

English Now! C

Unit 6

Common Core Standards

Grades 9-12



LESSON 1

Objectives

- ___ Did I listen attentively to the words of the warm-up music?
- ___ Did I understand the meanings of the warm-up commands?
- ___ Did I perform the warm-up commands?
- ___ Did I follow the procedures for partner share?
- ___ Did I orally compose new warm-up commands?
- ___ Did I read the warm-up commands?

Speaking and Listening Standards (9-12)

Comprehension and Collaboration

- SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- SL.9-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.9-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (6-12)

Comprehension and Collaboration

- CCR.9-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, orally.

Presentation of Knowledge and Ideas

- CCR.9-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.9-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (9-12)

Conventions of Standard English

- Lan.9-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

- Lan.9-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Language Standards (9-12) Continued

Vocabulary Acquisition and Use

- Lan.9-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from range of strategies.
- Lan.9-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Anchor Standards for Language (CCR) (6-12)

Conventions of Standard English

- CCR.9-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

- CCR.9-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.9-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- CCR.9-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCR.9-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Informational Text (9-12)

Craft and Structure

- RSIT.9-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Range of Reading and Level of Text complexity

- RSIT.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RSIT.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (CCR) (6-12)

Key Ideas and Details

- CCR.9-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

CCR.9-12.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Integration of Knowledge and Ideas

CCR.9-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

CCR.9-12.10 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 2

Objectives

- ___ Did I hear Tony's and Susana's *listening to myself* thoughts?
- ___ Did I listen to my own thoughts and feelings about warming up?
- ___ Did I speak in complete sentences?
- ___ Did I write a response to the warm-up?
- ___ Did I read and understand the meanings of phrases about movement?
- ___ Did I read my own writing?

Speaking and Listening Standards (9-12)

Comprehension and Collaboration

- SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- SL.9-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.9-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (6-12)

Comprehension and Collaboration

- CCR.9-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, orally.

Presentation of Knowledge and Ideas

- CCR.9-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.9-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (9-12)

Conventions of Standard English

- Lan.9-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.9-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.9-12.2c Spell correctly.

Language Standards (9-12) Continued

Knowledge of Language

- Lan.9-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- Lan.9-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from range of strategies.
- Lan.9-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Anchor Standards for Language (CCR) (6-12)

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Vocabulary Acquisition and Use

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- CCR.9-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing Standards (9-12)

Production and Distribution of Writing

- WR.9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing

- WR.9-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12)

Production and Distribution of Writing

CCR.9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing

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Reading Standards for Informational Text (9-12)

Craft and Structure

RSIT.9-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Range of Reading and Level of Text complexity

RSIT.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RSIT.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (CCR) (6-12)

Key Ideas and Details

CCR.9-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

CCR.9-12.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Integration of Knowledge and Ideas

CCR.9-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

CCR.9-12.10 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 3

Objectives

- ___ Did I pose and perform commands?
- ___ Did I speak in complete sentences using contraction forms?
- ___ Did I speak in complete sentences using future, present continuous, and past tense forms?
- ___ Did I orally compose a narrative using the forms I learned?
- ___ Did I write a narrative using the forms I learned?
- ___ Did I read my own writing?

Speaking and Listening Standards (9-12)

Comprehension and Collaboration

- SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- SL.9-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.9-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (6-12)

Comprehension and Collaboration

- CCR.9-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, orally.

Presentation of Knowledge and Ideas

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- CCR.9-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (9-12)

Conventions of Standard English

- Lan.9-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.9-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.9-12.2c Spell correctly.

Language Standards (9-12) Continued

Knowledge of Language

- Lan.9-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- Lan.9-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from range of strategies.
- Lan.9-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Anchor Standards for Language (CCR) (6-12)

Conventions of Standard English

- CCR.9-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.9-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.9-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.9-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- CCR.9-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCR.9-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing Standards (9-12)

Text Types and Purposes

- WR.9-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- WR.9-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Production and Distribution of Writing

- WR.9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing

- WR.9-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12)

Text Types and Purposes

CCR.9-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

CCR.9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.9-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

CCR.9-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

CCR.9-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading Standards for Informational Text (9-12)

Craft and Structure

RSIT.9-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Range of Reading and Level of Text complexity

RSIT.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RSIT.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (CCR) (6-12)

Key Ideas and Details

CCR.9-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

CCR.9-12.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Integration of Knowledge and Ideas

CCR.9-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

CCR.9-12.10 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 4

Objectives

- ___ Did I understand the meanings of idioms?
- ___ Did I follow task directions?
- ___ Did I create oral sentences using idioms?
- ___ Did I restate the meanings of the idioms under study?
- ___ Did I write sentences using idioms?
- ___ Did I read my own sentences and those written by others?

