

Creating a CRWP Text Set (with Unit 3 of Grade 10)

Mini-Unit/Focus Argument Skill: Focus on Evidence	Content Topic: Food Loss and Waste
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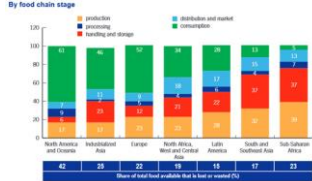
Possible Search Terms: Hunger, food insecurity, poverty, Good Samaritan laws, sustainability, Greenhouse gases, pollution, homelessness, #zerohunger, Greenhatters	Number of Texts Needed: Lesson 1 (3-video, article, and initial infographic), Lesson 2 (4+ political cartoon(s), 2+ text(s) and/or media, and graph), and Lesson 3 (2+-texts and/or media)
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Possibilities:				
Text	Genre	Text Details (Perspective, Information, Position, Angle, Audience)	Reading/Writing Strategies to use with this text	Notes about text complexity, grade levels, lexiles, etc.
<p>“Food Loss and Food Waste” https://youtu.be/7SqLz4032vc & http://www.fao.org/resources/infographics/infographics-details/en/c/317265/</p>	<p>Video Introduction and infographic <i>FAO</i> Headquarters Rome, Italy 22 June 2015 (infographic) 25 May 2017 (video)</p>	<ul style="list-style-type: none"> • By Food and Agriculture Organization of the United Nations • Brief, high-interest introduction to the issue (main page: http://www.fao.org/food-loss-and-food-waste/en/) 	<p>Lesson 1: Historical Context and Building Schema</p> <ul style="list-style-type: none"> • Establish an initial understanding of the issue • Identify compelling evidence <p>1: Video 3: Infographic</p>	<ul style="list-style-type: none"> • Easily accessible • Could be used to explore the issue “glocally” (both globally and locally)
<p>“Food Waste and the Hungry” https://www.globalcitizen.org/en/content/food-waste-and-the-hungry/</p>	<p>Article <i>Global Citizen</i> and the <i>Global Poverty Project</i> 17 Apr. 2016</p>	<ul style="list-style-type: none"> • By Sadiq Mohammed • Overview of food waste including effects, causes, and solutions 	<p>Lesson 1: Historical Context and Building Schema</p> <ul style="list-style-type: none"> • Establish an initial understanding of the issue • Identify compelling evidence 	<ul style="list-style-type: none"> • Lexile® Measure: 800L - 900L • Data-rich resource; global measurements and references

			2: Article	
<p>“The Real Reason There’s World Hunger: Food Waste, Not Food Shortages” https://www.fastcompany.com/3062692/the-real-reason-theres-world-hunger-food-waste-not-food-shortages</p>	<p>Brief Article (2 minute read) <i>Fast Company</i> 16 Aug. 2016</p>	<ul style="list-style-type: none"> • By Ben Schiller, American who has lived abroad • Brief exploration of the issue and the relationship between food waste and world hunger 	<p>Lesson 1: Historical Context and Building Schema</p> <ul style="list-style-type: none"> • Establish an initial understanding of the issue • Identify compelling evidence <p>2: Optional Article</p>	<ul style="list-style-type: none"> • Lexile® Measure: 1100L - 1200L • Accessible overview of issue
<p>“Nibbling Away at Food Waste” http://europe.china-daily.com.cn/life/2013-02/02/content_16196119.htm</p>	<p>Political Cartoon and Article <i>China Daily</i> 2 Feb. 2013</p>	<ul style="list-style-type: none"> • By Raymond Zhou • Cartoon about surplus of food waste • Critical overview of the food waste in high-end Chinese restaurants and American homes 	<p>Lesson 2: Exploring the Complexities of the Issue</p> <ul style="list-style-type: none"> • Analyze Harris’ moves (illustrating, authorizing, and countering) • Identify compelling evidence <p>Begin with an examination of political cartoons.</p>	<ul style="list-style-type: none"> • Lexile® Measure: 1000L - 1100L • Thoughtful exploration of cultural mores that effect food waste
<p>“Food Security” Collection https://www.cartoonmovement.com/col/lection/62</p>	<p>Political Cartoons <i>Cartoon Movement</i> via the <i>Visual Journalism Movement</i></p>	<ul style="list-style-type: none"> • “Food Prices” (2 Mar 12) & “The Food the Rich Throw Away” (27 Feb 2012) by Alfredo Martinera (Cuba) • “Food Recycling” (17 Mar 2012) by Vladimir Kazanevsky (Ukraine) 	<p>Lesson 2: Exploring the Complexities of the Issue</p> <ul style="list-style-type: none"> • Analyze Harris’ moves (illustrating, authorizing, and countering) • Identify compelling evidence 	<ul style="list-style-type: none"> • Explores issues with food insecurity: GMOs, lack of affordability of healthy foods, disparity between wealthy and poor, and food waste

