This an instructional pacing guide for the second semester of a one-year twelfth grade Expository Reading and Writing course. The first semester is a requirement for graduation, and the second semester is an elective. The Expository Reading and Writing Course fulfills a B requirement of the UC/CSU Subject Area Requirements.

**Course Description**

The major purpose of this year-long course is to prepare students for the literacy demands of college and the world of work. Through a sequence of fourteen rigorous instructional modules (Expository Reading and Writing Course, published by LAUSD), students in this year long, rhetoric-based course develop advanced proficiencies in expository, analytical, and argumentative reading and writing. The cornerstone of the course – the assignment template – presents a process for helping students read, comprehend, and respond to non-fiction and literary texts. Modules also provide instruction in research methods and documentation conventions.

Students will be expected to increase their awareness of the rhetorical strategies employed by authors, and to apply those strategies in their own writing. They will read closely to examine the relationship between an author’s argument or theme and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies, and to examine the social, political, and philosophical assumptions that underlie the text.

By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other non-fiction texts. The course materials also include modules on two full-length works (one work of non-fiction and one novel). Written assessments and holistic scoring guides conclude each unit.

Students are expected to write and revise a minimum of eight academic compositions within the twelfth-grade year, including timed writing pieces and developed compositions. They will also apply and refine their command of the writing process, writing conventions, and rhetorical strategies to produce texts of at least 1,500 words each.

**Standards**

Material covered in this instructional guide aligns with the Common Core State Standards (CCSS). The English Language Arts CCSS consist of Career and College Ready (CCR) anchor standards and grade-specific content standards:

**Anchor Standards (This set applies to all secondary grade levels)**
- Career and College Ready Anchor Standards for Reading
- Career and College Ready Anchor Standards for Writing
- Career and College Ready Anchor Standards for Speaking and Listening
- Career and College Ready Anchor Standards for Language

**Content Standards (This set applies to Grades 6-12)**
- Reading
  - Literature
  - Informational Texts
- Writing
- Speaking and Listening
- Language

To view each of the standards for the categories listed above in detail, download the California Common Core State Standards for English Language Arts from [http://www.cde.ca.gov/re/cc/](http://www.cde.ca.gov/re/cc/). Both sets of standards cover each of the main aspects of the English language: reading, writing, speaking and listening, and language conventions (grammar). The CCS anchor standards provide a broad foundation of language development across grades 6-12. The content standards provide additional specificity for each individual grade level. Together they define the skills and understandings that all students must demonstrate. A complete text of the state content standards for English Language Development can be obtained by going to [http://www.cde.ca.gov/be/st/ss/](http://www.cde.ca.gov/be/st/ss/).
Two Textbooks Are Required

12th Grade Expository Reading and Writing Course,

Expository Reading and Writing Course, Second Edition, Student Reader
(CSU, 2013) ISBN: 978-0-9818314-6-6

Two Novels Are Required

Student will select two novels to read during the course with the teacher’s prior approval. The first will be in the genre of Science Fiction: The Left Hand of Darkness by Ursula K. Le Guin, 1984 by George Orwell, Frankenstein by Mary Shelley, or Brave New World by Aldous Huxley.

The second novel, or piece of literature, will be selected by the student with teacher’s approval. Other selected sources of literature or reading may be, but are not limited to: poetry, prose, plays, novels, short stories, essays, dramas, and other basic genres.

Assignments and Grades

Weekly assignments are worth 100 points.

| Activities | 50 |
| Compositions | 50 |

Student course work will be graded using the following breakdown:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
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All “D” or “F” quality work must be revised to a “C.”

Grading Rubric

The grading Rubric is shown on page 16 if this Instructional Pacing Guide.

Assignment Format

Students must clearly label their work by the week number and the activity number. They are responsible for submitting all items marked with the square bullet shown below:

Final drafts should be typed and double-spaced, using Times New Roman 12 point font.

Course Outline: ERWC Instructional Modules Semester Two

Assignment 1: Bring a Text to Class you like to Class

This assignment sequence builds on texts that students bring in to share and serves to introduce the second semester. Throughout this sequence, students will work on externalizing their existing textual skills and knowledge and discovering ways that they can bring their current reading expertise from outside of school to bear on texts in school that they have never encountered before. An article on hip-hop music as a tool of resistance in youth cultures around the world is also included as an example of the kind of follow-up text that teachers may use to complement the texts brought in by students.
Assignment 2: Language, Gender and Culture
The “Language, Gender and Culture” assignment invites students to explore how language use embodies cultural values and gender-based communication styles. This assignment draws on readings in sociolinguistics and literature. The students conclude the assignment by writing a text-based academic essay. The student will also continue reading their selected novel.

Assignment 3: A Science Fiction Novel – The Left Hand of Darkness, 1984, Frankenstein, or Brave New World
The Left Hand of Darkness is a classic, science fiction novel by Ursula K. Le Guin. Embedded in the literary narrative are field reports, folk tales, and other genre-bending texts, which allow students to extend the analytical and pedagogical techniques of the assignment template to a full-length literary work. For the culminating task, students write an extended argumentative essay.

Three other reading options may be 1984 by George Orwell, Frankenstein by Mary Shelley, or Brave New World by Aldous Huxley. The teacher may also substitute any other Science Fiction story.

Assignment 4: The Politics of Food
This assignment is based on two articles on the production and consumption of food. The articles were written over ten years apart and have similar concerns: The health and well-being of humans. These two authors have different ways of pointing out the same issues, ultimately asking the students to consider the worlds of science, agriculture, and politics. Students conclude the assignment by writing a text-based academic essay on one of several possible questions.

