognizing when a statement is a **claim** and when it isn’t
- Stating something you think in the form of a claim you can prove with **core paragraphs**.

Learning College Board’s expectations for

- Recognizing and using varied **syntax and structures** for writing phrases, sentences and passages
- Identifying and using **ordering, hinging and transitioning** so that words and ideas flow for others
- Recognizing and adapting salient **diction** (wording that fits the specific situation)
- Identifying and using expected **conventions**

Demonstrating your skills on assessments for

- **Rhetorically analyzing** texts with SOAPStone (Speaker, Occasion, Audience, Purpose, Subjects, Tone)
- Identifying and analyzing authors’ **strategies** to interpret others’ **effect** on you

- Answering College Board prompts in 7 steps: **reading process**; **examine the prompt**; **prep your info**; **plan the parts**; **draft**; **re-vise**; **edit**.
- **Comparing** perspectives on a topic

In the Paper, *YOU* are doing the teaching—you're T.E.A.C.H.ing your readers (educators who WANT to make school better for you):

- What 2 authors we read argue is true about students succeeding in school (intro)
- What 2 changes *YOU*, an expert in what works/doesn't, argue would help students succeed in school
- Why you're right that these changes work to help students like you
- How *YOUR* changes and the authors' views compare with each other
- Why *YOUR* changes matter (conclusion)

T.E.A.C.H.ing is writing "conventional" **core paragraphs**: stating **claims**, showing the reader **evidence**, explaining how "testing" the evidence shows the claim is right (**analysis**), giving **commentary** on why the claims matter and using **hinges**—wording that connects all these together.

Topic Sentence	what claim am I going to test?	__ change would help students succeed in school because __.
Evidence	where are data for my claim?	__ example shows the change working in real life.
Analysis	how do data prove the claim—pass the test?	The change helped the student in the example because/by __.
Commentary	why does it matter that this claim is valid?	My change is like/unlike others' views in __ ways.
Hinges	when do I put connectors—to TEACH the reader?	

Paragraph elements do NOT have to follow a specific order—so you may find and you may put any element anywhere in a paragraph. Some elements may not be a full sentence or may be more than one sentence or may show up more than once.

Let's look at my model body paragraph to see how I T.E.A.C.H. what I want others to hear about student success:

Model T.E.A.C.H.ing

- T—my claim
- E—my evidence
- A—my analysis of evidence
- C—my commentary
- H—hinge connectors

My own experience shows that schools should support every student's goals, not decide for them what they should want. When I was in middle school, my counselor told me I was not allowed to take advanced classes. Why? He said that he worried I would drop out of school like my parents, so I should take easy classes and start babysitting so that I could work in a daycare whether I finished high school or not. It turned out that easy classes bored me, so I skipped a lot. Not taking advanced classes put me behind a year, which meant I had to catch up on my own in high school, when I was allowed to sign up for whatever classes I wanted. So, you can see the counselor's decision was actually negative for me. Instead of being told what's best for them, giving students the power and encouragement to choose their path—even if they might turn out to be wrong—is a chance for them to take risks, follow their curiosity and build up their persistence. Trying to do something you want to do feeds students' optimism (instead of making them feel doomed to fail, like I did). Those things (risks, curiosity, persistence, optimism) are what Hoover shows colleges know actually prepare students best for the future.

Now, how about a fellow student's **ACTUAL published work** on this topic as a model?



Akila Rajan, a JHS senior, wrote on May 9 in the *Seattle Times*:

My classmates and I agree one of the more helpful aspects of virtual instruction is that learning isn't dependent on being based in a classroom. Recorded lectures and other supplemental materials make it easier to catch up on a missed class. Students don't have to be in a physical space to learn effectively. If a student is sick, it's now possible to log onto a class without having to drag yourself out of bed — something I found myself immensely grateful for once cold season rolled around.

This year also saw the implementation of "Learning Improvement Wednesdays" — a day without synchronous structured class time when students can work independently after checking in online. These Wednesdays gave me and other students a welcome reprieve from screen exposure and the freedom to manage our own time. For some students this meant catching up on late work or planning a club meeting; for others it meant taking a break from staring at their computers. For seniors, Wednesdays were opportunities to structure our day according to what we needed, a skill that can only benefit us as we enter college or the professional world.

Read her whole column here: <https://www.seattletimes.com/education-lab/virtual-schooling-has-been-a-challenge-but-that-doesnt-mean-we-cant-learn-anything-from-it/>

Reading to *listen* and **thinking** to *understand* what *OTHERS* say is something we can all keep practicing (it's so easy to just pay attention to what *YOU* care about). I find that forcing myself to take note of both what I agree with AND what I don't is a good way to help *ME*. Let's see if it works for you, too..

ASSIGNMENT: By the end of Wednesday, find 2 claims about student success in school in 1 reading for class (Mali, Ehrmann, Obama or Barmore)—1 claim that you agree with/think is **right** and 1 claim that you disagree with/see as **wrong**. **Copy and paste the passage(s)** in the reading where you found each claim.

Next, **paraphrase** each claim--restate what you understand they are saying—by filling in the blanks below:

Because school...does/has (or doesn't/ doesn't have) _____, ... _____ happens,
which affects students' success because _____.

Model Paraphrases (from one reading, Ehrmann):

Because school is too easy on grading, students don't care about learning, which means they graduate but are not ready for "the real world" or college.