		<ul style="list-style-type: none"> • “How Africa Deals with Food Insecurity” (14 Jun 2013) by Victor Ndula (Kenya) 	Begin with an examination of political cartoons.	
<p>“Global Food Losses and Food Waste – Extent, Causes and Prevention”</p> <p>http://www.fao.org/docrep/014/mb060e/mb060e.pdf</p>	<p>Study of the International Congress <i>FAO and SIK</i> Rome, 2011</p>	<ul style="list-style-type: none"> • By the Food and Agricultural Organization of the United Nations • Comprehensive research of all facets of issue, including graphs 	<p>Lesson 2 Text Option: Exploring the Complexities of the Issue</p> <ul style="list-style-type: none"> • Analyze Harris’ moves (illustrating, authorizing, and countering) • Identify compelling evidence 	<ul style="list-style-type: none"> • Wide-ranging variety of topics and easy-to-use table of contents • Best accessed as a digital resource; could create and answer inquiry questions
<p>“Combating Food Waste in Sub-Saharan Africa”</p> <p>https://news.mongabay.com/2015/04/combating-food-waste-in-sub-saharan-africa/</p>	<p>Article <i>Mongabay</i> Environmental journalism 09 Apr. 2015</p>	<ul style="list-style-type: none"> • By Rachel Cernansky • Thorough discussion of the various initiatives being enacted to minimize post-harvest crop losses 	<p>Lesson 2 Text Option: Exploring the Complexities of the Issue</p> <ul style="list-style-type: none"> • Analyze Harris’ moves (illustrating, authorizing, and countering) • Identify compelling evidence 	<ul style="list-style-type: none"> • Lexile® Measure: 1300L - 1400L • Thoughtful overview of actions being explored in this issue
<p>“India Must Tackle Food Waste”</p> <p>https://www.weforum.org/agenda/2014/08/india-perishable-food-waste-population-growth/</p>	<p>Article <i>World Economic Forum</i> and <i>Project Syndicate</i> 12 Aug. 2014</p>	<ul style="list-style-type: none"> • By Asit K. Biswas, Distinguished Visiting Professor in Singapore • Data-driven overview of the critical need to ease food waste and malnourishment in India 	<p>Lesson 2 Text Option: Exploring the Complexities of the Issue</p> <ul style="list-style-type: none"> • Analyze Harris’ moves (illustrating, authorizing, and countering) 	<ul style="list-style-type: none"> • Lexile® Measure: 1300L - 1400L • Clear depiction of the urgency of the issue

			<ul style="list-style-type: none"> Identify compelling evidence 	
<p>“Sharing Food Waste Shouldn't Be Costly” http://link.galegroup.com/apps/doc/A467882074/OVIC?u=bcps&xid=11fb229a# (Accessible via Gale: Opposing Viewpoints in Context) or http://www.standard.co.uk/comment/letters/letters-to-the-editor-heathrow-choice-is-full-of-benefit-a3379656.html</p>	<p>Brief article <i>London Evening Standard</i> 26 Oct. 2016</p>	<ul style="list-style-type: none"> By Lindsay Boswell, Chief Executive of FareShare Urges UK government to provide tax break for food redistribution 	<p>Lesson 2 Text Option: Exploring the Complexities of the Issue</p> <ul style="list-style-type: none"> Analyze Harris' moves (illustrating, authorizing, and countering) Identify compelling evidence 	<ul style="list-style-type: none"> Lexile® Measure: 1300L - 1400L Much simpler and more brief than Lexile score indicates
<p>“Eating Well” http://link.galegroup.com/apps/doc/A150420532/SUIC?u=bcps&xid=26da5b74# (Accessible via Gale: Opposing Viewpoints in Context) or http://www.nytimes.com/1996/12/11/garden/eating-well.html</p>	<p>Column <i>The New York Times America</i> 11 Dec. 1996</p>	<ul style="list-style-type: none"> By Marian Burros Optimistic viewpoint regarding the potential impact of diminishing food waste as a result of the October 1st Good Samaritan law 	<p>Lesson 2 Text Option: Exploring the Complexities of the Issue</p> <ul style="list-style-type: none"> Analyze Harris' moves (illustrating, authorizing, and countering) Identify compelling evidence 	<ul style="list-style-type: none"> Lexile® Measure: 1200L - 1300L Ironic analysis considering the obvious lack of effect of the law on food waste in the U.S.