Assignment 5: Justice: Childhood Love Lessons
This assignment presents an argumentative essay by bell hooks about methods of childhood punishment and the relationships between discipline and expressions of love. Students are then asked to write a persuasive essay in response.

Assignment 6: What’s Next? Thinking About Life After High School (from Module 1 in the CSU Student Reader)
This assignment is based on several articles about the pros and cons of attending college after high school. These authors present similar or opposing arguments why high school students should or should not consider attending college, and discuss various other options for them. Students are asked to write a reflective essay in response; giving their opinion, and citing statements from the authors, to give a rationale for their response.

Assignment 7: Bullying: A Research Project (from Module 12 in the CSU Student Reader)
In this assignment, the student selects three articles with contrasting viewpoints in order to compare and contrast them against each other. The research articles are lengthy in nature and complex in academic vocabulary. Students are asked to examine and discuss the articles in reference to the bullying they have witnessed, experienced, or participated in – at their school or in their neighborhood. Students are asked to write a reflective response in which they address the issue of bullying.

Assignment 8: A Selected Novel (or other work)
The student has previously selected a novel to read with the teacher’s approval. The student will be asked to analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). The student will also produce a reflective essay where they quote, paraphrase and summarize the novel.
Key Ideas and Details:
- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:
- Read and comprehend complex literary and informational texts independently and proficiently.

Career and College Readiness Anchor Standards for Writing (Grades 6-12)

Text Types and Purposes:
- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing:
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

To view the Career and College Readiness Standards for Language, Speaking and Listening, as well as grade-specific content standards, go to http://www.cde.ca.gov/re/cc/.

¹ For grades 6–12, reading comprehension tasks and texts are complicated by their greater depth, complexity, and use of stylistic conventions and multiple and interrelated viewpoints.
Assignments for Week 1: Bring a Text You Like to Class (Module 9)

**DAY 1: Activities 1, 5, 6 and 8: Prereading**
1. **Activity 1: Challenge Your Teacher to a Reading Match!** Bring a text to class that you know you can read expertly (page 21 of Module 9).
   - Bring a copy of your text to class to read to your teacher that you feel you can read expertly but that you think your teacher or other people you know might have difficulty understanding.
   - If you don’t have an idea for a text to bring to class, then you may use the article, “Hip-Hop Becoming a Worldwide Language for Youth Resistance” inside your textbook on page 19.
2. **Activity 5: Surveying the Text:** Complete Activity 5 on page 26.
   - Write down and answer questions 1 through 8 on page 26. *All your answers throughout this entire course must be composed in fully complete sentences, with appropriate punctuation.*
3. **Activity 6: Introducing Key Vocabulary:** Complete Activity 6 on page 27.
   - Write down and answer questions 1 through 6 on page 27.
4. **Activity 8: Getting Ready to Read:** Complete Activity 8 on page 27.
   - Spend a few minutes writing about your personal expertise as a reader. In your freewrite, answer two of the four questions asked in Activity 8.
5. **Select the science fiction novel you will read for Assignment 3:** Look on page 3 of your Instructional Pacing Guide for the science fiction choices.
   - Confirm your selection with your teacher.
   - Begin reading 25 pages each and every day.

**DAY 2: Activities 9, 10 and 11: Prereading and Reading**
1. **Activity 9: Making Predictions and Asking Questions:** Complete Activity 9 on page 28.
   - Instead of discussing with your classmates, write down your responses to questions 1 through 8 in Activity 9 on page 28.
2. **Activity 10: Looking Closely at Language:** Complete Option 2 on page 29.
   - Formulate two questions based on your text that will generate an interesting discussion.
   - Look up the words, “denotative” and “connotative.” You will need to know what those words mean before you answer the next questions.
   - After reading the text you chose, write down and answer questions 1 through 5 on page 29. See below before you begin. (You need to use the definitions on page 30 to help yourself.)
   - Use the definitions on page 30 to help you with your written responses to questions 1 through 5 on page 29.

**DAY 3: Activities 13 and 14: Postreading**
1. **Activity 13: Thinking Critically:** Complete Activity 13 on page 31.
   - Write down and answer questions 1 through 3 on page 31.
2. **Activity 14: Thinking Metacognitively About Reading:** Complete Activity 14 on page 31.
   - Write a paragraph or two describing your personal experience with the text you chose. There are ten *sentence starters* that will help you to begin to shape your ideas. They are bulleted.
   - Use at least two of the sentence starters in your paragraph(s).

**DAY 4: Select A Novel to Read for Assignment 8**
1. **Activity for the day:** Select a novel to read for your final assignment.
   - Your teacher will have a list of great literature that you may choose from. Or, you may go to the Public Library and select a well-known novel with the help of the librarian. Your novel may be by an American author or a foreign author.
   - Once you have selected a novel, you must read 10 to 20 pages of it daily during the course.
   - Take notes on what you are reading every day. You will need those notes as you write your summary of the novel during the final assignment (Assignment 8).
DAY 5: Edit and Correct All Your Work.

- Reread all of your answers. Correct any misspelled words, and add punctuation where you may have forgotten it.
- Ask yourself if you can read what you wrote. If you can’t read it, then neither can your teacher. Make your writing legible, neat, and easy to read.
- Once you have corrected your work, ask someone else to read it and check it for errors. It will improve your grade if the work you turn in is your best effort.
- Final drafts should be typed and double-spaced, using Times New Roman 12 point font.

