The California State University

Task Force on Expository Reading and Writing

EXPOSITORY READING AND WRITING COURSE

**The American Dream for Illegal Immigrants:**

**The role of education**

**ELA 9th & 10th**

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| READING RHETORICALLY  * PREREADING * READING * POSTREADING | |
| Prereading  * Getting Ready to Read * Introducing Key Concepts * Surveying the Text * Making Predictions and Asking Questions * Introducing Key Vocabulary | |
| **9th/10th Grade ELA Standards: Writing Applications**  2.1 Write autobiographical narratives   1. Relate a sequence of events and communicate the significance of the events to the audience. | Getting Ready to Read (DAY 1) **Activity 1:**  Before the class begins to read, lead the class in a discussion on the following questions:  1. Describe the “American Dream”.  2. What is the American Dream for you?  3. Is the American Dream still attainable for you?  Quick write:  **(10 min)** How is the American Dream different for illegal immigrants? Please explain your answer. Have a class discussion.  **Activity 2:**  Watch the PBS Video and write a reaction. |
| **9th/10th Grade ELA Standards:**  **Word Analysis, Fluency, and Sys­tematic Vocabulary Development**  1.0 Students apply their knowledge of word origins to deter­mine the meaning of new words encoun­tered in reading mate­rials and use those words accurately. | Introducing Key Concepts This module on the American Dream and whether that dream is different for migrant farmworkers. This module introduces a historical fictional tale of a young boy and his family, who are migrant farmworkers in Francisco Jimenez’s *The Circuit*. In addition, the article from *The Economist*, “Fields of Tears,” documents the life of the Vega family as they live the migrant farm worker life, which parallels John Steinbeck’s *The Grapes of Wrath*. In addition, an article from *The Los Angeles Times*, “Brown Signs California Dream Act” describes the most recent legislation with regards to the fate of undocumented students and higher education, and lastly, an article from *The Ventura County Star,* “A Wake-up call on the Dream Act”.  **American Dream:**  The traditional social ideals of the United States, such as equality, democracy and material prosperity.  **Undocumented Immigrant:**  A foreign-born person who lacks a right to be in the United States, having either entered without inspection (and not subsequently obtained any right to remain) or stayed beyond the expiration date of a visa or other status.. (nolo.com)- Dictionary of Law Terms  **Migrant farm worker:**  A farm laborer who moves around for work seasonally.  **Activity 3:**  Have the students participate in understanding connotation/ denotation with the concepts listed above. You may want to ask the students the following questions:   1. Have students create a connotative/ denotative table:  |  |  |  | | --- | --- | --- | | Term | Denotation | Connotation | |  |  |  | |  |  |  | |  |  |  |   Each word has the denotative meaning (dictionary meaning) listed; now, describe any connotative meanings that each word may possess.  2. Have students write down the denotative meaning of each term in its corresponding area.  3. Allow student discussion for the connotative section. |