Speaking and Listening Standards (9-12)

Comprehension and Collaboration

- SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- SL.9-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.9-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (6-12)

Comprehension and Collaboration

- CCR.9-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, orally.

Presentation of Knowledge and Ideas

- CCR.9-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.9-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (9-12)

Conventions of Standard English

- Lan.9-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.9-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.9-12.2c Spell correctly.

Language Standards (9-12) Continued

Knowledge of Language

- Lan.9-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- Lan.9-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from range of strategies.
- Lan.9-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Anchor Standards for Language (CCR) (6-12)

Conventions of Standard English

- CCR.9-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.9-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.9-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.9-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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Writing Standards (9-12)

Text Types and Purposes

- WR.9-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- WR.9-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Production and Distribution of Writing

- WR.9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing

- WR.9-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12)

Text Types and Purposes

CCR.9-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

CCR.9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.9-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

CCR.9-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

CCR.9-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading Standards for Informational Text (9-12)

Craft and Structure

RSIT.9-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Range of Reading and Level of Text complexity

RSIT.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RSIT.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (CCR) (6-12)

Key Ideas and Details

CCR.9-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

CCR.9-12.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Integration of Knowledge and Ideas

CCR.9-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

CCR.9-12.10 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 5

Objectives

- ___ Did I listen to and understand the dialogue in *Clara's Visit*?
- ___ Did I collaborate with classmates to create an innovation to the dialogue?
- ___ Did I orally rehearse my part?
- ___ Did I perform the innovation to the dialogue with my triad according to performance expectations?
- ___ Did I write an innovation to the dialogue with my triad?
- ___ Did I read my lines dramatically?

Speaking and Listening Standards (9-12)

Comprehension and Collaboration

- SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- SL.9-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.9-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (6-12)

Comprehension and Collaboration

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Language Standards (9-12)

Conventions of Standard English

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- Lan.9-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.9-12.2c Spell correctly.

Language Standards (9-12) Continued

Knowledge of Language

- Lan.9-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- Lan.9-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from range of strategies.
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College and Career Readiness Anchor Standards for Language (CCR) (6-12)

Conventions of Standard English

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Writing Standards (9-12)

Text Types and Purposes

- WR.9-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- WR.9-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Production and Distribution of Writing

- WR.9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing

- WR.9-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12)

Text Types and Purposes

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Production and Distribution of Writing

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CCR.9-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

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Range of Writing

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Reading Standards for Informational Text (9-12)

Craft and Structure

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College and Career Readiness Anchor Standards for Reading (CCR) (6-12)

Key Ideas and Details

CCR.9-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

CCR.9-12.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Integration of Knowledge and Ideas

CCR.9-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

CCR.9-12.10 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 6

Objectives

- ___ Did I share my writing plan?
- ___ Did I identify my audience?
- ___ Did I ask interview questions and gather information?
- ___ Did I complete my prewriting plan?
- ___ Did I take notes and gather information during the interview?
- ___ Did I read the interview questions?

Speaking and Listening Standards (9-12)

Comprehension and Collaboration

- SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-12.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Presentation of Knowledge and Ideas

- SL.9-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.9-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (6-12)

Comprehension and Collaboration

- CCR.9-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, orally.

Presentation of Knowledge and Ideas

- CCR.9-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.9-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (9-12)

Conventions of Standard English

- Lan.9-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.9-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.9-12.2c Spell correctly.

Language Standards (9-12) Continued

Knowledge of Language

- Lan.9-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- Lan.9-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from range of strategies.
- Lan.9-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Anchor Standards for Language (CCR) (6-12)

Conventions of Standard English

- CCR.9-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.9-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.9-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.9-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- CCR.9-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCR.9-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing Standards (9-12)

Text Types and Purposes

- WR.9-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- WR.9-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Production and Distribution of Writing

- WR.9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Writing Standards (9-12) Continued

Production and Distribution of Writing

WR.9-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing projects in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

WR.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate, demonstrating understanding of the subject under investigation.

Range of Writing

WR.9-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12)

Text Types and Purposes

CCR.9-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

CCR.9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.9-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

CCR.9-12.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCR.9-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

CCR.9-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading Standards for Informational Text (9-12)

Craft and Structure

RSIT.9-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Range of Reading and Level of Text complexity

RSIT.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RSIT.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Key Ideas and Details

CCR.9-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

CCR.9-12.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Integration of Knowledge and Ideas

CCR.9-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

CCR.9-12.10 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 7

Objectives

- ___ Did I orally rehearse my writing?
- ___ Did I write my fitness narrative?
- ___ Did I revise as I wrote?
- ___ Did I spell words and use capitals and end marks correctly?
- ___ Did I understand the text structure of my fitness narrative?
- ___ Did I read my own writing to my partner?