Because school, like the rest of society, does not treat everyone equally, students of color and those with financial difficulties miss out on opportunities that White students and those with enough money are more likely to get, which puts them behind when they pursue their goals or try to finish college with a degree.

Model Copy-and-Paste (from Ehrmann):

There are several commonly offered explanations for why students with Travis's background struggle academically. In the first, the problem for Travis and students like him is a "culture of poverty" where "low-effort syndrome" or cultural adaptations like equating success in school with "acting white" prevent young people from living up to their potential. In this version, individual students and disengaged parents form the core of the problem. In the second, "structural barriers" like poverty, institutional racism, segregation, and lack of adequate health care block Travis and his peers from accessing equal opportunity. In this narrative, injustice is embedded into the structure of American society itself. Governor Cuomo's initiative builds on this tradition, creating a policy that will ostensibly produce a new generation of college graduates by removing a key financial burden that stands in their way: having adequate resources to pay for school.

The problem is that neither story is completely right. Over the course of a decade, beginning with two years as a classroom teacher followed by doctoral work in sociology at Princeton University, I witnessed a significant number of students develop a sophisticated logic of underachievement that challenged popular accounts for how inequality in higher education is created and sustained. For many students, their pursuit of long-term educational success was grounded and strategic. Educated in environments that measured academic success primarily by enrolling in college—not necessarily graduating with a degree—they developed strategies to achieve that goal with minimal effort in school. As a result, only two of my former students—now in their mid-20s—have completed a postsecondary degree. These are not the strivers who "realized the impossible" by escaping their cultural surroundings to succeed in college; nor are they disconnected dropouts who failed because they didn't have access to financial resources. Their untold struggle lies in the vast middle, where the majority of my students grew up fitting neither description.

Finally, explain how an example/evidence that you know about "proves" it's right/wrong.

Model Evidence + Explanation (from one reading, Ehrmann):

Ehrmann argues that because school is too easy on grading, students don't care about learning, which means they graduate but are not ready for "the real world" or college. But, in his article, **Travis Hill says the remedial classes are too easy for him, and his college classes are not as hard as he expected. He doesn't say he cannot handle the classwork or that he has trouble understanding what is taught. Instead, it seems like he is disappointed that college did not live up to the hype (especially for its cost), and NOT a student who was "unready" for it.**

Ehrmann cites the theory that because school, like the rest of society, does not treat everyone equally, students of color and those with financial difficulties miss out on opportunities that White students and those with enough money are more likely to get, which puts them behind when they pursue their goals or try to finish college with a degree. **My own experience of being counseled not to take college prep courses because my family was poor and undereducated supports this, even though I am White. It may have been a case of good intentions (the counselor wanted to help me). But my having lower expectations for some students because of where they're from still did harm by putting me behind. One of my sisters did not graduate (she didn't see the point when the classes she was counseled to take were "so stupid"); my other sister did graduate but never wanted to go to college (she hated school, too). I went to college because I got a scholarship (because I was poor) and I stayed in college because there I enjoyed learning what I wanted to learn, the way I wanted to learn. Having freedom and choice made all the difference.**

*If you found this helpful, you can use this same method with the second reading to prep the info for your paper ([step 3 of the 7 steps](#)).

Reading, writing and thinking to *understand* and not just to say what we think is also something we could all work to improve. I find that forcing myself to "prove" AND try to "disprove" what I think is right is a good way to help *ME*. Let's see if it works for you, too..

ASSIGNMENT: By the end of the week, select 3 potential claims YOU feel would be worthwhile changes for Jackson High School to make [these should be different from each other, not overlapping, so the same example wouldn't show more than one is true].

If school...

changes how it is **set up** to ____ instead
adds/drops its **rule** that ____
gives students **access** to ____

...then ____ will happen, which will help students succeed because ____.

ASSIGNMENT: By the end of the week, for each of your 3 potential claims, **paraphrase 2 real experiences** that you or someone you know went through (or someone you read described as happening) that **“test” that claim—1 that shows it’s right** and **1 that shows it might not always work.**

Finally, **explain why/how the change helped/didn’t help the student.**

Model Claim:

If schools outlawed late penalties for assignments, it would allow students to take the time they need to do the work instead of rush, which means they can learn hard concepts better.

Model Examples + *Explanations*:

[right] A student of mine this year had internet issues and other difficulties that made it hard to keep up with schoolwork. I told them they could go slowly through my assignments (ignoring deadlines) and it would not hurt their grade. They ended up getting the work done before the end of the semester and even performed above average on the summatives for my class. *Not worrying about late penalties meant they didn’t have to stay up late or give up their weekends for my class, and so they could get enough rest as well as not stressing out. They were more comfortable asking for help, too.*

[doesn’t always work] The mother of a student of mine told me that her child often started but did not turn in work because they always worry it is not good enough. Without a “hard” deadline, the student would not just do their best and turn it in for feedback, then move on. But, for other classes which had late penalties, the student would finish and submit their work. *The deadline acted like permission to stop stressing, which was a good thing for this student—even if the same deadline might stress other students.*

You can then re-view your 3 claims and examples and pick the 2 claims that are most likely to work almost all the time/ work best to use for your Summative Paper.

You’re ready to [plan the parts](#) of your Paper!