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| **9th/10th Grade ELA Standard: Reading Comprehension**  2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes. | Surveying the Texts Spot reading gives students an overview of what the text is about and how  it is put together. It helps them create a framework for making predictions  and forming questions to guide their reading.  When you are ready to assign *The Circuit, The Los Angeles Times* and *The Economist* articles engage your students in *Activity 4*.  **Students can be divided into groups and discuss the following:**  **Activity 4: Surveying the Text**  Look at the article from *The Economist,* “Fields of Tears” (author unknown).  Think about the following questions:  1. Where and when was this article published?  2. What magazine published this article? Is it reliable?  3. What is the subtitle of the article? What does that tell you about what the  article might say?  4. What type of audience does this journal appeal to? (Who would read this article and why?)  Look at the article “Brown Signs California Dream Act” by Patrick McGreevy and Anthony York from *Los Angeles Times*.  Think about the following questions:  1. Where and when was this article published?  2. What magazine published this article? Is it reliable?  3. What is the subtitle of the article? What does that tell you about what the  article might say?  Look at the article “A wake-up call on the California Dream Act” by Ruben Navarrette from the *Ventura County Star*  Think about the following questions:  1. Where and when was this article published?  2. What magazine published this article? Is it reliable?  3. What is the subtitle of the article? What does that tell you about what the  article might say?  4. How do these articles connect?  Look at *The Circuit* by Francisco Jimenez.  Discuss the following with your group:  1. Read the front and back cover of the book. What can you predict about the book?  2. How do you think this autobiographical collection of short stories differs from the articles?  3. How do you think this book ties into the articles?    **(10 min / 5 min share out)** |
| **9th/10th Grade ELA Standard: Reading Comprehension**  2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.  2.3 Generate relevant questions about readings on issues that can be researched. | Making Predictions and Asking Questions **Activity 5:**  Based on “Surveying the text”, ask students to write three predictions regarding what the texts will be about:  Have students pair-share their predictions including specific information from the text to support them.  Finish with a whole class discussion of their predictions and support from the text.  Or  Ask you students to read the first paragraphs of *The Circuit* (depending on where the introduction ends) and the first sentence after each subheading for *The Economist’* “Fields of Tears,” and the first sentence of every paragraph for “Brown Signs California DREAM Act” and “A Wake-up call on the California Dream Act.” Then ask them to address the following questions:   * What is the topic of the text? * What is the author’s opinion on that topic? * What do you think the write wants the reader to do or believe? How did you come to this conclusion?   **(30 min/15 min)** |
| **9th/10th Grade ELA Standards:**  **Word Analysis, Fluency, and Sys­tematic Vocabulary Development**  1.0 Students apply their knowledge of word origins to deter­mine the meaning of new words encoun­tered in reading mate­rials and use those words accurately.  1.1 Identify and use the literal and figurative meanings of words and understand word derivations.  1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.  1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words. | (DAY 3)Introducing Key Vocabulary When you assign the various articles in this module a good first step will be to list a few important words and phrases and then ask your students to guess the meaning of those words and phrases from the context of the articles:   * **Illegal immigration:** the migration of someone into a country illegally, meaning without proper documentation. * **La Migra**: Spanish term for Immigration Police * **Scapegoat:** one that is made to take the blame for others.  |  | | --- | | **Activity 6: Introducing Key Vocabulary**  Have students take the words listed above and create a semantic map (or web). This will help the students organize the terms.  Directions:   1. Write the topics in the center of the map 2. Suggested topics: Who is affected? How are they affected? Why are they affected? 3. See appendix for handout |   **Semantic Map**  Divide students into groups and assign a word to each group. You will list specific examples for category as a group.  Here is an example of a Semantic Map  Illegal Immigration  Who  Immigrants  Undocumented  Citizens  How  -Immigrants are placed in the same category as the undocumented  -The undocumented live in constant fear of being deported  -Mixed feelings  Why  -Illegal immigration occurs because people seek a better life and would rather risk everything in order to have the opportunity of having the American Dream  -Different minimum wages throughout the U.S.  **(20 min)** |
| Reading  * First Reading * Looking Closely at Language * Rereading the Text * Analyzing Stylistic Choices * Considering the Structure of the Text | |
| **9th/10th Grade ELA Standard: Reading Comprehension**  2.1Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.  **9th/10th Grade ELA Standard: Reading Comprehension**  2.7Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings. | First Reading **Activity 6: Making Predictions and Asking Questions**  As you look at the text of “Fields of Tears” answer and  then discuss the following questions:  1. Describe the Vegas’ experience in immigrating to America  *As described in the article, the Vegas left out of desperation to seek a better way of life for their family.*  2. What was the Vegas’ American Dream?  *The opportunity to simply have an opportunity of an American Dream and to have their descendants born in the United States.*  3. Is the American Dream different for U.S. citizens? If so, then how?  *Students may mention that the American Dream for U.S. citizens differs from immigrants and in this case undocumented immigrants. Citizens dream for prosperity.*  As you look at the text of “Brown signs the California Dream Act” answer and  then discuss the following questions:  1. According to the article what is the California Dream Act?  *It provides illegal immigrants access to state financial aid at public universities and community colleges.*  2. According to the California Dream Act, who is legible to receive financial aid?  *High school graduates who were in school at least three years and can affirm that they are applying for legal status can receive financial aid.*  3. Why do critics say that the California Dream Act is “morally wrong”?  *Assemblyman Tim Donnelly argues that this bill will create “a new entitlement that is going to cause tens of thousands of people to come all over the world illegally.” Assemblyman Curt Hagmen also believes that this legislations sends the wrong message about violating the law and how its o.k.*  4. How will the California Dream Act cost taxpayers?  *The California Dream Act will cost voters more because of the increase of legible applicants for the Cal Grant, which may cost $14.5 billion. In addition more costs could come by way of fee waivers from community colleges, which is estimated at $40 million a year.*  5. What do you think is the purpose of this article? Does this article seek to persuade the readers into believing something, or does it seek to inform?  *The purpose of this article is to inform the readers of the new legislation regarding The California Dream act.*  As you look at the text of “A Wake-up Call on the California Dream Act” answer and  then discuss the following questions:  1. According to the article what is the true Dream Act? Who can provide legal status to illegal immigrants?  *Navarrette argues that the true Dream Act would have created a pathway to legal status for the undocumented who went to college and the military. The federal government is the only one who can provide legalization for illegal immigrants.*  2. According to the California Dream Act, who is legible to receive financial aid?  *High school graduates who were in school at least three years and can affirm that they are applying for legal status can receive financial aid.*  3. Why do critics say that the California Dream Act is “morally wrong”?  *Assemblyman Tim Donnelly argues that this bill will create “a new entitlement that is going to cause tens of thousands of people to come all over the world illegally.” Assemblyman Curt Hagmen also believes that this legislations sends the wrong message about violating the law and how its o.k.*  4. How will the California Dream Act cost taxpayers?  *The California Dream Act will cost voters more because of the increase of legible applicants for the Cal Grant, which may cost $14.5 billion. In addition more costs could come by way of fee waivers from community colleges, which is estimated at $40 million a year.*  **Activity 7:**  Chunking is a great metacognitive strategy that will help your students have a better grasp on the material. Assign To save time, you can pre-chunk the article and have students summariz After students answer questions, they will respond by writing a four-sentence rhetorical précis. Teacher will be able to ascertain whether or not students understood the reading. (See Appendix B: for sentence frame and sample)    **Activity 7:**  After students answer questions, they will respond by writing a four-sentence rhetorical précis. Teacher will be able to ascertain whether or not students understood the reading. (See Appendix B: for sentence frame and sample) |
| **9th/10th Grade ELA Standards: Word Analysis, Fluency, and Sys­tematic Vocabulary Development**  1.0 Students apply their knowledge of word origins to deter­mine the meaning of new words encoun­tered in reading mate­rials and use those words accurately.  1.1 Identify and use the literal and figurative meanings of words and understand word derivations.  1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words. | Looking Closely at Language (DAY 4) **Activity 7:**  Prior to reading the reading selections, have students assess their word skills with this chart, or you can assign students key words from the vocabulary or other words that may not be listed and have students create a skit. Research shows that more experiences with words will help them learn the word. You can have the students create scripts for performing commercials, skits or song performing as they highlight the new word.     |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Word** | **Definition** | **Know**  **It Well** | **Have Heard of It** | **Don’t Know It** | | **Vocabulary from *The Economist* “Fields of Tears”** | | | | | | Rubbish | Refuse; trash |  |  |  | | Deportation | The lawful expulsion of an undesired alien from another country or state. |  |  |  | | Seminal | Influential; determining |  |  |  | | Threshold | Any place or point of entering or beginning |  |  |  | | “la migra” | Spanish term for immigration police |  |  |  | | Waylaid | To attack from ambush or rob |  |  |  | | Correspondent | Writer; a person employed by a news agency |  |  |  | | Protrusion | Something that sticks out; lump; bulge |  |  |  | | Stagnant | Still; motionless |  |  |  | | Foliage | Greenery; vegetation; shrubbery; plants |  |  |  | | Meager | Small, insufficient |  |  |  | | Dilapidated | Run-down; falling apart |  |  |  | | Remits | To send money to a person or a place |  |  |  | | Disdained | To despise or think someone unworthy |  |  |  | | Bureaucratic | A government employee or official |  |  |  | | Legitimized | To make into a law |  |  |  | | Ilk | Family; kind; type; class |  |  |  | | Façade | Illusion; disguise or cover-up |  |  |  | | Coarser | Rougher; harsher |  |  |  | | Scapegoating | variety |  |  |  | | Rancor | Resentment; hatred; bitterness |  |  |  | | Reticent | To be reserved or quiet. |  |  |  | | **Vocabulary from L.A. Times “Brown Signs California Dream Act”** | | | | | | diversity | variety |  |  |  | | intellectual | Intelligent |  |  |  | | referendum | Vote; poll; survey |  |  |  | | legislation | law |  |  |  | | Preferential | Special; privileged |  |  |  | | municipal | civic |  |  |  | | **Vocabulary from Ventura County Star “A wake-up call on the Dream Act”** | | | | | | cloture | A method of closing a debate |  |  |  | | bludgeon | To force into something; bully |  |  |  | | nuance | a subtle difference; carefully |  |  |  | | constitutional | Legal; pertaining to the Constitution |  |  |  | | spongers | freeloaders |  |  |  | | **Vocabulary from Jimenez’ *The Circuit* pgs. 1-83** | | | | | | Barricade | Barrier; hurdle |  |  |  | | burlap | A plain-woven fabric; coarse like hemp |  |  |  | | stench | Terrible odor; foul smell |  |  |  | | dilapidated | Run-down |  |  |  | | harvested | The season when ripened crops are gathered |  |  |  | | shrieking | Screaming; squealing |  |  |  | | jalopy | Beat up old car |  |  |  | | sharecropper | a tenant farmer who pays as rent a [share](http://dictionary.reference.com/browse/share)  of the crop. |  |  |  | |

