Publisher: Pearson Evaluator Number: 8 Program Number: 10

Program/Title: Writing America Grade Level: 11/12

Total Score: 31

Washoe County School District AP English Language and Composition 2017

Instructional Materials Evaluation Rubric (RFP 2017D)

	College Board Course Content	1. Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects Writing America offers a variety of subjects about the American identity and America's evolution as a country. Within the timeline of America's development there are texts based on a variety of subjects: "Coming of Age," "Community," "Death and Dying," and many more themes such as these. The "Read," "Write," and "Connect" questions behind each text lend themselves to composting in several forms: argument, expository, and analytical. Additionally, the unit activities ask students to compose rhetorical analysis, arguments, and synthesis compositions, based on the variety of texts in the preceding chapter. The Test Prep book by Jolliffe that comes with this textbook has test prep questions that ask students to compose rhetorical analysis, arguments, and synthesized arguments. Evidence to Support Rating (i.e., pages, examples, etc.): Not Present: 0 ○ Minimally Evident in Materials: 1 ○ Some of the Materials: 2 ○ Majority of the Materials: 3 ○ Embedded Throughout the Materials: 4 ●

College Board Course Content

2. Writing that proceeds through several stages or drafts, with revision aided by teacher and peers

Writing America gives students models of and activities for writing revision. Also, after the sections on the three strands of writing of rhetorical analysis, argument, and synthesis, there are checklists for students to complete for their own writing. There is little evidence of peer response or teacher feedback for the students in order to aide revision.

The Test Prep book by Jolliffe that comes with this textbook has models of students writing that are scored and annotated for strengths and weaknesses. There are no activities/ prompts in this supplemental book that prompt for revision, however.

Evidence to Support Rating (i.e., pages, examples, etc.):

Not Present	Minimally Evident in Materials	Some of the Materials	Majority of the Materials	Embedded Through-out the Materials
○ 0	○ 1	○ 2	● 3	○ 4

College Board Course Content

3. Writing informally (e.g., imitation exercises, journal keeping, collaborative writing), which helps students become aware of themselves as writers and the techniques employed by other writers

Writing America does suggest keeping a reading journal on page 7/ a reflective journal on page 67, and some of the questions after the readings do promote reflective writing (journal-keeping type writing) in prompts such as "Write a reflection about any time you have been . . ." (396). Additionally, some prompts suggest collaborative writing by suggesting, "In a group or on your own . . " (p. 33). However these prompts are not consistent throughout the textbook. There are some prompts that ask students to "rewrite the passage" in a different way, but there is little evidence of imitation exercises. There are models for essay writing in the first chapters that students can study/ reflect on to "become aware of themselves as writers and the techniques employed by other writers."

Evidence to Support Rating (i.e., pages, examples, etc.):

Not Present	Minimally Evident in Materials	Some of the Materials	Majority of the Materials	Embedded Through-out the Materials
○ 0	○ 1	● 2	○ 3	○ 4

College Board Course Content

4. Writing expository, analytical, and argumentative compositions based on readings representing a variety of prose styles and genres

Prompts for expository, analytical, and argumentative compositions are woven throughout the textbook. There is a large variety of prose styles and genres (mostly non-fiction but some fiction). However, there is little evidence of satirical analysis opportunities, as "satirical" texts are not listed in the table of contents, and the term "satire" is not listed in the glossary. Additionally, since this textbook is about America, some pivotal texts (such as "A Modest Proposal," an excellent example of satire, are not present).

The Test Prep book by Jolliffe that comes with this textbook offers practice writing prompts that ask students to write rhetorical analysis and arguments.

Evidence to Support Rating (i.e., pages, examples, etc.):

Not Present	Minimally Evident in Materials	Some of the Materials	Majority of the Materials	Embedded Through-out the Materials
○ 0	○ 1	○ 2	● 3	○ 4

College Board Course Content

5. Reading nonfiction (e.g., essays, journalism, science writing, autobiographies, criticism) selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques

Writing America has a variety of non-fiction texts, and questions for rhetorical analysis follow each text and are present at the end of each chapter.