<p>“An Appalling Waste of Food” http://www.japantimes.co.jp/opinion/2013/01/21/editorials/an-appalling-waste-of-food/#.WWz4BoQrLIU</p>	<p>Opinion-Editorial <i>Japan Times</i> 21 Jan. 2013</p>	<ul style="list-style-type: none"> • Unknown editor • Thorough exploration of the concerns regarding both food waste and food insecurity and ideas to implement 	<p>Lesson 2 Text Option: Exploring the Complexities of the Issue</p> <ul style="list-style-type: none"> • Analyze Harris’ moves (illustrating, authorizing, and countering) • Identify compelling evidence 	<ul style="list-style-type: none"> • Lexile® Measure: 1100L - 1200L • Thoughtful overview of aspects of the issue throughout Japan, as well as Ghana and Pakistan 																																																
<p>“PH Food Wastage: Think Twice Before Wasting Your Meal” http://www.rappler.com/move-ph/issues/hunger/53419-food-wastage-ph</p>	<p>Article <i>Rappler</i> MovePH, Civic Engagement 20 Mar. 2014 Updated 01 Sep. 2015</p>	<ul style="list-style-type: none"> • By Fritzie Rodriguez • Thorough exploration of food loss and rice wastage and reducing food wastage 	<p>Lesson 2 Text Option: Exploring the Complexities of the Issue</p> <ul style="list-style-type: none"> • Analyze Harris’ moves (illustrating, authorizing, and countering) • Identify compelling evidence 	<ul style="list-style-type: none"> • Lexile® Measure: 1100L - 1200L • Comprehensive overview of aspects of the issue throughout the Philippines 																																																
<p>“Food Waste and Food Loss” https://makewealthhistory.org/2014/03/05/food-waste-and-food-loss/</p>	<p>Graph of problem <i>Make Wealth History</i> Luton, UK 5 Mar. 2014</p>	<ul style="list-style-type: none"> • By Jeremy Williams • Overview of lost and wasted food globally • Overview of lost/wasted food by food chain stage 	<p>Lesson 2: Exploring the Complexities of the Issue</p> <ul style="list-style-type: none"> • Analyze Harris’ moves (illustrating, authorizing, and countering) • Identify compelling evidence <p>Concluding graph to reinforce varying aspects of issue</p>	<ul style="list-style-type: none"> • Final Activity: Pose guided questions  <table border="1"> <caption>By food chain stage</caption> <thead> <tr> <th>Region</th> <th>Production</th> <th>Processing</th> <th>Distribution and Market</th> <th>Consumption</th> <th>Total (%)</th> </tr> </thead> <tbody> <tr> <td>South America and Oceania</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> <td>42</td> </tr> <tr> <td>Industrialized Asia</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> <td>38</td> </tr> <tr> <td>Europe</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> <td>22</td> </tr> <tr> <td>North Africa, West and Central Asia</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> <td>18</td> </tr> <tr> <td>Latin America</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> <td>15</td> </tr> <tr> <td>South and Southeast Asia</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> <td>17</td> </tr> <tr> <td>Sub-Saharan Africa</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> <td>21</td> </tr> </tbody> </table>	Region	Production	Processing	Distribution and Market	Consumption	Total (%)	South America and Oceania	10	10	10	10	42	Industrialized Asia	10	10	10	10	38	Europe	10	10	10	10	22	North Africa, West and Central Asia	10	10	10	10	18	Latin America	10	10	10	10	15	South and Southeast Asia	10	10	10	10	17	Sub-Saharan Africa	10	10	10	10	21
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<p>“Four Important Lessons from Cuba’s Urban Food Survival Strategy” http://blogs.worldwatch.org/four-lessons-cuba-food/</p>	<p>Blog Post <i>Worldwatch Institute Blog</i> Environment & Society, Food & Agriculture, State of the World 25 July 2016</p>	<ul style="list-style-type: none"> • By Aurel Keller, Communications Intern at the Worldwatch Institute • Thoughtful articulation of Cuba’s transformation from their severe food crisis in the 1990’s; includes four transferable key lessons 	<p>Lesson 3 Option: Making a Claim</p> <ul style="list-style-type: none"> • Select compelling evidence • Analyze multiple perspectives • Draft an initial claim 	<ul style="list-style-type: none"> • Lexile® Measure: 1500L - 1600L • Challenging, yet powerful analysis of Cuba’s successes
<p>“Why Cutting Food Waste Soon Could Get Easier” https://www.greenbiz.com/article/why-cutting-food-waste-soon-could-get-easier</p>	<p>Article <i>GreenBiz America</i> Food & Agriculture 31 Mar. 2017</p>	<ul style="list-style-type: none"> • By Claire Cummings, Waste Programs Manager of Bon Appétit Management Company Foundation • Exploration of the Food Donation Act of 2017 (H.R. 952) 	<p>Lesson 3 Text Option: Making a Claim</p> <ul style="list-style-type: none"> • Select compelling evidence • Analyze multiple perspectives • Draft an initial claim 	<ul style="list-style-type: none"> • Lexile® Measure: 1300L - 1400L • Improved follow up to 1996 policy intended to decrease food waste
<p>“French Law Forbids Food Waste by Supermarkets” https://www.theguardian.com/world/2016/feb/04/french-law-forbids-food-waste-by-supermarkets</p>	<p>Article <i>The Guardian</i> World, Europe Paris, France 4 Feb. 2016 Amended 8 Feb 2016</p>	<ul style="list-style-type: none"> • By Angelique Chrisafis, Paris Correspondent • Elucidates the new laws and penalties regulating grocery stores and mandating donations of unsold food to charities and food banks 	<p>Lesson 3 Text Option: Making a Claim</p> <ul style="list-style-type: none"> • Select compelling evidence • Analyze multiple perspectives • Draft an initial claim 	<ul style="list-style-type: none"> • Lexile® Measure: 1300L - 1400L • Thought-provoking exploration of former actions and new requirements
<p>"At this Paris Restaurant, 'Freegans' Fight Waste by Cooking up</p>	<p>Audio file and Broadcast transcript</p>	<ul style="list-style-type: none"> • Descriptions of the Freegan Pony restaurant, an illegal squat in which chefs salvage discarded 	<p>Lesson 3 Options: Making a Claim</p> <ul style="list-style-type: none"> • Select compelling evidence 	<ul style="list-style-type: none"> • Lexile® Measure: 1100L - 1200L