Assignments for Week 2: Language, Gender, and Culture (Module 10)

DAY 1: Activities 2, 3, 4 and 17: Prereading

1. Activity 2: Getting Ready to Read: Complete Activity 2 on page 46 (of Module 10).
   - Choose one of the four quickwrite topics in Activity 2, and write your response to the prompt and its questions. Your response must be a least one, fully complete paragraph.

   - Do a search of the term, “communication.” Find out what its origin and history are.
   - Create a chart like the one on page 47. On the left side, list at least five effective means of communication. On the right side, make a list of at least five ineffective means of communication.

3. Activity 4: Making Predictions and Asking Questions: Complete Activity 4 on page 47. Instead of discussing the questions, you will write down your response to each question or writing prompt.
   - Write down the questions and answer them.
   - Share your predictions.

   - Write down the question and answer it.

5. If you haven’t already done so, select the novels you will read for Assignments 3 and 8: Look on page 3 of your Instructional Pacing Guide for the science fiction choices.
   - Confirm your selections with your teacher.
   - Begin reading 25 pages each day.

DAY 2: Activities 5, 6, 7, 8; and 18 and 19: Reading

1. Activity 5: First Reading: Complete Activity 5 on page 48.
   - Look for Tannen’s thesis as you read; and write down what you think it is.

   - On two separate sheets of paper, draw a tree with a trunk and several branches.
   - Label the first page/tree, “Indirect Communication.”
   - Label the second page/tree, “Direct Communication.”
   - Look at the chart you made yesterday of effective and ineffective communication. Select the words you feel match the tree that you labeled, “Indirect Communication.” Put them on the branches.
   - Select the words you feel match the tree that you labeled, “Direct Communication.” Put them on the branches.
   - Follow all the directions in Activity 6 and answer all the questions you are asked.

   - Write down and answer questions 1 and 2 only.

   - Briefly write an outline of Tannen’s text.
   - Analyze why Tannen devotes the majority of her article to analyzing women’s speech.
   - Answer the question, “Does this rhetorical choice strengthen or undermine the persuasiveness of her argument?”

5. Activity 18: Looking Closely at Language: Complete Activity 18 on page 54.
   - Write down and answer questions 2 and 3 only.

   - Look for Ehrlich’s main point that she seems to be making while you read; and write it down.
### DAY 3: Activities 9 and 21: Postreading

1. **Activity 9: Postreading**: Complete Activity 9 on page 49.
   - In activity 9, summarize and write a written response to part “2C” only. Make sure you have answered all of the questions within 2C.

2. **Activity 21: Summarizing and Responding**: Complete Activity 21 on page 55.
   - In Activity 21, summarize and write a written response to questions 1 and 2 only. Make sure you have answered all the questions within the writing prompts for 1 and 2.

### DAY 4: Activities 22, 25 and 26: Prewriting, Writing, and Revising and Editing

   - Write down and answer the four bulleted questions so you are prepared to begin a first draft.
   - Carefully read the writing assignment.

2. **Activity 25: Organizing the Essay and Developing the Content**: Complete Activity 25 on pages 56 and 57.
   - Write your first draft following the directions for the *Introduction, Body and Conclusion* described in Activity 25.
   - Leave your work alone for at least two hours before you begin your revision, so you are refreshed.

3. **Activity 26: Revising the Draft**: Complete Activity 26 on page 57.
   - Under “Revising the Draft,” only do the “Individual Work.”
   - Make sure you have addressed all 10 questions as you work on your revision.

### DAY 5: Activity 28: Editing the Draft

1. **Activity 28: Editing the Draft**: Complete Activity 28 on page 58.
   - Use all the guidelines under, “Editing Guidelines for Individual Work” to help you.
   - Final drafts should be typed and double-spaced, using Times New Roman 12 point font.

### Assignments for Week 3: Science Fiction Novels: *The Left Hand of Darkness, 1984, Frankenstein, or Brave New World* (Module 11)

#### DAY 1: Activities 1, 3 and 12: Prereading

1. **Activity 1: An Overview of the Book**: If you have selected, *The Left Hand of Darkness* to read, then complete Activity 1 on pages 61 and 62 (of Module 11).
   - If you have selected the novel, *1984* by George Orwell, then go to the following webpage for an overview of the book: [http://www.sparknotes.com/lit/1984/summary.html](http://www.sparknotes.com/lit/1984/summary.html)
   - If you have selected the novel, *Frankenstein* by Mary Shelley, then go to the following webpage for an overview of the book: [http://www.sparknotes.com/lit/frankenstein/summary.html](http://www.sparknotes.com/lit/frankenstein/summary.html)
   - If you have selected the novel, *Brave New World* by Aldous Huxley, then go to the following webpage for an overview of the book: [http://www.sparknotes.com/lit/bravenew/summary.html](http://www.sparknotes.com/lit/bravenew/summary.html)

2. **Activity 3: Getting Ready to Read**: Complete Activity 3 on page 64. This applies to any of the novels.
   - Write down and answer questions 1 through 5 on page 64.

3. **Activity 12: Making Predictions and Asking Questions**: If you have selected, *The Left Hand of Darkness* to read, then complete Activity 12 on pages 70 through 72.
   - Select one of the three perspectives as a focus of reading (psychologist, anthropologist, or political officer).
   - Select five bulleted questions to answer underneath one of the perspectives.
   - Write down the questions and answer them.

4. **Activity 12: Making Predictions and Asking Questions**: If you have selected *1984, Frankenstein, or Brave New World* to read, then complete Activity 12 on page 70.
   - Read the first paragraph under the heading, and answer the question, “What is this novel about?”
   - Write one paragraph about how the novelist is exploring some particular theme or idea(s).
   - Make a prediction about what you think will happen in the novel.
DAY 2: Reading
1. Finish reading the novel so you will be able to complete the writing assignments.
   - Make a short outline of the events, characters, and plot in each chapter.
   - Use your notes so you can refer to them when you begin to write.

