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Cover Page Footnote

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Enhancing Cultural and Linguistic Responsiveness in Argument Writing Pedagogy through Effective Adaptations for English Learners: Insights from C₃WP Resource Analysis and Three Experienced Teachers' Practices

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Our professional paths crossed in a U.S. Department of Education WritEL grant-funded TESOL program at Eastern Michigan University where Katelyn, Katey, and Rachel chose to pursue their graduate ESL credentials and where Zuzana works as an Associate Professor of ESL and TESOL. As part of this grant, we have worked closely together to consider the extent to which a nationally recognized College, Career, and Community Writers Program, (C₃WP), one of the several National Writing Project initiatives, can benefit secondary Multilingual learners (ELs) in our respective classrooms. Over two years we have engaged in more than 100 hours of professional development (for the first three authors, this PD complemented the MA TESOL coursework) to learn how to implement the various C₃WP argument writing units with our students, focusing specifically on ELs. This was driven by our belief that effective EL-focused adaptations would increase cultural and linguistic responsiveness in our argument writing pedagogy, thus enhancing our ability to influence our ELs' writing development. Throughout our extensive professional development and studies, we discovered that there is limited research to the scope for which English learners are able benefit from the very rigorous C₃WP program and, most importantly, how teachers may have needed to modify resources to increase the chances of said learners' success.

Some of the sample academic writing skills we taught

our students over the past two years include moving from pro-con to nuanced claims, making specific moves for effective argumentation, presenting writing as a conversation among writers, and others. The National Writing Project's program, C₃WP, is a series of lesson cycles focused solely on the development, understanding, creation, and mastery of argumentative writing. The cycles are not meant to be sequential, meaning that facilitators can pull and use from different areas of the continuum and provide purposeful bouts of instruction for students dependent upon their knowledge of argumentation. For more information regarding the C₃WP lessons, please see attached sources in the appendix. Similar to observations by Lennon (2019) and Smith (2019), having our learners engage in these C₃WP lessons appeared to contribute to an increased sophistication of their argument claims among other improvements. Throughout our instruction, we drew upon our past experience with working with ELs and our current TESOL training to adapt these rigorous materials in order to make them accessible for students who are developing their linguistic and cultural competencies.

From the beginning, we were part of a large-scale research project, the purpose of which was to determine (with the use of a rigorous quasi-experimental research design) whether implementing the C₃WP argument writing approach with ELs has a positive effect on their argument writing development. To assist in this large study, we have been collecting baseline data and delivering four cycles of C₃WP instruction, as well as collecting post-intervention, end-of-the school year data

that have been scored by the NWP experts. After two years of implementation, we got the tentative good news from our grant evaluator—the preliminary results suggested positive trends, meaning what we and our colleagues were doing with our ELs in the study was working—they were improving their argument writing skills at higher rates than their peers who did not receive the C3WP instruction.

We were relieved to learn that our EL students were making progress in developing these complex academic skills. Still, despite the validation of our efforts, our conversations uncovered variations in how we and our colleagues adapted and implemented C3WP work as we strove to meet the needs and amplify the strengths of our ELs. Our curiosity around the caveats surrounding EL-specific adaptations to C3WP instructional resources inspired us to examine these issues systematically through reading relevant scholarship and conducting a small-scale research project aimed at gaining insights into our colleagues' approaches to adapting C3WP work with ELs. In what follows, we provide a short overview of the topic of EL-focused adaptations, followed by an examination of existing adaptations suggested in the C3WP materials, and a case study of three teachers whose interviews and instructional materials shed light on the adaptation processes and practices that foster culturally and linguistically responsive use of C3WP with ELs.

Considering the Value of Linguistic & Cultural Adaptations through EL Lens

The past two decades of research into academic language development among ELs has made a convincing case for the educational value of linguistic and cultural adaptations. This is because the traditional curriculum is typically too lexically dense, grammatically complex, and culturally shallow to effectively foster ELs' learning. Among the models that guide teachers in adapting instructional materials in ways that promote learning among ELs, the SIOP model (Short et al. 2011) is the most well-known, especially in the U.S. context. This model advocates for a variety of instructional, cultural, and linguistic accommodations that improve access to complex materials. For example, teachers are encouraged to make the commonly tacit historical and cultural information more explicit and otherwise help ELs build background cultural knowledge. Similarly, to help foster language development, SIOP urges teachers to identify linguistic demands in the content they are teaching and use them as a basis for developing language, alongside content objectives.