The Test Prep book by Jolliffe that comes with this textbook has a variety of non-fiction texts that students analyze through multiple-choice practice and through rhetorical analysis writing prompts.

Evidence to Support Rating (i.e., pages, examples, etc.):

Not Present	Minimally Evident in Materials	Some of the Materials	Majority of the Materials	Embedded Through-out the Materials
○ 0	○ 1	○ 2	○ 3	◉ 4

College Board Course Content

6. Analyzing graphics and visual images both in relation to written texts and as alternative forms of text themselves

There is a section on visual texts as arguments in the beginning chapters of the textbook. There are visual analysis questions (analyzing visual arguments as alternative forms of text themselves). Also, there are few prompts that ask students to analyze graphics in relation to written texts (see page 840 for an example).

Evidence to Support Rating (i.e., pages, examples, etc.):

Not Present	Minimally Evident in Materials	Some of the Materials	Majority of the Materials	Embedded Through-out the Materials
○ 0	○ 1	○ 2	● 3	○ 4

College Board Course Content

7. Developing research skills and the ability to evaluate, use, and cite primary and secondary sources

Appendix 3 is an entire section to help students to "develop research skills and the ability to evaluate, use, and cite primary and secondary sources." Also, chapter 6 helps students develop skills to analyze and use sources. Finally, there is an MLA citation guide in Appendix 3.

Evidence to Support Rating (i.e., pages, examples, etc.):

Not Present	Minimally Evident in Materials	Some of the Materials	Majority of the Materials	Embedded Through-out the Materials
○ 0	○ 1	○ 2	● 3	○ 4

College Board Course Content

8. Conducting research and writing argument papers in which students present an argument of their own that includes the analysis and synthesis of ideas from an array of sources

Chapter 6 and Appendix 3 outline how to conduct research and how to write a synthesized argument. Also, Appendix 3 discusses primary and secondary sources. Chapter 6 discusses a student's "reasoning and thinking that connects the evidence to the central idea" (linking and synthesizing sources in an argument of one's own.

The questions at the back of each unit always prompt for synthesis and gives an "array" of sources to choose from.

Not Present	Minimally Evident in Materials	Some of the Materials	Majority of the Materials	Embedded Through-out the Materials
○ 0	○ 1	○ 2	○ 3	● 4

Evidence to Support Rating (i.e., pages, examples, etc.):

College Board Course Content

9. Citing sources using a recognized editorial style (e.g., Modern Language Association, The Chicago Manual of Style)

The student synthesis models show proper MLA citation, and Appendix 3 has an MLA citation section. Additionally, the textbook does include texts that use citations, such as footnotes.

Evidence to Support Rating (i.e., pages, examples, etc.):

Not Present	Minimally Evident in Materials	Some of the Materials	Majority of the Materials	Embedded Through-out the Materials
○ 0	○ 1	○ 2	● 3	○ 4

College Board Course Content

10. Revising their work to develop:
    - -A wide-ranging vocabulary used appropriately and effectively;
    - -A variety of sentence structures, including appropriate use of subordination and coordination;
    - -Logical organization, enhanced by techniques such as repetition, transitions, and emphasis;
    - -A balance of generalization and specific, illustrative detail; and
    - -An effective use of rhetoric, including tone, voice, diction, and sentence structure.

The textbook does discuss tone and sentence structure; however, there is little evidence of students revising their work to develop these skills. On page 158, there are some prompts that ask students to revise for sentence structure. However, these prompts are not embedded throughout the textbook. Additionally, some of the beginning chapters model or discuss revising for the above elements, but these prompts to revise (and models for these) are not embedded throughout the text.

Evidence to Support Rating (i.e., pages, examples, etc.):

Not Present	Minimally Evident in Materials	Some of the Materials	Majority of the Materials	Embedded Through-out the Materials
○ 0	○ 1	◉ 2	○ 3	○ 4