

Creating a CRWP Text Set

Grade 9: Adjacent to Honors PBA 1 & *Kindred*

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| Mini-Unit/Focus Argument Skill: Focus on Purpose and Audience | Content Topic: Youth Homelessness |
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| Possible Search Terms: Youth, young adults, homelessness, unaccompanied youth/minor, temporary housing, youth shelters, social programs, foster care, institutional care | Number of Texts Needed: A minimum of 3- one overview of the issue and at least two that provide opposing perspectives on the topic. The mini unit provides an opportunity for students to self-select a topic; however, the following texts expand upon those initially provided for the suggested topic of youth homelessness. |
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| Possibilities: | | | | |
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| 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>“Temporary Housing for Young People by Young People”</p> <p>http://www.npr.org/2016/01/06/461416400/temporary-housing-for-young-people-by-young-people</p> | <p>Audio News Report. NPR. <i>All Things Considered</i>. Jan 6, 2016</p> | <p>By Ari Daniel. Perspective from Sarah Rosenkrantz and Sam Greenberg —Y2Y co-founders and co-directors on providing housing for young people by young people.</p> | <p>3) Focus Questions:</p> <ol style="list-style-type: none"> 1. What is each article about? 2. Who is at the table? Who is talking about the issue? 3. What variety of positions or opinions do the articles take? [They Say] 4. What do I think? [I say] 5. What evidence supports my position that I can use when I write my letter? | <p>Lexile® Measure: 1000L - 1100L (estimated)</p> <p>Transcript and images to support ELL population.</p> |

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| <p>“Young Adults Seeking Public Housing- Good Luck” https://youthradio.org/journalism/education/young-adults-seeking-public-housing-good-luck/</p> | <p>Audio News Report. Youth Radio. Morning Edition. March 21, 2016</p> | <p>By Kasey Saeturn. Information and overview of topic. Youth audience.</p> | <p>On a half sheet of paper or a note card, have students respond to the following prompts: The issue I am exploring is. . . Some people who are talking about it. . . Some things they are saying about it. . . What I am thinking right now about it. .</p> | <p>Lexile® Measure: 800L - 900L (estimated)</p> |
| <p>Nationalhomeless.org http://nationalhomeless.org/issues/youth/</p> | <p>Website 2014 *not specific to youth homelessness</p> | <p>National Coalition for the Homeless. Washington DC. Statistical information on homelessness, demographics, geography.</p> | <p>1) Invite students to select a topic are interested in and use sentence frames that help students prompt their thinking: This issue matters to me because ... This issue matters to the world around me ... Others in the world might think...</p> | <p>Support students with finding relevant facts and contextualizing this information in their writing.</p> |
| <p>“Child homelessness at record high, report says, "call to action" for states” https://newsela.com/articles/homele</p> | <p>Online article. Jan. 13, 2015</p> | <p>By Stateline.org Overview of issue with a call to action.</p> | <p>1) Invite students to select a topic are interested in and use sentence frames that help students prompt their thinking: This issue matters to me because ... This issue matters to the world around me ... Others in the world might think...</p> | <p>Grade Level 8 Word Count 926 This text would be a great model for the “call to action” we</p> |

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| <p>SS- children/id/6447/</p> | | | | <p>want to see in student writing.</p> <p>Text can be manipulated to adjust the Lexile Level.</p> |
| <p>“Homeless Youth Numbers Grow in Baltimore” http://www.wbaltv.com/article/homeless-youth-numbers-grow-in-baltimore/8799838</p> | <p>News report video WBaltv11 Feb. 14, 2017</p> | <p>By Kerry Cavanaugh. Local perspective on the issue. Gives voice to those running Baltimore’s only shelter for unaccompanied youth and one of the shelter’s former residents.</p> | <p>2) On a half sheet of paper or a note card, have students respond to the following prompts: The issue I am exploring is. . . Some people who are talking about it. . . Some things they are saying about it. . . What I am thinking right now about it. .</p> | <p>Lexile® Measure: 1300L - 1400L (estimated)</p> |
| <p>“Homeless Youth Short Changed in New State Budget Deal” https://ww2.kqed.org/stateofhealth/2016/06/17/homeless-youth-shortchanged-in-new-state-budget-deal-say-advocates/</p> | <p>Online Article JUNE 17, 2016</p> | <p>By Farida Jhabvala Romero Explores how budgetary considerations can impact support for homeless youth.</p> | <p>2) On a half sheet of paper or a note card, have students respond to the following prompts: The issue I am exploring is. . . Some people who are talking about it. . . Some things they are saying about it. . . What I am thinking right now about it. .</p> | <p>Lexile® Measure: 1000L - 1100L (estimated)</p> |

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| http://ww2.kqed.org/news/series/sf-homeless-project/ | Website with links to articles and resources on youth homelessness | A variety of sources for exploration provide new and varied angles on the topic. | Complete an image study from one of the articles. Allow students to explore the collection of resources after they have established a working claim. | Variety of texts and reading levels. Use lexile analysis tool for each text. |
| http://nationalhomeless.org/tag/infographic/ | Infographic | Overview of topic. Includes information on rates of youth homelessness, risk factors, and effects of youth homelessness on mental health of those experiencing it. | 1) Invite students to select a topic are interested in and use sentence frames that help students prompt their thinking: This issue matters to me because ... This issue matters to the world around me ... Others in the world might think... | Infographic-support students with reading the infographic by employing non-print text reading strategies. |
| “Homelessness is a Choice- But it’s One Made by Society, Not the Individual” http://www.huffingtonpost.co.uk/harry-quilterpinner/homelessness_b_16469756.html | Online Article May 8, 2017 | By Harry Qullter-Pinner (Research fellow at IPPR, the progressive policy think tank) | 3) Focus Questions: 1. What is each article about? 2. Who is at the table? Who is talking about the issue? 3. What variety of positions or opinions do the articles take? [They Say] 4. What do I think? [I say] 5. What evidence supports my position that I can use when I write my letter? | Lexile® Measure: 1000L - 1100L |

Possible claims supported by these texts:

Youth homelessness is a community problem and therefore it should be addressed by communities not by federal mandates or programs.

The best way to address the increasing problem of youth homelessness is through federal government programs/community programs/school initiatives/church or faith-based interventions/family counseling/etc. (or a selection/combination of the previous items.)

Youth homelessness is a complex problem that stems from _____ and requires _____ and _____ to be resolved.

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?

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Is there a range of reading and accessibility levels?

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

Be mindful of the rate of homelessness in the school population. Establish respectful and courteous discussion norms prior to beginning a mini-unit with a potentially sensitive or controversial text set.

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.