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| **Prerequisite 7th Grade ELA Standard:**  **Writing Strategies**  **1.3** Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.  **9th/10th Grade ELA Standard: Reading Comprehension**  **2.7** Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings. | Rereading the Text (DAY 5) In the initial reading, your students read “with the grain,” playing the “believing game.” In the second reading, they should read “against the grain,” playing the “doubting game.” As your students reread a text, they will develop fluency and build their vocabularies, both of which are integral to successful comprehension.  **Activity 8:**  Ask students to reread “Fields of Tears” by an Economist contributor. As the students reread the texts, ask them to make marginal notations (e.g.; ask questions, express surprise, disagree, elaborate, or note any moments of confusion). One way to structure marginal notations is demonstrated in the activity that follows.  Using an overhead annotate “Fields of Tears” by compiling annotations shared by the students from their versions. Talk about alternative possibilities, and explain why different people annotate and respond to a text differently. Now ask the students to reread and annotate “Navarrette: A wake-up call on the Dream Act.” When they have finished, ask them to share their annotations with a partner. As a class, discuss how these two articles are different.  **Activity 9:**  “Going against the grain”   1. In the left-hand margin, label what the author is saying as follows:  * The introduction * The issue or problem the author is writing about * The author’s main arguments * The author’s examples * The author’s conclusion  1. In the right-hand margin, write your reactions to what the author is saying. You can ask questions, express surprise, disagree, elaborate, and note any moments of confusion. 2. As a class, discuss the annotation you and your classmates made on the first article. Now repeat this process for the second article. When you finish, exchange your copy with a partner’s annotations, and then talk about what you chose to mark and how you reacted to the text. Did you agree on what the main idea was?   **(45 min)** |
| **9th/10th Grade ELA Standard:** **Literary Response and Analysis**  **3.11** Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. | Analyzing Stylistic Choices (DAY 6) “Fields of Tears” from *The Economist*  “Brown Signs California Dream Act” from *The Los Angeles Times*  “Navarrette: A wake-up call on the California Dream Act” from *The Ventura Count Star*  **Activity 10:**  Read each article as your teacher assigns it. Have students do a **Say, Mean, Matter** exercise with each article. Fold a piece of paper to make three areas. Label the three areas *Say, Mean, and Matter*. As you read, jot down brief notes in the “Say” area. This area will simply convey what the author is saying. After reading, fill in the “Mean” area. What does the author mean when she says those things? Finally, and you may need to discuss this portion with a neighbor, discuss why these lines matter. Ask the “so what” questions here.  **Words:** Using the “Analyzing Style” handout, students will examine the connotative effect certain words have on the reader. |
| **9th/10th Grade ELA Standard: Reading Comprehension 2.1**  Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.  **9th/10th Grade ELA Standard: Reading Comprehension 2.7**  Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings. | Considering the Structure of the Text (DAY 7) In the following activities, your students will map out or otherwise graphically represent various aspects of the text so they can gain a clearer understanding of the writer’s approach to the content of the essay. The activities will lead to more questions that will help your students analyze what they have read.  **Activity 11: Considering the Structure of the Text**  Reread Navarrette’s “A wake-up call on the California Dream Act,” and then do the following:  • Draw a line across the page where the introduction ends. Is it after the first paragraph, or are there more introductory paragraphs? How do you know?  • Draw a line across the page where the conclusion begins. Is it the last paragraph, or are there several concluding paragraphs? How do you know?  • Discuss in groups or as a class why the lines were drawn where they were.  In this activity, thinking and reasoning about organizational structure is more important than agreeing on where the lines should be drawn.  • Further divide the body of the text into sections by topics (what each section is about).  • Write a short description of what each section is about, what it says about that topic, and why you think the writer put it there (the *rhetorical* *function* of the section).  Now answer the following questions:  • How does each section affect the reader? What is the writer trying to accomplish?  • What does each section say? What is the content?  • Which section is the most developed?  • Which section is the least developed? Does it need more development?  • Which section is the most persuasive? The least persuasive?  • On the basis of your chart of the text, what do you think is the main argument? Is that argument explicit or implicit?  Make a map of the ideas in the article by doing the following:  • Draw a circle in the center of the page and label it with the text’s main idea.  • Record the text’s supporting ideas on branches that connect to the central idea.  • Ask yourself how the ideas are related to one another.  Compare your map with a partner’s. Make any changes needed to make your map reflect the ideas of the article more accurately. |
| Post-reading Activities  * Summarizing and Responding * Thinking Critically | |