DAY 3: Activity 21: Prewriting
1. Activity 21: Getting Ready to Write: Complete Activity 21 on page 84.
   - If you read *The Left Hand of Darkness*, answer the question, “Is your opinion leaning towards joining the Ekumen, or not?” Explain why in two paragraphs.
   - If you read *1984, Frankenstein, or Brave New World*, then create a significant question based on your opinion of the book’s particular theme or idea(s). Write down your question and answer it in two paragraphs.
   - Make sure to jot down some quotes or statements made by one of the main characters that will support your opinion and the thesis of your paper.

DAY 4: Activities 23, 24 and 25: Writing, Revising and Editing
1. Activity 23: Composing a Draft: Complete Activity 23 on page 86.
2. Activity 24: Organizing the Essay and Developing the Content: Complete Activity 24 on page 86.
   - Respond to the bulleted questions 1, 3, 4 and 5 under the heading, *Introduction*.
   - Respond to all the bulleted questions under the headings, *Body* and *Conclusion*.
   - Have a friend, family member, or adult read your draft.
   - Ask them the four bulleted questions.
   - Make improvements based on their feedback.

DAY 5: Activity 26: Editing the Draft
   - Use the *Guidelines for Individual Work*.
   - Final drafts should be typed and double-spaced, using Times New Roman 12 point font.

Assignments for Week 4: The Politics of Food (Module 12)

DAY 1: Activities 1, 3, 4 and 5: Prereading
1. Activity 1: Getting Ready to Read: Complete Activity 1 on page 47 (of Module 12).
   - Select one of the four quickwrites. Write down the prompt and write a response to it.
   - Respond to the two writing prompts in fully complete sentences.
   - Write down the eight bulleted questions and answer each one thoughtfully.
4. Activity 5: Introducing Key Vocabulary: Complete Activity 5 on page 49.
   - Look up each vocabulary word and make a chart of them. Using fully complete sentences, use each word correctly in a sentence.
   - Create an advertisement for a food product from the “Additional Activity.”

DAY 2: Activities 6, 8, 9 and 11: Reading and Postreading
   - Write down the six bulleted questions and answer them.
   - Answer all of the questions in sections 1 and 2.
   - In sections 1 and 2, do the activities called, “Mapping the Content” and “Descriptive Outlining” for both sections.
   - Write down and answer all bulleted questions.
**DAY 3: Activities 12, 13, 15 and 16: Using the Words of Others, and Prewriting**

1. **Activity 12:** Using the Words of Others: Complete Activity 12 on pages 55 and 56.
   - Choose three passages from the text you are reading that you might be able to use in an essay.
2. **Activity 13:** Reading the Assignment: Complete Activity 13 on page 57.
   - Select a topic from one of the five that are shown.
   - Read the “Strategies for Reading Assignments.”
3. **Activity 15:** Getting Ready to Write: Complete Activity 15 on page 59.
   - Use one or more of the “Strategies for Reading Assignments” shown in bullets on page 57.
4. **Activity 16:** Formulating a Working Thesis: Complete Activity 16 on page 59.
   - Analyze the four bulleted questions.
   - Draft your possible thesis.

**DAY 4: Activities 17, 18 and 19: Writing**

1. **Activity 17:** Composing a Draft: Read and complete Activity 17 on pages 60 and 61.
2. **Activity 18:** Organizing the Essay: Read and complete Activity 18 on pages 62 and 63.
3. **Activity 19:** Developing the Content: Read and complete Activity 19 on page 63.

**DAY 5: Activities 20, 21 and 22: Revising and Editing**

1. **Activity 20:** Revising the Draft: Complete the “Individual Work” on pages 63 and 64.
   - Consider questions 1 through 3 as you revise your work.
2. **Activity 21:** Editing the Draft: Read and complete Activity 21 on page 64.
3. **Activity 22:** Reflecting on the Writing: Complete Activity 22 on page 65.
   - Write down and answer questions 1 through 6 on page 65.
   - Final drafts should be typed and double-spaced, using Times New Roman 12 point font.

**Assignments for Week 5: Justice: Childhood Love Lessons (Module 13)**

**DAY 1: Activities 1-5: Prereading**

1. **Activity 1:** Getting Ready to Read: Complete Activity 1 on page 35 (of Module 13).
   - Write down the quickwrite and respond to it in fully complete sentences.
2. **Activity 2:** Surveying the Text: Complete Activity 2 on page 35 and 36.
   - Respond to the first three bulleted questions and tasks.
3. **Activity 3:** Making Predictions and Asking Questions: Complete Activity 3 on page 36.
   - Write down the bulleted questions and write your responses to them.
4. **Activity 4:** Introducing Key Concepts: Complete Activity 4 on page 36.
   - Categorize the list of key concept vocabulary words into groups which make sense to you.
   - You may make your own chart or a diagram.
5. **Activity 5:** Introducing Key Vocabulary: Complete Activity 5 on page 37.
   - Look up each vocabulary word and make a chart of them.
   - Using fully complete sentences, use each word correctly in a sentence.