ELs in classrooms with SIOP-trained teachers have been shown to have higher academic and linguistic gains than peers in classrooms with non-SIOP trained teachers (Short et al. 2011).

While the positive impact of the SIOP-enhanced approach to adapting curricula and instructional materials on ELs' academic performance is widely accepted, some scholars and educators have raised concerns over focusing solely on adaptations designed to increase EL access, arguing that such remedial view of pedagogy for ELs perpetuates the view of ELs as students with linguistic and cultural gaps, needs, and deficits. Increasingly, the consensus in the fields of Teaching English to Speakers of Other Languages (TESOL) and Education in general is that the most ideal pedagogical approach for working with ELs balances out access-increasing adaptations with opportunities to sustain and amplify these learners' multilingualism and multiculturalism (e.g. García and Kleifgen, 2018; García and Wei, 2014; Paris and Alim, 2017), as well as their potential for global citizenship (Tomas et. al, this issue, pending acceptance).

Even though it is clear that ELs benefit from instruction enhanced by cultural, linguistic, and instructional adaptations (i.e., through implementation of SIOP strategies) and asset-based pedagogical strategies (i.e., through implementation of Culturally and Linguistically Responsive Pedagogical practices such as translanguaging and multilingual projects), teachers can often struggle with distinguishing adaptations (e.g., Pappamihel, et al., 2016), focusing on language beyond teaching key vocabulary (e.g., Fillmore, 2009), and finding ways to support and amplify ELs' multilingualism in meaningful ways (e.g. García and Kleifgen, 2018). More commonly than not, teachers view linguistic accommodations as simply "reducing the language burden English learners face" or a "subset of instruction accommodations" rather than direct manipulation of language that seeks to individually support these learners' language and content acquisition simultaneously (Pappamihel, et al., 2016). This confusion can lead to a gap in critical, explicit language instruction, disproportionately affecting EL populations in many schools.

Motivated by the growing numbers of ELs in the school system, curriculum and instructional materials developers have begun to include suggestions for instructional modifications, largely focused on SIOP style adaptations that help with linguistic and general learning scaffolds. However, what is often unclear are the principles that guided developers' recommendations for adaptations and the extent to which

they align with teachers' pedagogical beliefs and practices. Such lack of explicitness and sensitivity to particular contexts make the value and use of adaptations with actual ELs unclear and it undermines educators' attempts to make pedagogy culturally and linguistically responsive for this group of learners. In our attempt to better understand issues around adapting C3WP materials for our EL writers, we embarked on a study that aims to shed light on the nature of available EL adaptations in C3WP materials and the ways in which they are used by actual teachers who work with ELs. In the sections that follow, we present our analysis of available C3WP adaptations followed by insights gained from interviews with teachers who have used C3WP units with their ELs.

Analyzing the C3WP Adaptations for ELs

C3WP program developers have taken into account the need to provide additional support for ELs. Within the C3WP resources, not only do the lesson cycles have sequenced procedures and directions for each part of the process, there are also ESL adaptations. These adaptations alert instructors when there is an opportunity for an EL accommodation and when an adaptation is provided within the materials. Throughout each lesson, there are between one and five adaptations provided. Of those adaptations, there are two types: ELL (English language learner) Notices and ELL Scaffolding Opportunities. Upon first glance, the Notices seem to be more of an alert to a place in the lesson cycle where an adaptation might be needed, and the Scaffolding Opportunities appears to provide a bit of advice for what might work to accommodate ELs at a certain point in the lesson. Before we began to delve into teacher interviews to better understand how teachers were actually accommodating for their ELs, we

needed to take a closer look at the adaptations provided by C3WP resources themselves. In order to accurately analyze the adaptations listed, we first read through every ELL Notice/Tip section in the entire C3WP resources. After our first read, we went through and began to label by theme the adaptations or suggested interventions mentioned within the Notice/Tips sections. It is important to note that we created a code strictly based on what was mentioned explicitly in the ELL Notice/Tips section, and not what was listed (or what we could infer) in the scripted lessons. After creating our coding system based on the type of adaptation mentioned, we went through the listed ELL Notice/Tips sections once again, and noted the frequency of each presented adaptation. Our goal was to establish a baseline of what C3WP established as its most frequently suggested ELL interventions. Our findings are documented in Figure 1, listed numerically from most frequently used adaptations to least frequently used adaptations.