| **Prerequisite 7th Grade ELA Standard: Writing Application 2.5**  Write summaries of reading materials, including main ideas and most significant details. Use own words. Reflect-explain underlying meaning.  **9th/10th Grade ELA Standard: Writing Application 2.2a**  Demonstrate a comprehensive grasp of significant ideas in literary works.  **9th/10th Grade ELA Standard: Writing Application 2.3b**  Convey information and ideas from primary and secondary sources accurately and coherently. | Summarizing and Responding (DAY 8) In Activity 12, your students will summarize and respond to the article they have reread. The class will work again in two groups.  **Activity 12: Summarizing and Responding**  **Group A**  Write a rhetorical four-sentence *précis* of Navarrette’s “Wake-up on the Dream Act” following the guidelines below. Then write your response to Navarrette’s views.  Now exchange your *precis* with a partner from Group B. Use the Peer Response form to evaluate your partner’s *precis* to “The Minimum Wage.”  **Group B**  Write a *precis* of Fitzpatricks’s “The Minimum Wage” following the guidelines  below. Then write your response to Fitzpatrick’s’s views.  Now exchange your *precis* with a partner from Group A. Use the Peer Response form to evaluate your partner’s summary/response to “The Mythology of the Minimum Wage.”  **Peer Response to Summary**  **1. Does the writer include the author’s name in the**  **first sentence of the summary?** Yes \_\_\_\_\_  *Writer: Include the author’s name.* No \_\_\_\_\_  **2. Does the writer include the title of the essay in the**  **first sentence of the summary?**  Yes \_\_\_\_\_  *Writer: Include the title of the essay.* No \_\_\_\_\_  Is the title in quotation marks? Yes \_\_\_\_\_  *Writer: Punctuate the title using quotation marks.* No \_\_\_\_\_  **3. Does the first sentence clearly state the main idea**  **of the article?** Yes \_\_\_\_\_  *Writer: State the main idea in the first sentence.*  *Make sure it is clear and accurate.* No \_\_\_\_\_  You can improve your first sentence by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **4. Does the writer include all of the important ideas**  **or supporting points from the essay?** Yes \_\_\_\_\_  *Writer: You left out an important point* (specify which): No \_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **5. Does the writer use his/her own words?** Yes \_\_\_\_\_  *Writer: You used the author’s words instead of your own.*  (Tell where—give paragraph or line number.) \_\_\_\_\_\_\_\_\_ No \_\_\_\_\_  **6. Does the writer keep his/her own opinions out**  **of the summary?** Yes \_\_\_\_\_  *Writer: You mentioned* your *opinion in the summary.*  (Tell where—give paragraph or line number.) \_\_\_\_\_\_\_\_  Remember to save your opinion for your response! No \_\_\_\_\_  (From *LS 15 Course Materials*, California State University, Sacramento; copyright 2003)  Now have the class discuss both articles. Ask your students whether they  agree or disagree with the authors’ views about the minimum wage and its relationship to teen jobs.  **(55 min)** |
| **9th/10th Grade ELA Standard: Reading Comprehension 2.8**   * Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text. | Thinking Critically (DAY 9) The following questions will move students through the traditional rhetorical appeals. Using this framework, help students progress form a literal to an analytical understanding of the reading material.  Logos   * What are the major claim and assertions made in this article? Do you agree with the author’s claim that . . . * Is there any claim that appears to be weak or unsupported? Which one, and why do you think so? * Can you think of counterarguments the author does not consider? * Do you think the author has left something out on purpose? Why?   Ethos   * Does this author have the appropriate background to speak with authority on this subject? * Is the author knowledgeable? * What does the author’s style and language tell you about him/her? * Does the author seem trustworthy? Why or why not? * Does the author seem deceptive? Why or why not? * Does the author appear to be serious?   Pathos   * Does this piece affect you emotionally? Which sections? * Do you think the author is trying to manipulate the reader’s emotions? In what ways? At what point? * Do you emotions conflict with your logical interpretation of the arguments? * Does the author use humor or irony? How does that affect your acceptance of his/her ideas?   Critical Thinking   * Why is the minimum wage important? * Who do you think it affects the most employers/employees? Explain. * What do you think Fitzpatrick means when he says, “critics and supporters have slugged it out over the minimum wage”? * Do you think Fitzpatrick is for/against/neutral on raising the minimum wage? Depending on the stance you think he takes, why do you think he takes that position?   Quickwrites:   * What does the author want the reader to believe? * What points of view are presented in the text?   These quickwrites can be used to start/lead discussions. At the end of these quickwrites, students can ask questions based on Bloom’s Taxonomy to increase their depth of understanding.  **(45 min)** |
| CONNECTING READING TO WRITING  * WRITING TO LEARN * USING THE WORDS OF OTHERS | |
|  | Writing to Learn |
| **9th/10th Grade ELA Standard: Reading Comprehension 2.4**  Synthesize the content from several sources or words by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.  **9th/10th Grade ELA Standard: Writing Strategies 1.5** Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different per-spectives found in each medium (e.g., almanacs, microfiches, news sources, in-depth field studies, speeches, journals, technical documents).  **9th/10th Grade ELA Standard: Writing Strategies 1.6** Integrate quotations and citations into a written text while maintaining the flow of ideas.  **9th/10th Grade ELA Standard: Writing Strategies 1.7**  Use appropriate conventions for documentations in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook, the Chicago Manual of Style*).  **Prerequisite 7th Grade ELA Standard:**  **Writing Strategies 1.3**  Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts. | Using the Words of Others One of the most important features of academic writing is the use of words and ideas from written sources to support the writer’s own points. There are essentially three strategies for incorporating words and ideas from sources, as shown below:   * **Direct quotation**: Ruben Navarrette says, Like getting a state-issued driver's license, being eligible for state-funded financial aid is not a right but a privilege” (2). * **Paraphrase**: In “Wake Up on the Dream Act,” Ruben Navarrette claims that access to state-funded financial aid is not something people are entitled to; it is something that must be earned” (2). * **Summary**: In “Wake Up on the Dream Act,” Ruben Navarrette argues against the component of the California Dream Act that allows illegal immigrant students access to financial aid funded by the state. He believes that illegal immigrants have not earned the privilege of grants and state scholarships that will help pay for college (15).   *Writing Assignment: An exercise that can help students learn to incorporate material from other sources is “Quote, Paraphrase, Respond.” Have students choose three passages from the text they are reading that they might be able to use in an essay. First, they write each passage down as a correctly punctuated and cited direct quotation. Second, they paraphrase the material in their own words with the correct citation. Finally, they respond to the idea expressed in the passage by agreeing or disagreeing with it and explaining why, again with the correct citation. It is easy to see if the students understand the material by looking at the paraphrases. Later, they can use this material in an essay.*  SENTENCE STEMS BANK: Use the following as needed.  Americans today tend to believe that\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  X states that “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”  Basically, x is saying \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  I think x is mistaken because he/she overlooks\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  I agree that \_\_\_\_\_\_\_\_\_\_\_\_\_, a point that needs emphasizing since so many people believe\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Yet some readers may challenge the view that\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  In other words, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **WRITING RHETORICALLY**   * PREWRITING * WRITING * REVISING AND EDITING * EVALUATING AND RESPONDING | |
| Prewriting  * Reading the Assignment * Getting Ready to Write * Formulating a Working Thesis | |
| **9th/10th Grade ELA Standard: Writing Strategies 1.0**  Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students’ awareness of the audience and purpose. Students progress through the stages of the writing process as needed.  **9th/10th Grade ELA Standard: Writing Strategies 1.1**  Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. | Reading the Assignment Students will read the prompt once, underlining the verbs that are present. Each verb is a task for the students. They create a Do/What chart that breaks down the prompt. Under the Do column, students will list the verbs they underlined, and under the What prompt, they will list the what they have to do.  Do What  .   |  | | --- | | **ON-DEMAND Writing Assignment**  You will have 45 minutes to plan and write an essay on the topic assigned below. Before you begin writing, read the passage carefully and plan what you will say. Your essay should be as well-organized and carefully written as you can make it.  Opponents of California’s Dream Act – which would allow high-achieving students who are illegal immigrants access to state financial aid for college – are collecting signatures to repeal the Act. However, supporters of the Act, including Assemblyman Gil Cedillo argue:  “Our economy is in need of an education work force and the bill will help us achieve that. In a time when our state and country are facing an economic crisis, we need legislation such as the California Dream Act to put us on a path toward economic stability by investing in our youth."  Write a persuasive essay that explains Cedillo’s argument, and discuss the extent to which you agree or disagree with Cedillo’s analysis of the Dream Act. In your argument, it should be clear whether or not you agree with the validity of the California Dream Act. Support your position with the readings we have done this quarter, including “Wake Up on Dream Act” by Ruben Navarrette, Jr., “Fields of Tears,” and *The Circuit* by Francisco Jimenez. |   Take the following steps for this exercise:  • Read the assignment carefully.  • Decide the issues you are going to discuss.  • Discuss the purpose of the assignment. What will you try to accomplish in your essay? |
| **9th/10th Grade ELA Standard: Writing Strategies 1.0**  Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students’ awareness of the audience and purpose. Students progress through the stages of the writing process as needed. | Getting Ready to Write  Have students use quickwrites, second marked text of both articles, and class list of main arguments to complete persuasive writing graphic organizer. |
| **9th/10th Grade ELA Standard: Writing Strategies 1.1**  Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.  **9th/10th Grade ELA Standard: Writing Applications 2.3a**  Marshall evidence in support of a thesis and related claims, including information on all relevant perspectives. | Formulating a Working Thesis (DAY 11-12) To formulate a working thesis, use the following graphic organizing tool:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­\_\_ + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ = Thesis  On the surface + Beneath the surface + why = Thesis  Subject + Opinion + Justification = Thesis |
| Writing  * Composing a Draft | |
| **9th/10th Grade ELA Standard: Writing Strategies 1.1**  Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.  **9th/10th Grade ELA Standard: Writing Strategies 1.4**  Develop the main ideas within the body of the composition through supporting evidence. | Composing a Draft (DAY 11-12) Using persuasive writing graphic organizer, students will write an essay in one class period as they would for the CAHSEE.  The first draft of an essay provides a time for students to discover what they think about a certain topic. It is usually “writer-based,” the goal of which is simply to get the writer’s ideas down on paper. |
| Revising and Editing  * Revising the Draft * Editing the Draft * Reflecting on the Writing | |
| **9th/10th Grade ELA Standard: Writing Strategies 1.1**  Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.  **9th/10th Grade ELA Standard: Writing Strategies 1.4**  Develop the main ideas within the body of the composition through supporting evidence.  **9th/10th Grade ELA Standard: Writing Strategies 1.9**  Revise writing to improve the logic and coherence of the organization and controlling perspective, the prevision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context. | Revising the Draft (DAY 11-12) Students now need to work with the organization and development of their drafts to make sure that their essays are as effective as possible.  **Paired Work**:  Working with a partner, read the essay (of another classmate) aloud.  Remember, anytime either reader has a question for the author, write the question or comment in the margin. |