**DAY 2: Activities 6-10: Reading**

1. **Activity 6:** First Reading: Complete Activity 6 on pages 37 and 38. Instead of marking in your text, answer the three bulleted questions on a separate sheet of paper.
2. **Activity 7:** Looking Closely at Language: Complete Activity 7 on page 38.
   - Write down the four bulleted questions and write a response to them.
3. **Activity 8:** Rereading the Text: Complete Activity 8 on page 38.
   - Answer the first three bulleted questions only.
4. **Activity 9:** Analyzing Stylistic Choices: Complete Activity 9 on page 38 and 39.
   - Write down the bulleted questions under “Words” and “Sentences.”
   - Write your responses to them.
5. **Activity 10:** Considering the Structure of the Text: Complete Activity 10 on page 39.
   - Write down the seven bulleted questions and write a response to them.
### DAY 3: Activities 12-16: Postreading and Prewriting

2. **Activity 12:** Thinking Critically: Complete Activity 12 on pages 39 and 40.
   - Write down and answer all bulleted questions under the headings of Logos, Ethos, and Pathos.
   - Also, answer the bulleted questions under, “Other Questions to Develop Critical Thinking.”

3. **Activity 13:** Writing to Learn and Using the Words of Others: Complete Activity 13 on pages 41 through 42.
   - Read all the information in this activity.
   - Practice with Sources. Choose three passages from the text that you might be able to use in an essay.

4. **Activity 14:** Reading the Assignment: Complete Activity 14 on pages 42 and 43.
   - Select one of the two topics described to write about.
   - Do each of the three bulleted activities or tasks.

5. **Activity 15:** Getting Ready to Write: Complete Activity 15 on page 43.
   - Use one or more of the Prewriting Strategies (shown on page 50).

6. **Activity 16:** Formulating a Working Thesis: Complete Activity 16 on page 43.
   - Write down and answer all five bulleted questions.
   - Draft a possible thesis for your essay.

### DAY 4: Activities 17-20: Writing and Revising

1. **Activity 17:** Composing a Draft: Read through the information in Activity 17 on pages 43 through 47.
   - Write your first draft.

2. **Activity 18:** Organizing the Essay: Read through the information in Activity 18 on page 47.

3. **Activity 19:** Developing the Content: Read through the information in Activity 19 on page 48.

4. **Activity 20:** Revising the Draft: Complete Activity 20 on page 48.
   - Do only the activities under the heading, “Individual Work.”
   - Write down and answer all ten bulleted questions.

### DAY 5: Activities 21 and 22: Editing and Reflecting

1. **Activity 21:** Editing the Draft: Complete Activity 21 on page 49.
   - Do only the bulleted activities under the heading, “Individual Work.”
   - Final drafts should be typed and double-spaced, using Times New Roman 12 point font.

2. **Activity 22:** Reflecting on the Writing: Complete Activity 22 on page 49. Answer all six questions.

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**Attention:** The student will now switch books and use the modules from the second required textbook: The California State University (CSU) *Expository Reading and Writing Course, (Second Edition), Student Reader.*

### Assignments for Week 6: What’s Next? Thinking About Life after High School
(Module 1 in the CSU *Student Reader*)

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**DAY 1: Activities A, B, C and D: Selection, and Prereading**

1. **Activity A:** Select three articles to read from Module 1 in the CSU *Student Reader*.
   - After selecting three articles to read, answer the following quickwrite prompts:
   - Discern (describe) why you selected the three articles that you did.
   - Explain why you culled (did not select) the other articles.
   - Why would some authors pose a question as a title for their article?
   - Why would other authors make a statement into a title for their article?

2. **Activity B:** Getting Ready to Read, and Introducing Key Vocabulary:
   - Engage in the following activities:
   - List any words that you do not recognize or haven’t seen before.
3. Activity C: Surveying the Text, and Introducing Key Concepts:
   - Briefly survey (browse) each of the three texts.
   - Look up the words: rhetorical, expository, analytical, descriptive, narrative, argumentative, and persuasive. Write down what each one means.
   - Which type(s) of writing do the three authors seem to be planning to use in their article?
   - Describe why you have that impression. (It’s ok to state both the facts and your opinion.)

4. Activity D: Making Predictions and Asking Questions:
   - What do you suppose each of the three articles is going to be about?
   - Predict what each author is going to convince you of (make three predictions).
   - Predict what you think you might learn from the articles.
   - Create three questions that you want to learn from the articles.

DAY 2: Activities E, F, G, H and I: Reading, and Rereading

1. Activity E: First Reading:
   - Read all three of the articles you have selected. While reading, use the notes you took earlier about the meanings of new vocabulary words. Insert the meanings when you come to the words you don’t know.
   - Take notes on interesting facts or statements. You will use them later to help develop your essay.
   - Answer the following questions:
     - Am I reading rhetorical, expository, analytical, descriptive, narrative, argumentative, or persuasive articles?
     - Which article(s) use which type(s)? Why does the author do that?

2. Activity F: Looking Closely at Language:
   - When I came across the unfamiliar words that I previously looked up, was I able to insert the meaning of the word so I could understand what I was reading better?
   - How does looking closely at language increase my reading comprehension?
   - Do I need to make a better effort to do so when I read difficult texts?
   - Which author was more difficult to understand? Why was that?

3. Activity G: Rereading the Text:
   - Engage in the following activities and writing prompts:
     - Were my predictions correct?
     - Describe three new facts that you learned.
     - What surprised you about the facts you learned?
     - Were they contrary to what you had previously thought?

4. Activity H: Analyzing Stylistic Choices:
   - From the unfamiliar word list you created, why do you think the author chose these words?
   - Does the author create sentences of varying lengths?
   - If so, why is the author doing that? How does it help me, the reader?

5. Activity I: Considering the Structure of the Texts:
   - Which author could you use a quotation from to enhance your essay writing?
   - Select a quote to use and write it down.
   - Which author could you best paraphrase? How would you do that?
   - Which author could you summarize well?
   - How could you do that?