Figure 1 illustrates a starting point as we began to analyze the C3WP bank of resources for its ability to accommodate for the ESL population; however, it is important to fully understand what these codes mean in context. It is evident from our chart that the use of modeling and engaging students in metacognitive tasks is the most frequently promoted accommodation, followed closely by vocabulary reinforcement, visuals, lexico-grammatical support (drawing attention to the language function present in any given task), and activating prior knowledge. In the following tables we will provide specific examples of some of the highly promoted accommodations, pulled from the C3WP resources themselves, of the actual language used in the EL Notices/Tips throughout the units and embedded lessons.

In reflecting on the described EL recommendations, we agreed that they succeeded in recognizing the likely linguistic

Type of Adaptation	Frequency of Adaptation	Type of Adaptation	Frequency of Adaptation
Modeling/metacognition	11	Oral rehearsal	5
Vocabulary reinforcement	9	Structured interaction	5
Visuals	7	Graphic organizer	5
Lexicogrammatical support	7	Peer rehearsal	4
Activating prior knowledge	7	Writing fluency	3
Time to process	6	Utilization of L1	2
Auditory reinforcement	6	Kinesthetic learning	1
Building background	6	Manipulatives	1
Cultural relevance	6	Chunking	1

Figure 1. Type and frequency of C3WP EL Adaptations

Table 1*ELL Notices/Tips***Example 1: “Ranking Evidence” ELL Style Note 16**

ELL Note: Using a video is a strategy that helps build background knowledge and vocabulary for ELL students if possible, provide subtitles and a hardcopy of transcript to help with auditory discrimination.

I Do, We Do strategy provides a model and is a way to scaffold reading processes.

As a team, we coded this EL Notice/Tip for the following four adaptations: visuals, modeling/metacognition, auditory reinforcement, and building background knowledge.

Example 2: “Curating to Counter” ELL Style Note 21

ELL Note: Anchor Charts are great examples of one way to explicitly teach language and content and allow a resource to refer back to for ELL students. Modeling of thinking, language, and perspectives by teachers and students provides a rich environment for language acquisition for ELL students.

This specific EL Notice/Tip was categorized by the following accommodations: modeling/metacognition, graphic organizer, visuals, and vocabulary reinforcement.

Example 3: “Coming to Terms with Opposing Viewpoints” ELL Style Note 24

ELL Note: Students from different cultures are taught to interact differently, not disagree or question. This particular activity provides an opportunity to explicitly teach students not only about our language but about a cultural norm they may not be aware of. It is very powerful for ELL students to hear they have “permission” to question or disagree. Interaction with a text on their own provides a model for how they can interact in a spoken conversation. Sentence stems may be useful here if any student is struggling with how to talk with the text.

Our team broke this EL Notice/Tip down into the following five categories of accommodations: cultural-relevance, building background knowledge, modeling/metacognition, lexico-grammatical support (sentence frames), and activating prior knowledge.

challenges that ELs would encounter while working through these rigorous instructional materials. However, while well-meaning, these suggestions do little to guide teachers toward specific, actionable accommodations that are essential for alleviating the linguistic barriers for this kind of intensive academic work while ensuring cultural and linguistic relevance. As we attempted to make our own teaching more linguistically and culturally responsive through adopting meaningful EL adaptations, we found ourselves going beyond these basic suggestions made by C3WP. We also challenged ourselves to think beyond access-increasing adaptations and work toward asset-based framing.

For instance, in a cycle on Writing and Revising Claims that simply highlights the usefulness of a layered writing activity for ELs, Katelyn found herself also creating graphic organizers, engaging students in structured Power Points to pre-teach academic vocabulary, modeling of how to annotate for purpose, and implementing a color-coded system to make thinking more visible and to create routines in order to meet the needs of her ELs. Similarly, in the initial lesson for the cycle on Connecting Evidence to Claims, the resources merely

emphasize the benefits of building background knowledge as a scaffolding technique for ELs; however, Rachel also created guiding Power Points and corresponding individual handouts to ensure visual supports and multiple opportunities for input, creating graphic organizers, and pre-teaching academic vocabulary. All three teacher researchers created and implemented similar scaffolds across the units that went above and beyond the suggested adaptations in the C3WP resources in order to ensure access for our EL populations. We also challenged ourselves to seek out opportunities to frame the cultural differences not solely as opportunities for our ELs to get closer to the mastery of their target language, but also as opportunities for our domestic learners to broaden their horizons about other cultural norms. As we compared notes about our own adaptation and implementation process, we became more curious about how other C3WP implementers enact relevant adaptations. Consequently, we developed a small-scale case study research project that we will describe next.