| **9th/10th Grade ELA Standard: Written and Oral English Language Conventions 1.1** Identify and correctly use clauses (e.g., main and subordinate), and phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).  **9th/10th Grade ELA Standard: Written and Oral English Language Conventions 1.2** Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).  **9th/10th Grade ELA Standard: Written and Oral English Language Conventions 1.3** Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. | Editing the Draft (DAY 11-12) Students now need to work with the punctuation and mechanics of their drafts to make sure that their essays conform to the guidelines of standard written English.  In a guided edit, have students go through a peer’s essay, starting with the last sentence and examining carefully each preceding sentence.  In this “backward” read, have students look specifically for the following editing issues:   * Fragments * Run-together sentences * Subject-verb agreement * Misused, confused words: there/their/they’re, its/it’s, accept/except |
|  | Reflecting on the Writing (DAY 13) When you return essays to your students, a good practice is to ask them to reflect in writing about the process of writing the essay, what they learned that they can apply to their next assignment, or how they feel about the comments that you gave them on the essay.  **(15 min)** |
| Evaluating and Responding  * + Grading Holistically   + Responding to Student Writing   + Using Portfolios | |
|  | Grading Holistically Reading student papers holistically is also called “general impression” grading. It allows you to give a student a single score or grade based on your impression of his or her management of the entire writing assignment.  The basis of this type of evaluation is a rubric or scoring guide, which is used, along with sample papers, to "norm" the readers before they read student papers. In the "norming" process, readers score sets of sample essays. The leader asks how many readers gave each score on each paper, and those who gave a certain score raise their hands when it is announced and are counted. This process is repeated for each score point for each essay. The process continues until almost all the hands are consistently going up at the same time.  In a holistic reading, readers then read and score papers very quickly, without marking errors or making comments. |
|  | Responding to Student Writing Use the following grading rubric to assess student writing:   |  | | --- | | **Response to Writing Prompt**  **4 The essay —**   * clearly addresses all parts of the writing task. * provides a meaningful thesis, demonstrates a consistent tone and focus, and illustrates a purposeful control of organization. * thoughtfully supports the thesis and main ideas with specific details and examples. * provides a variety of sentence types and uses precise, descriptive language. * demonstrates a clear sense of audience. * contains few, if any, errors in the conventions of the English language. (Errors are generally first draft in nature.)\*   *A* *Persuasive Composition:*   * states and maintains a position, authoritatively defends that position with precise and relevant evidence and convincingly addresses the reader's concerns, biases, and expectations.   **3 The essay —**   * addresses all parts of the writing task. * provides a thesis, demonstrates a consistent tone and focus, and illustrates a control of organization. * supports the thesis and main ideas with details and examples. * provides a *variety* of sentence types and uses *some descriptive* language. * demonstrates a *general* sense of audience. * may contain *some errors* in the conventions of the English language. (Errors do **not** interfere with the reader’s understanding of the essay.)\*   *A Persuasive Composition:*   * states and maintains a position, *generally* defends that position with precise and relevant evidence and addresses the reader’s concerns, biases, and expectations*.*   **2 The essay —**   * addresses *only parts* of the writing task. * *may* provide a thesis, demonstrates an *inconsistent* tone and focus and illustrates *little, if any,* control of organization. * *may* support the thesis and main ideas with *limited, if any,* details and/or examples. * provides *few, if any,* types of sentence types, and *basic, predictable* language. * demonstrates *little or* ***no*** sense of audience. * may contain *several errors* in the conventions of the English language. (Errors **may** interfere with the reader’s understanding of the essay.)\*   *A Persuasive Composition:*   * defends a position with *little* evidence and *may* address the reader’s concerns, biases, and expectations*.*   **1 The essay may be too short to evaluate or —**   * addresses *only* one part of the writing task. * *may* provide a *weak, if any,* thesis; demonstrates *little or* ***no*** consistency of tone and focus; and illustrates *little or* ***no*** control of organization. * *fails* to support ideas with details and/or examples. * may provide ***no*** sentence variety and uses *limited* vocabulary. * may demonstrate ***no*** sense of audience. * may contain *serious errors* in the conventions of the English language. (Errors interfere with the reader’s understanding of the essay.)\*   *A Persuasive Composition:*   * *fails* to defend a position with any evidence and *fails* to address the reader’s concerns, biases, and expectations*.* | |
|  | Using Portfolios Having students keep all their writing in a folder so you can discuss it throughout the unit is a very good way to get the students to see their own progress as writers. You might even consider assigning some portfolio activities:   * Have students explain their progress through the unit, using pieces of their own writing to support their claims. * Have students find their best and worst paper and explain the difference between the two pieces of writing. * Have students revise their worst paper and summarize the pattern of their changes. |