DAY 3: Activities J and K: Organizing and Thinking Critically

1. Activity J: Organizing:
   - Organize your notes of quotes, paraphrases, summaries, facts, and opinions.
   - Arrange them into a logical order:
     - What must go into your introductory paragraph (thesis)? What must go into your conclusion (restatement of your thesis and final opinion)?
     - Determine which items must go into the body paragraphs.
2. Activity K: Thinking Critically:
   - Sort all your notes to create a logical order of construction for the body paragraphs.
   - Number the items in order if that is helpful to you.

### DAY 4: Activities L, M, N and O: Prewriting and Writing

1. Activity L: Reading the Assignment: Create an essay that presents an argument for or against your attending college after high school.
   - Determine your topic. Are you pro (for) or con (against) attending college after high school?
   - Gather facts that support your convictions.
   - Formulate your opinions.
   - Think this over: What is the most important statement you wish to impart to your reader?

   - Draft the quotations, paraphrasing or summarizing you plan to include in your essay.

3. Activity N: Formulating a Working Thesis:
   - Draft your possible thesis. This comes from the most important statement you wish to impart to your reader.

4. Activity O: Composing a Draft, Organizing the Essay, and Developing the Content:
   - Your first draft should:
     - Have a thesis, organize your information into paragraph bodies, develop the content, state an opinion based on your research, and have a strong conclusion.

### DAY 5: Activities P, Q and R: Revising and Editing

1. Activity P: Revising the Draft:
   - Have your parent, family member, or friend proofread your first draft; get feedback from them.

2. Activity Q: Editing the Draft:
   - Revise your final draft.
   - Final drafts should be typed and double-spaced, using Times New Roman 12 point font.

3. Activity R: Reflecting on the Writing: Make a plan for after graduation.
   - With your parent(s), make a plan for after graduation.
   - Schedule an appointment with your academic counselor.
   - Include in your plan: your choices for a career; the trade school(s), apprenticeship program(s), military service(s), community college(s), or universities you intend to investigate.
   - Investigate jobs and their salaries; what the educational and training requirements are to enter the field; the number of years of training or education that are required; and the benefits and retirement plans offered.

### Assignments for Week 7: Bullying: A Research Project
(Module 12 in the CSU Student Reader)

#### DAY 1: Activities A, B, C and D: Pre-Reading

1. Activity A: Select three articles to read from Module 12 in the CSU Student Reader.
   - After selecting three articles to read, answer the following quickwrite prompts:
     - Discern (describe) why you selected the three articles that you did.
     - Explain why you culled (did not select) the other articles.
     - Why did all the authors make a statement into a title for their article?
     - Why did none of the authors pose a question as a title for their article?

2. Activity B: Getting Ready to Read, and Introducing Key Vocabulary:
   - Engage in the following activities:
     - List any words that you do not recognize or haven’t seen before.
     - Look up the words and take notes about what they mean. You will need your notes later.
     - Determine (and make notes about) which author is using which vocabulary words.
     - Which author’s choice of language appears the most difficult or simple to understand?
     - Why is that?

3. Activity C: Surveying the Text, and Introducing Key Concepts: see next page
Briefly survey (browse) each of the three texts.

Look up the words: rhetorical, expository, analytical, descriptive, narrative, argumentative, and persuasive. Write down what each one means.

Which type(s) of writing do the three authors seem to be planning to use in their article?

Describe why you have that impression. (It’s ok to state both the facts and your opinion.)

**DAY 2: Activities E, F, G, H and I: Reading, and Rereading**

1. **Activity E: First Reading:**
   - Read all three of the articles you have selected. While reading, use the notes you took earlier about the meanings of new vocabulary words. Insert the meanings when you come to the words you don’t know.
   - Take notes on interesting facts or statements. You will use them later to help develop your essay.
   - Answer the following questions:
     - Am I reading rhetorical, expository, analytical, descriptive, narrative, argumentative, or persuasive articles?
     - Which article(s) use which type(s)? Why does the author do that?

2. **Activity F: Looking Closely at Language:**
   - When I came across the unfamiliar words that I previously looked up, was I able to insert the meaning of the word so I could understand what I was reading better?
   - How does looking closely at language increase my reading comprehension?
   - Do I need to make a better effort to do so when I read difficult texts?
   - Which author was more difficult to understand? Why was that?

3. **Activity G: Rereading the Text:**
   - Engage in the following activities and writing prompts:
     - Were your predictions correct?
     - Describe three new facts that you learned.
     - What surprised you about the facts you learned?
     - Were they contrary to what you had previously thought?

4. **Activity H: Analyzing Stylistic Choices:**
   - From the unfamiliar word list you created, why do you think the author chose these words?
   - Does the author create sentences of varying lengths?
   - If so, why is the author doing that? How does it help you, the reader?

5. **Activity I: Considering the Structure of the Texts:**
   - Which author could you use a quotation from to enhance your essay writing?
   - Select a quote to use and write it down.
   - Which author could you best paraphrase? How would you do that?
   - Which author could you summarize well?
   - How could you do that?

**DAY 3: Activities J and K: Organizing, and Thinking Critically**

1. **Activity J: Organizing:**
   - Organize your notes of quotes, paraphrases, summaries, facts, and opinions.
   - Arrange them into a logical order.
   - What must go into your introductory paragraph (thesis)? What must go into your conclusion (restatement of your thesis and final opinion)?
   - Determine which items must go into the body paragraphs.