Examining ESL Teachers' C3WP Adaptations for Increased Cultural and Linguistic Responsiveness

Building on the insights gleaned from our own experience with adapting C3WP materials for ELs and the analysis of the existing C3WP adaptations, we decided to qualitatively examine three additional teachers' EL adaptations in the C3WP units, focusing on their conceptualizations of effective practices while planning and carrying out C3WP lesson cycles. We triangulated the interview data with these three teachers with sample lesson plans provided by the three teachers. This provided us with concrete and tangible examples of the adaptations they used within their instructional sequences. Participants for interviews were chosen based on their experience implementing the C3WP curriculum with ELs in their classrooms. More specifically, all of the participants were a part of the WritEL research grant, that studied the impact of C3WP instruction on English language learners. The chosen participant names are pseudonyms.

- Tanya is a teacher of 9th and 11th grade mainstream English. She has 8 years of experience working with ELs and has recently completed a graduate TESOL program. The ELs in her classroom vary in their ability, but most at the emergent level in their writing and reading proficiency. She has two years of experience implementing the C3WP curriculum.
- Julia is a teacher of 10th grade sheltered English. She has over 10 years of experience with ELs and has had multiple teaching jobs with a range of student ability levels from newcomers to mainstream. This is her second year implementing the C3WP curriculum and has a variety of levels in her classroom at one time, making it challenging sometimes to properly accommodate, considering her accommodations tend to be a little more one-on-one than whole-group.
- Carol implemented the C3WP curriculum for two years in her 9th grade class; during the time of the interview, she was working as an Instructional Coach for teachers implementing the curriculum. She has 6 years of teaching experience, one of which she taught in South Korea in an EFL environment. Although her current coaching position removes her from the classroom, she still works with EL students in an after-school program that allows her to implement the C3WP curriculum.

We conducted one in-depth interview with each teacher. During these interviews, we started with questions regarding teacher background, what schools and demographics they work at/with, and what their experience is with ELs. After an introductory phase, we moved into questions surrounding their use of the C3WP resources, their understanding of EL adaptations provided, and their most frequently chosen accommodations besides the ones given in the cycles. The interviews concluded with an analysis of personal lessons sent to us prior to the interview, as well as their initial thoughts regarding our ESL adaptation frequency chart.

While each of the interviewed educators provided us with a wide variety of sample lesson plans, we noticed that all three had provided material from C3WP's Connecting Evidence to Claims unit. This unit is preceded by Writing and Revising Claims, which challenges students to critically read nonfiction texts from varying viewpoints, and develop their own nuanced claim. The overarching goal of Connecting Evidence to Claims is identifying evidence to support a claim, and providing commentary to support their reasoning—a skill set recognized as important in secondary writers' success (Lennon, 2019; Kurtze, 2019; Smith, 2019). All of the teachers chose to implement this unit with the provided text set revolving around the use of social media. For the purposes of this study, we were interested in analyzing how each teacher implemented and adapted these materials. All of the educators remained true to the provided articles curated by C3WP, and it was evident that each of them had used the lesson templates provided as the foundation of their adapted lesson plans for the unit. We transcribed each interview and analyzed it for common themes around C3WP EL adaptations, using thematic analysis framework that helps identify and interpret key themes (Braun & Clarke, 2008). We also read over the provided lesson plans, highlighted key EL accommodations, and invited the teachers to comment on these during the interviews, focusing on the extent to which they effectively met the needs of ELs.

In commenting on the EL adaptations within the C3WP curriculum, the three interviewed teachers agreed unanimously that they viewed these more as "advice" or "signposts" for teachers who otherwise would not think about adapting for their EL students; however, they are not applicative accommodations that can easily be implemented immediately into a lesson in order to make it more EL friendly. Tanya, whose prior background in ESL and recent graduate TESOL credentials prepared her well for working

with ELs, referred to the ELL Tips in C3WP as “informative about ESL Theory, and not really actionable modifications or accommodations.” Carol too did not view the available modifications as “real and authentic” that make C3WP an “ESL-friendly curriculum.” She, like Julia and Tanya, found herself having to “extend [the modifications] way beyond what was provided.”

The most prevalent original adaptation present in each of the lessons was the guiding PowerPoint or Google Slide presentation created by each educator to scaffold every step of the provided lesson sequence. While C3WP includes suggested guiding questions and areas to scaffold, it does not include a visually-supported presentation that encompasses the entire sequence of activities to guide students through the lesson development. According to our theory-informed pedagogical experience and the views shared by the interviewed teachers, creating these guiding and scaffolded presentations is often the first step in the planning process when it comes to adapting the C3WP units for ELs. This provides such ELs an opportunity to benefit from understanding the objectives of activities and drawing upon additional linguistic and visual or multimedia supports to accompany primarily traditional oral teaching in terms of both content-area learning and directions to activities (e.g., Short, et al., 2011).