<p>Food Diverted from the Dumpster” http://link.galegroup.com/apps/doc/A449322425/SUIC?u=bcps&xid=fdd902e2# (Accessible via Gale: Student Resources in Context) or https://www.pri.org/stories/2016-04-08/paris-restaurant-freegans-fight-waste-cooking-food-diverted-dumpster</p>	<p><i>PRI's The World</i> Paris, France 8 Apr. 2016</p>	<p>food to feed the hungry and homeless</p>	<ul style="list-style-type: none"> Analyze multiple perspectives Draft an initial claim 	<ul style="list-style-type: none"> Powerful exploration of the efforts of a few individuals to compel societal change
<p>“First German Supermarket Sells Waste Food Only” http://p.dw.com/p/2X2Ph</p>	<p>Article <i>DW (Deutsche Welle)</i> Environment Cologne, Germany 02 June 2016</p>	<ul style="list-style-type: none"> By Irene Banos Ruiz “The Good Food” opens to sell discarded food at prices set by consumers 	<p>Lesson 3 Option: Making a Claim</p> <ul style="list-style-type: none"> Select compelling evidence Analyze multiple perspectives Draft an initial claim 	<ul style="list-style-type: none"> Lexile® Measure: 1000L - 1100L Compelling ideas in short, accessible paragraphs
<p>“Le Doggy Bag Comes to French Restaurants” http://link.galegroup.com/apps/doc/CT3208640528/SUIC?u=bcps&xid=22c1a37f# (Accessible via Gale: Student Resources in</p>	<p>Video and Transcript <i>AFP News Footage</i> Paris, France 13 Jan. 2016</p>	<ul style="list-style-type: none"> Brief depiction of cultural norms and recent change in policy 	<p>Lesson 3 Options: Making a Claim</p> <ul style="list-style-type: none"> Select compelling evidence Analyze multiple perspectives Draft an initial claim 	<ul style="list-style-type: none"> Lexile® Measure: 1000L - 1100L Engaging 2:06 video and brief article