2. **Activity K: Thinking Critically:**
   - Sort all your notes to create a logical order of construction for the body paragraphs.
   - Number the items in order, if that is helpful to you.
**DAY 4: Activities L, M, N and O: Prewriting and Writing**

1. **Activity L: Reading the Assignment:** Create an essay that presents your understanding of Bullying, what it takes to stop it, and which dispels myths about Bullying.
   - Determine your topic. You have three tasks to address in your essay.
   - Gather facts that support your convictions.
   - Formulate your opinions.
   - Think this over: What are the most important statements you wish to impart to your reader?

2. **Activity M: Using the Words of Others:** Quote, paraphrase, and summarize.

3. **Activity N: Formulating a Working Thesis:**
   - Draft your possible thesis. This comes from the most important statements you wish to impart to your reader.

4. **Activity O: Composing a Draft, Organizing the Essay, and Developing the Content:**
   - Your first draft should:
   - Have a thesis, organize your information into paragraph bodies, develop the content, state an opinion based on your research, and have a strong conclusion.

**DAY 5: Activities P, Q and R: Revising and Editing**

1. **Activity P: Revising the Draft:**
   - Have your parent, family member, or friend proofread your first draft; get feedback from them.
   - Discuss Bullying.

2. **Activity Q: Editing the Draft:**
   - Revise your final draft.
   - Final drafts should be typed and double-spaced, using Times New Roman 12 point font.

3. **Activity R: Reflecting on the Writing:** Make a plan for how to handle a bully.
   - With your parent(s), make a plan for how to handle a bully.
   - Include in your plan: your choices for how to handle a bully, who to go to if you have a problem, and safe places to go to when you are in need of safety.
   - Discuss how it affects you and others.
   - Discuss how you can assist others, instead of feeling like you have to pretend it isn’t happening.

**Assignment for Week 8: A Selected Novel**

(The student has previously selected a novel to read with the teacher’s approval.)

**DAY 1: Activities 1-5: Prereading**

1. **Activity 1: An Overview of the Book:**
   - During Week 1, you selected a novel to read for this assignment.
   - You were to have taken notes while reading. Use them now to help you answer all questions.
   - Go to the following website: [http://www.sparknotes.com/](http://www.sparknotes.com/)
   - Type in the name of your novel in the search box.
   - Click on the “Summary.”
   - Read the background of your novel. It will help you when writing your essay.

2. **Activity 2: Getting Ready to Read:** Answer the following questions:
   - In literature, what is a novel?
   - If you have chosen a piece of literature to read that is not a novel, what type of literature is it?
   - How is a novel, or the type of literature you are reading, different than other types of literature?
   - What is the role of the literary artist?
   - Why do we read fiction, or non-fiction, and what effect does it have on us?

3. **Activity 3: Surveying the Text:** Answer the following questions:
   - Look at the reverse of the title page. When was this book first published?
   - Research the background of the author and the novel’s intended audience.
   - What grabbed your attention when you selected this novel?

4. **Activity 4: Making Predictions and Asking Questions:**
   - Make a prediction of who the protagonist is going to have issues with.
5. Activity 5: Introducing Key Vocabulary:
   - List any words that you do not recognize or haven’t seen before.
   - Look up the words and take notes about what they mean. You will need your notes later.
   - Why do you suppose that reading for pleasure increases students’ vocabulary and reading comprehension? Give two examples.

DAY 2: Activities 1 and 2: Reading

1. Activity 1: Looking Closely at Language:
   - Words and phrases from the text may be unfamiliar to you.
   - Return to the text to see what its meaning is there – based on the context in which it is used.
   - Use a thesaurus or a dictionary to find synonyms and related words to these to increase your vocabulary.
   - Do you need to use your imagination and creativity while you read a novel?
   - While reading, how does using your imagination work? Describe that process.
   - How does a novelist convey in words what cannot normally be said in words?
   - Do readers need to invest themselves in the storyline, or does the author need to “grab” them?
   - How much “buy-in” does a reader need to have?

2. Activity 2: Reading:
   - Make a short outline of the events, characters, and plot in each chapter.
   - Use your notes so you can refer to them when you begin to write.
   - Identify the climax of the story.

DAY 3: Activities 1, 2 and 3: Postreading, and Prewriting:

1. Activity 1: Summarizing and Responding:
   - Thinking back, was your prediction of who the protagonist was going to have issues with correct?
   - Did the novel end as you had predicted? How was it different?
   - Summarize the primary conflict and theme of the novel.
   - What was the role of this literary artist/novelist in relationship to you, the reader?
   - What effect did the novel have on you?

2. Activity 2: Getting Ready to Write:
   - Create a significant question based on your opinion of the book’s particular theme or idea(s). Write down your question and answer it in two paragraphs.
   - Make sure to jot down some quotes or statements made by one of the main characters that will support your opinion and the thesis of your paper.
   - In what ways did you immerse yourself in the storyline and invest your creativity and imagination?

   - Choose three passages from the text that you might be able to use in an essay to support your thesis.
   - You may quote any characters’ statements, paraphrase the narration, or summarize the thematic effects.
   - Use any notes you have created to help you organize your ideas.

DAY 4: Activities 1, 3 and 3: Writing, Revising and Editing

1. Activity 1: Formulating a Working Thesis:
   - Draft a possible thesis based on the most important statement you wish to impart to your reader.

2. Activity 2: Composing a Draft:
   - Identify any quote, paraphrase and summary you wish to include.
   - Read through your notes for important details that need to be included to support your thesis.

3. Activity 3: Organizing the Essay and Developing the Content:
   - Organize your thesis and relevant details into your Introduction.
   - Determine which items you will include into the Body paragraphs.
   - Restate your thesis and provide a strong conclusion for the final Conclusion.

