

Creating a CRWP Text Set

Mini-Unit/Focus Argument Skill: Ranking Evidence	Content Topic: Gender Roles

Possible Search Terms: Gender Roles, Gender Identity, Gender Stereotypes	Number of Texts Needed: 3-4
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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.
http://www.npr.org/2015/09/28/444236895/how-poker-player-annie-duke-used-gender-stereotypes-to-win-matches	Interview	Gives the perspective of female poker player Annie Duke and the impact of stereotypes on her play		Audio and transcript available- easy read, but requires inference
http://www.dailyinfographic.com/gender-inequality-in-film	Infographic	Provides information on the portrayal of women in popular culture (films)		
http://www.cnn.com/2014/06/26/living/women-apologize-sorry-pantene-parents/	Article	Describes the difference between female and male behavior- focus on female-cites social reasoning		

https://www.nytimes.com/2017/02/23/books/review/te-stosterone-rex-myths-of-sex-science-and-society-cordelia-fine.html?_r=0	Book Review	Comments on the arguments of a book about biological gender- summarizes points and counterpoints about engrained beliefs about gender		Students must be able to distinguish between article and book to determine claims
https://www.psychologytoday.com/blog/homo-aggressivus/201409/male-aggression	Article	Defends the perspective of inherent gender traits		
http://www.businessinsider.com/goldieblox-ceo-debbie-sterling-2016-5	Article	Nuanced claim- there are inherent cognitive differences between girls and boys, but appealing to boys is what has caused disparity		

Possible claims supported by these texts:

- Gender is a socially constructed idea that places artificial constructs on individuals.
- Gender roles are harmful to society
- There are biological differences between the sexes, so treatment of boys and girls should be approached in different ways to encourage them to be successful

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...)

These texts are provided in addition to those that are provided within the unit, and also those provided for the PBA. The unit offers fiction texts that may support these claims as well. There are transcripts for the interview, but an audio is also available.

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.