<p>Context) or https://www.youtube.com/watch?v=tO2XmdPRvh0</p>				
<p>“With a Few Simple Changes, Denmark Is Radically Reducing Its Food Waste” https://www.fastcompany.com/3051145/with-a-few-simple-changes-denmark-is-radically-reducing-its-food-waste</p>	<p>Brief article <i>Fast Company</i> (2 minute read) 22 Sep. 2015</p>	<ul style="list-style-type: none"> • By Adele Peters, Staff Writer • Analysis of how Denmark has cut its food waste by 25% in past 5 years • Videos showing Juul’s Stop Wasting Food Movement: http://www.stopspildafmad.dk/inenglish.html, esp. https://youtu.be/b0ikJ4kiK U 	<p>Lesson 3 Options: Making a Claim</p> <ul style="list-style-type: none"> • Select compelling evidence • Analyze multiple perspectives • Draft an initial claim 	<ul style="list-style-type: none"> • Lexile® Measure: 1000L - 1100L • Inspirational discussion of the impacts that small changes can make
<p>“Analysis: Southern Sudanese Recycle Packaging and Other Discards” http://link.galegroup.com/apps/doc/A161929821/SUIC?u=bcps&xid=63b98e49# (Accessible via Gale: Student Resources in Context) or http://www.npr.org/templates/story/story.php?storyId=4670771</p>	<p>Broadcast and Transcript <i>NPR Weekend Edition Saturday</i> Rumbek. South Sudan World 28 May 2005</p>	<ul style="list-style-type: none"> • Jason Beaubien • Analysis of how residents of Darfur repurpose remnants and packaging of all aspects of the humanitarian aid that they received 	<p>Lesson 3 Options</p>	<ul style="list-style-type: none"> • Lexile® Measure: 900L - 1000L • Innovative transformation of discarded objects to create essential items

<p>"To Keep Food From The Trash Bin, Spanish City Sets Up A Communal Fridge" http://link.galegroup.com/apps/doc/A427925428/SUIC?u=bcps&xid=66b6f6cb# (Accessible via Gale: Student Resources in Context) or http://www.npr.org/sections/thesalt/2015/08/13/431960054/to-cut-food-waste-spains-solidarity-fridge-supplies-endless-leftovers</p>	<p>Archived broadcast and Soundbite <i>NPR Weekend All Things Considered</i> Europe The Salt 23 Aug. 2015</p>	<ul style="list-style-type: none"> • Lauren Frayer, Correspondent n Galdako, Spain • Explains the initiative of Alvero Saiz to improve his Basque community with an accessible sidewalk refrigerator 	<p>Lesson 3 Options: Making a Claim</p> <ul style="list-style-type: none"> • Select compelling evidence • Analyze multiple perspectives • Draft an initial claim 	<ul style="list-style-type: none"> • Lexile® Measure: 700L - 800L • Inspiring story of the ability of an individual to create substantive change
<p>"Turning Food Waste Into Fuel Takes Gumption And Trillions Of Bacteria" http://link.galegroup.com/apps/doc/A361974407/SUIC?u=bcps&xid=48c162f6# (Accessible via Gale: Student Resources in Context) or http://www.npr.org/sections/thesalt/2014/03/11/2873108</p>	<p>Broadcast and Transcript <i>NPR Morning Edition</i> America The Salt 11 Mar. 2014</p>	<ul style="list-style-type: none"> • By Joel Rose, Reporter for NPR News in New York • Explanation of the use of anaerobic digestion of microorganisms and bacteria to digest food waste and refuse to create energy 	<p>Lesson 3 Options: Making a Claim</p> <ul style="list-style-type: none"> • Select compelling evidence • Analyze multiple perspectives • Draft an initial claim <p>Photograph: "Garbage to Gas" Kiensen Pamben <i>Biotechnology: In Context</i> Cannock, England 18 June 2011 http://link.galegroup.com/</p>	<ul style="list-style-type: none"> • Lexile® Measure: 700L - 800L • Compelling scientific processes 