4. Activity 4: Revising the Draft:
ERWC “B” INSTRUCTIONAL PACING GUIDE  
City of Angels, LAUSD Independent Study, Course ID# 230232

- Have a friend, family member, or adult read your draft.
- Ask them for feedback and corrections.
- Make improvements based on their feedback.

**DAY 5: Activity 1: Editing the Draft:**

1. **Activity 1: Editing the Draft:**
   - Revise your final draft.
   - Use all of the editing strategies you have previously employed (used) while editing.
   - Final drafts should be typed and double-spaced, using Times New Roman 12 point font.

The rubric used for grading is the following:

**Evaluation Form**

Based on the CSU English Placement Test (EPT)

<table>
<thead>
<tr>
<th>Response to the topic</th>
<th>Superior</th>
<th>Strong</th>
<th>Adequate</th>
<th>Marginal</th>
<th>Weak</th>
<th>Very Weak</th>
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<tr>
<td>Addresses the topic clearly and responds effectively to all aspects of the task.</td>
<td>Addresses the topic clearly but may respond to some aspects of the task more effectively than others.</td>
<td>Addresses the topic but may slight some aspects of the task.</td>
<td>Distorts or neglects aspects of the task.</td>
<td>Indicates confusion about the topic or neglects important aspects of the task.</td>
<td>Suggests an inability to comprehend the question or to respond meaningfully to the topic.</td>
<td></td>
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| Understanding and use of the assigned reading | Demonstrates a thorough critical understanding of the assigned reading in developing an insightful response. | Demonstrates a sound critical understanding of the assigned reading in developing a well-reasoned response. | Demonstrates a generally accurate understanding of the assigned reading in developing a sensible response. | Demonstrates some understanding of the assigned reading but may misconstrue parts of it or make limited use of it in developing a weak response. | Demonstrates very poor understanding of the main points of the assigned reading. Does not use the reading appropriately in developing a response or may not use the reading at all. | Demonstrates little or no ability to understand the assigned reading or to use it in developing a response. |

| Quality and clarity of thought | Explores the issues thoughtfully and in depth. | Shows some depth and complexity of thought. | May treat the topic simplistically or repetitively. | Lacks focus or demonstrates confused or simplistic thinking. | Lacks focus and coherence and often fails to communicate ideas. | Is unfocused, illogical, or incoherent. |

| Organization, development, and support | Is coherently organized and developed, with ideas supported by apt reasons and well-chosen examples. | Is well-organized and developed, with ideas supported by appropriate reasons and examples. | Is adequately organized and developed, generally supporting ideas with reasons and examples. | Is poorly organized and developed, presenting generalizations without adequate support or details without generalizations. | Has very weak organization and development, providing simplistic generalizations without support. | Is disorganized and undeveloped, providing little or no relevant support. |

| Syntax and command of language | Has an effective, fluent style marked by syntactic variety and a clear command of language. | Displays some syntactic variety and facility in the use of language. | Demonstrates adequate use of syntax and language. | Has limited control of syntax and vocabulary. | Has inadequate control of syntax and vocabulary. | Lacks basic control of syntax and vocabulary. |

| Grammar, usage, and mechanics | Is generally free from errors in grammar, usage, and mechanics. | May have a few errors in grammar, usage, and mechanics. | May have some errors but generally demonstrates control of grammar, usage and mechanics. | Has an accumulation of errors in grammar, usage, and mechanics that frequently interfere with meaning. | Is marred by numerous errors in grammar, usage, and mechanics that severely interfere with meaning. | Has serious and persistent errors in grammar, usage, and mechanics. |

The rubric used for grading is the following:

**ERWC “B” INSTRUCTIONAL PACING GUIDE**

**City of Angels, LAUSD Independent Study, Course ID# 230232**

- Have a friend, family member, or adult read your draft.
- Ask them for feedback and corrections.
- Make improvements based on their feedback.

**DAY 5: Activity 1: Editing the Draft:**

1. **Activity 1: Editing the Draft:**
   - Revise your final draft.
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| Understanding and use of the assigned reading | Demonstrates a thorough critical understanding of the assigned reading in developing an insightful response. | Demonstrates a sound critical understanding of the assigned reading in developing a well-reasoned response. | Demonstrates a generally accurate understanding of the assigned reading in developing a sensible response. | Demonstrates some understanding of the assigned reading but may misconstrue parts of it or make limited use of it in developing a weak response. | Demonstrates very poor understanding of the main points of the assigned reading. Does not use the reading appropriately in developing a response or may not use the reading at all. | Demonstrates little or no ability to understand the assigned reading or to use it in developing a response. |

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| Organization, development, and support | Is coherently organized and developed, with ideas supported by apt reasons and well-chosen examples. | Is well-organized and developed, with ideas supported by appropriate reasons and examples. | Is adequately organized and developed, generally supporting ideas with reasons and examples. | Is poorly organized and developed, presenting generalizations without adequate support or details without generalizations. | Has very weak organization and development, providing simplistic generalizations without support. | Is disorganized and undeveloped, providing little or no relevant support. |

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| Grammar, usage, and mechanics | Is generally free from errors in grammar, usage, and mechanics. | May have a few errors in grammar, usage, and mechanics. | May have some errors but generally demonstrates control of grammar, usage and mechanics. | Has an accumulation of errors in grammar, usage, and mechanics that frequently interfere with meaning. | Is marred by numerous errors in grammar, usage, and mechanics that severely interfere with meaning. | Has serious and persistent errors in grammar, usage, and mechanics. |