APPENDIX A: READING STRATEGIES

**Book Marks:** Book Marks can be used to help students think about *how* they read (reflecting on the mental process itself) and *what* they read (focusing strategically on content, style, and form). They can also facilitate a reader’s ability to develop interpretations and aid in their formulation of questions to help anchor reading in the text. See Burke (2000) for examples of classroom uses.

**Chunking:** Proficient readers monitor their comprehension and often “chunk” language–break it up into smaller units–within sentences to help them understand what they read. Chunking can be used with complex sentences or with longer passages according to a reader’s needs. Such divisions will vary from person to person. See Schoenbach, Greenleaf, Cziko, & Hurwitz (1999) and Burke (2000) for examples of classroom uses.

**GIST:** Involving five major steps, this strategy is an excellent way to show students how to write a summary: (1) read the passage or chapter; (2) circle or list the important words/phrases/ideas; (3) put the reading material aside; (4) use the important words/phrases/ideas to generate summary sentences, and (5) add a topic sentence. See Cunningham et al (2000) for more information on this strategy.

**Graphic Organizers:** By visually representing a text, graphic organizers help students understand textual and informational structures and perceive connections between ideas. Graphic Organizers can also support comprehension and help students reflect on which parts of a text are most important. See Schoenbach, Greenleaf, Cziko, & Hurwitz (1999) and Burke (2000) for examples of classroom uses.

**Quick Writes:** A form of freewriting, quick writes are spontaneous, stream-of-consciousness responses to a single issue or related issues (Fulwiler 1987).

**Reciprocal Teaching:** Reciprocal teaching entails taking turns leading a discussion on a reading selection with the intention of helping oneself and others understand and retain the author’s main points; it involves guiding the group toward reasonable predictions, important questions, essential clarifications or explanations, and coherent summaries. See Schoenbach, Greenleaf, Cziko & Hurwitz (1999) and Burke (2000) for examples of classroom uses. Also see Palincsar and Brown (1984) and Palincsar and Brown (1986).

**Rereading or Repeated Reading:** Rereading increases comprehension and raises readers’ confidence, especially with challenging texts. It also helps less skillful readers develop fluency. See Schoenbach, Greenleaf, Cziko, & Hurwitz (1999) and Burke (2000) for examples of classroom uses.

**Say, Mean, Matter:** This strategy is the process of answering three questions as they relate to a reading selection: What does it say? What does it mean? What/Why does it matter? The purpose of this exercise is to encourage students to move beyond literal-level thinking (Blau 2003).

**Talking to the Text/Annotating the Text/Highlighting:** Writing responses and questions in the margins, underlining, and highlighting key ideas are all ways of getting readers more engaged with ideas in the text. These ways of interacting with the reading material help activate students’ prior knowledge and support comprehension. See Jordan, Jensen, & Greenleaf (2001) and Burke (2000) for examples of classroom uses. Also see Davey (1983).

**Think Aloud:** Narrating the thought process while reading a passage aloud can help students externalize points of confusion, articulate questions about the text or its content, and make connections between the text and students’ background knowledge and life experience. “Think alouds” help make our internal thinking processes observable. See Schoenbach, Greenleaf, Cziko, & Hurwitz (1999) and Burke (2000) for examples of classroom uses. Also see Kucan & Beck (1997) for a review of the research.

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**Appendix B**

RHETORICAL PRECIS FORMAT:

**Sentence #1 will include the following:**

* Name of the author and (if possible: a phrase describing the credentials of the author)
* The type (e.g. essay, lecture, research paper, etc.) and title of the work
* The date, if available (inserted in parentheses)
* A rhetorically accurate verb (such as “assert,” “argue,” “suggest,” “imply,” “claim,” etc.) that describes what the author is doing in the text
* A THAT clause in which you state the major assertion (thesis statement) of the author’s text

**Sentence #2 will include the following:**

* An explanation of how the author develops and/or supports the thesis (such as by comparing and contrasting, narrating, illustrating, defining, etc.)
* Present your explanation in the same chronological order that the items of support are presented by the author in the text

**Sentence #3 will include the following:**

* A statement of the author’s purpose
* Followed by an IN ORDER TO clause in which you explain what the author wants the audience to do or feel as a result of reading the work

**Sentence #4 will include the following:**

* A description of the intended audience
* A description of the tone the author uses

**RHETORICAL PRECIS FRAME:**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, in

*(author’s credentials) (author’s first and last name)*

his/her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, argues that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(type of text)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. He/she supports this claim by first \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

then \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, then \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and finally \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s purpose is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(author’s last name) (what the author does in the text)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in order to \_\_\_\_\_\_\_\_

*(what*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

*the author wants the audience to do after reading the text)*

1. He/she adopts a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tone for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

*(intended audience)*