97/turning-food-waste-into-fuel-takes-gumption-and-trillions-of-bacteria			apps/doc/PC4205136788/SUIC?u=bcps&id=ca1e58a9# (Accessible via Gale: Student Resources in Context)	
“Do Good Save Food! Nine Easy Tips to Reduce Food Waste” http://www.fao.org/resources/infographics/infographics-details/en/c/317265/	Infographic FAO Headquarters Rome, Italy 22 May 2017	<ul style="list-style-type: none"> • By the FAO of the UN • This poster conveys key messages and tips to consumers - and in particular children - to reduce food waste. 	Lesson 3 Options: Making a Claim <ul style="list-style-type: none"> • Select compelling evidence • Analyze multiple perspectives • Draft an initial claim Potential closing text; Ready applicability to students	
“Ending Hunger in Maryland” http://www.baltimoresun.com/news/opinion/oped/bs-ed-maryland-hunger-20150923-story.html	Opinion-editorial <i>The Baltimore Sun</i> 23 Sep. 2015	<ul style="list-style-type: none"> • By Deborah Flateman, President and CEO of the Maryland Food Bank • Food insecurity of Marylanders and necessity of Food Bank 	Lesson 3 Options: Making a Claim <ul style="list-style-type: none"> • Select compelling evidence • Analyze multiple perspectives • Draft an initial claim Potential closing text; local relationship to issue	<ul style="list-style-type: none"> • Lexile® Measure: 1000L - 1100L • Grounding of international issue in local needs

Possible claims supported by these texts:

- If food loss and waste are minimized and food redistribution is achieved, hunger and food insecurity can be eliminated.

- **Although anaerobic digestion can create energy, good food needs to be redistributed, so it is not overflowing landfills and increasing the emission of greenhouse gases.**
- **Laws must change, so chefs can open freegan restaurants, grocery stores must donate and not dispose food, and food is readily accessible for the hungry and homeless.**
- **The UN has an obligation to create teams who can visit developing countries to share Cuba's successes in recovering from their food crisis and to support farmers in storing and transporting food.**
- **America must mandate food preservation, change policies to foster ready access to donated food, and end hunger and food insecurity.**

REVIEW QUESTIONS:

- Are there multiple genres?**
- Is there enough evidence to support multiple or nuanced claims?**
- Is there enough evidence to provide a line of reasoning?**
- Are there multiple perspectives or positions represented?**
- Is there text to provide a background of the topic?**
- Is there a range of reading and accessibility levels?**

Other notes or considerations: (copies, reader accessibility, technology, assessment moments...)

See final column for notes about texts.

Additional resources for teachers:

- **Special Report: Hunger Among Baltimore County Children**
http://www.actconline.info/uploads/Hunger_Among_Baltimore_County_Children_by_Laurie_Taylor-Mitchell.pdf
- **Food Insecurity and Childhood Hunger in America**
<https://www.nokidhungry.org/problem/hunger-facts>

This topic was selected because of the poignancy and desperation of the scene between the father and son on the train to Buchenwald in *Night*. You may want to analyze that scene before beginning this mini-unit.

The focus of the National Writing Project's College-Ready Writers Program (CRWP) is the teaching and learning of source-based argument writing that draws on non-fiction texts. As part of the program, local Writing Projects provide intensive professional development and specially developed resources for teachers as teachers help their students become skilled at writing arguments from non-fiction sources. The CRWP resources and tools have been developed collaboratively by experienced teachers of writing who are part of the National Writing Project network. The purpose of sharing already created resources is to support teachers and students in developing source-based arguments and to study the underlying teaching practices. Ultimately, teachers are invited to adapt and create their own mini-units which may be modeled upon these resources.

The CRWP National Leadership Team, which has led the creation of a number of CRWP instructional resources, includes Rachel Bear, National Writing Project; Linda Denstaedt, Oakland (MI) Writing Project; Casey Olsen, Montana Writing Project; Beth Rimer, Ohio Writing Project; and Jean Wolph, Louisville Writing Project.

The Creating a CRWP Text Set resource was adapted by Beth Rimer from a resource co-created with Angela Faulhaber, Ohio Writing Project.