In recognition of the EL needs for understanding the organizational structure of the units and receiving additional instructional and linguistic supports, each instructor developed an original slide-based presentation that included sentence frames, visuals, guided vocabulary, and clear and concise directions. According to Tanya, “with planning, I think that’s the most important thing to know what is the main goal of the unit, and what are the main steps to get there.” This was evident in the lessons provided by Tanya, as her Google Slides presentation started by giving students a very clear presentation of the end goal of the unit, and an outline of the procedures they would follow to reach those goals. Carol articulated a similar thought, “I have this skeleton and topic, now I need to bring in the meat and muscles and the skin to make that nice lesson very deliverable to my students.” This was reflected by Julia, “So that might come into the planning process as a jumping off point, but I needed to create the actual accommodation based on what the EL Notice was. But it was definitely just a jumping off point.” All of the instructors also mentioned that these presentations created with detailed directions and scaffolded steps also served as a guide for EL students to come back to when they

needed lesson reinforcement, or if they missed a section of the sequence. Taking the time to use foresight and planning when it comes to the language learners in the classroom was a crucial component to the modification of the C3WP lessons.

Building background knowledge was another key EL adaptation mentioned by all three interviewed teachers, which reflects teachers’ understanding of foundational cultural responsiveness. While several of the teachers created guiding questions that were designed to get students thinking or writing about a topic, they also utilized carefully curated videos to introduce a concept. One educator, Tanya, took her background building a step further, “They also did very explicit and intentional cultural comparisons, or maybe you could call it culturally relevant education, by looking at social media use in different countries and across cultures. One thing that I can remember is one student talked about how most people from her country used WhatsApp as a form of communication.” Using the C3WP topic of social media, Tanya was able to allow her ELs the opportunity to connect with the material from the lens of their own cultural backgrounds, putting ELs in the asset-based position of experts with additional cultural knowledge.

A final EL adaptation that stirred dilemmas among the three teachers has to do with increasing access to the complex, rigorous readings upon which C3WP work rests. On one hand, the three teachers, especially when working with ELs at WIDA 1, 2, and low 3 levels, felt that expecting ELs to process and use the original texts sets was unrealistic. On the other hand, they appeared conflicted about “watering down” the materials and potentially depriving ELs of the opportunity to engage in complex academic thinking and conversations. Because C3WP teaches specific argument skills and moves with each text set, it is problematic when teachers reduce the lexile level or substitute different texts; this often removes the evidence needed to execute the required skill. More research is needed to examine whether certain linguistically responsive strategies such as working with machine translation, bilingual dictionaries, or writing in L1 may provide a workable adaptation in some cases. Of the various possible adaptations, Tanya relied on strategically pairing students in a buddy reading system and using jigsaw that allowed ELs to read a smaller part of a long text. Julia preferred chunking information and modeling reading with graphic organizers.

Relating EL Adaptations Study Insights to Culturally and Linguistically Responsive Pedagogy

Without doubt, C3WP is a rigorous academic literacy program that prepares secondary writers for college and career success. Additionally, its focus on the development of critical thinking and argument writing skills can promote democratic and civil discourse (Ford & Kioussis, 2019). However, when evaluated from the second language literacy or linguistically and culturally responsive pedagogy perspectives, the program could provide much more specificity to guide teachers in adapting the resources for ELs or in helping teachers leverage learners' multicultural and multilingual capital. Beyond acknowledging areas that may pose difficulty and providing basic strategies or tips, recommendations for actionable, specific adaptations would go a long way in ensuring ELs' access to the C3WP instructional materials. This could support greater achievement by English learners in one of the most academically challenging areas and position them for further success later in high school and in university studies.

We hope that the insights gleaned from our resource analysis and interviews with the three teachers in our study can serve as useful starting points to creating specific, actionable, and culturally and linguistically responsive supports for ELs. Specifically, as our study suggests, pre-developed guiding presentations that include useful supports for ELs such as added visuals, pre-taught key vocabulary from the text sets, opportunities for translanguaging, and guiding discussion questions that support ELs and amplify assets of ELs, would greatly benefit teachers in supporting ELs while easing lesson preparation. Other research has also uncovered additional adaptations that may support EL students such as availability of translators and extended time for tasks (e.g., Cranford, 2018). Since these two adaptations were not mentioned by the three participants in our study, we recommend that future research with more teachers in different contexts is conducted to help materials developers design and prioritize EL adaptations. Additionally, creating an EL specific repository where teachers who create instructional adaptations could share their work would be welcome and appreciated by colleagues who may not be as familiar with working with ELs. While the three participants in our study had the opportunity to share resources, even develop resources together as part of their graduate coursework and participation in the grant-funded research project, many teachers find themselves isolated when preparing lessons, collectively recreating the same wheel.

One final, important concept relevant to EL adaptations to consider in light of our findings is cultural and linguistic responsiveness. C3WP has been praised for “thoughtfully anticipat[ing] culturally relevant adaptations” and “encourag[ing] teachers to make the program more culturally relevant by swapping text sets and providing students autonomy through choice” (Ford & Kioussis, 2019, p. 55). And while we agree that these concepts and adaptations have potential when it comes to fostering cultural and linguistic responsiveness, available materials fall short of extending these considerations to ELs specifically. The main premise of culturally responsive pedagogy is to cultivate students' pride in all their languages, cultures, and communities and yet, EL tips included in C3WP commentary sections do not offer guidance for teachers on how to capitalize on the multilingual and multicultural assets that ELs bring to the classroom community.

Similarly, as our study suggests, while the remedial adaptations aimed at increasing access to texts are on the teachers' minds, teachers may be less able to shift between the practical, deficit-oriented, remedial instruction to the more culturally and linguistically responsive, asset-oriented, agentive practice. Of the three teachers in our study, two found a way of extending a text set in a way that positioned ELs as students with an advantage implied from their multilingual and multicultural backgrounds. Tanya followed up a survey on social media with having students consider social media use across cultures. This opened up a series of discussions that allowed U.S.-born students to learn about intercultural issues such as preference for WhatsApp as a form of communication. Similarly, Carol extended a unit on ranking evidence by asking ELs to share their knowledge about homework practices across cultures—an idea she adapted from a colleague who had initially designed it in an attempt to make this unit more culturally responsive.

One of the multiple recommendations for C3WP that was brought up by the three teachers in our study, and one that we agree with, is that guiding PowerPoint or Google Slide presentations be added. These materials for teachers could alleviate lesson planning for teachers by including adaptations designed to increase EL access and include opportunities for translanguaging (e.g., by including keywords in different languages or encouraging students to rephrase key information) and discussion prompts designed to tap into ELs' assets via reframing the cultural pointers (see EL Example 3 on p. 8) from “teaching moments for ELs” to

“horizon broadening moments for all students.” Creating spaces for comparisons of diverse, cross-cultural perspectives or international data can go a long way in helping ELs develop identities as competent global citizens who have unique insights to contribute, rather than maintaining their identities as struggling students with linguistic and cultural gaps to overcome. This strengths-based approach is foundational to the National Writing Project’s belief system, and further development of the EL adaptations in C3WP would realize it more fully for all students.

To conclude, C3WP program stands to gain from developing specific, actionable EL adaptations for increasing access to the complex texts and topics in their argument units or creating a sharing platform for teachers who do so to share their work with colleagues. Simultaneously, we recommend that C3WP materials developers balance out these important access-increasing, remedially-oriented linguistic and cultural adaptations with guidance for amplifying EL voices through projects and discussion questions that are designed to draw out these students’ multilingual and multicultural capacities, thus ensuring educational growth and promotion of culturally and linguistically responsive pedagogy for all students.

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Appendix	
<p>What is C3WP?</p> <p>An intensive professional development program that provides teachers with instructional resources and formative assessment tools for the teaching of evidence-based argument writing.</p> <p>C3WP Cycles of Instruction</p>	<p>Professional Development Resources</p> <p>Reading About Writing Arguments</p> <p>Supporting Formative Assessments</p> <p>Workshop Designs & Tools</p>
<p>Instructional Resources</p> <p>C3WP Instructional Guide</p> <p>Routine Argument Writing</p> <p>Upper Elementary</p> <p>Instructional Resources</p> <p>Secondary Instructional Guide</p>	<p>Formative Assessment</p> <p>Focusing formative assessment on a small number of skills or "moves" with writing, rather than all possible revisions and edits, can help writers improve their writing and internalize new writing practices and strategies.</p> <p>Formative assessment as part of a cycle of writing and learning</p> <p>Using Sources Tool</p> <p>Claim, Evidence & Reasoning Protocol</p>