Speaking and Listening Standards (9-12)

Comprehension and Collaboration

- SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-12.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Presentation of Knowledge and Ideas

- SL.9-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.9-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (6-12)

Comprehension and Collaboration

- CCR.9-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, orally.

Presentation of Knowledge and Ideas

- CCR.9-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.9-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (9-12)

Conventions of Standard English

- Lan.9-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.9-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.9-12.2c Spell correctly.

Language Standards (9-12) Continued

Knowledge of Language

- Lan.9-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- Lan.9-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from range of strategies.
- Lan.9-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Anchor Standards for Language (CCR) (6-12)

Conventions of Standard English

- CCR.9-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.9-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.9-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.9-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- CCR.9-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCR.9-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing Standards (9-12)

Text Types and Purposes

- WR.9-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- WR.9-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Production and Distribution of Writing

- WR.9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Writing Standards (9-12) Continued

Production and Distribution of Writing

WR.9-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing projects in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

WR.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate, demonstrating understanding of the subject under investigation.

Range of Writing

WR.9-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12)

Text Types and Purposes

CCR.9-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

CCR.9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.9-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

CCR.9-12.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCR.9-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

CCR.9-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading Standards for Informational Text (9-12)

Craft and Structure

RSIT.9-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Range of Reading and Level of Text complexity

RSIT.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RSIT.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Key Ideas and Details

CCR.9-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

CCR.9-12.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Integration of Knowledge and Ideas

CCR.9-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

CCR.9-12.10 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 8

Objectives

- ___ Did I ask and answer questions?
- ___ Did I practice editing?
- ___ Did I edit my own writing?
- ___ Did I edit my partner's writing?
- ___ Did I read my own writing?
- ___ Did I follow my writing plan?

Speaking and Listening Standards (9-12)

Comprehension and Collaboration

- SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-12.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Presentation of Knowledge and Ideas

- SL.9-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.9-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (6-12)

Comprehension and Collaboration

- CCR.9-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, orally.

Presentation of Knowledge and Ideas

- CCR.9-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.9-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (9-12)

Conventions of Standard English

- Lan.9-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.9-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.9-12.2c Spell correctly.

Language Standards (9-12) Continued

Knowledge of Language

- Lan.9-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- Lan.9-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from range of strategies.
- Lan.9-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Anchor Standards for Language (CCR) (6-12)

Conventions of Standard English

- CCR.9-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.9-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.9-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.9-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- CCR.9-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCR.9-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing Standards (9-12)

Text Types and Purposes

- WR.9-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- WR.9-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Production and Distribution of Writing

- WR.9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Writing Standards (9-12) Continued

Production and Distribution of Writing

WR.9-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing projects in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

WR.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate, demonstrating understanding of the subject under investigation.

Range of Writing

WR.9-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12)

Text Types and Purposes

CCR.9-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

CCR.9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.9-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

CCR.9-12.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCR.9-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

CCR.9-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading Standards for Informational Text (9-12)

Craft and Structure

RSIT.9-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Range of Reading and Level of Text complexity

RSIT.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RSIT.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Key Ideas and Details

CCR.9-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

CCR.9-12.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Integration of Knowledge and Ideas

CCR.9-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

CCR.9-12.10 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 9

Objectives

- ___ Did I ask and answer questions?
- ___ Did I listen to the teacher explain the difference between a rough draft and a final draft?
- ___ Did I rewrite my fitness narrative?
- ___ Did I transfer corrections from the rough draft to the final paper?
- ___ Did I read my own writing?
- ___ Did I follow my writing plan?

Speaking and Listening Standards (9-12)

Comprehension and Collaboration

- SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-12.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Presentation of Knowledge and Ideas

- SL.9-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.9-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (6-12)

Comprehension and Collaboration

- CCR.9-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, orally.

Presentation of Knowledge and Ideas

- CCR.9-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.9-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (9-12)

Conventions of Standard English

- Lan.9-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.9-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.9-12.2c Spell correctly.

Language Standards (9-12) Continued

Knowledge of Language

- Lan.9-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- Lan.9-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from range of strategies.
- Lan.9-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Anchor Standards for Language (CCR) (6-12)

Conventions of Standard English

- CCR.9-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.9-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.9-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.9-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- CCR.9-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCR.9-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing Standards (9-12)

Text Types and Purposes

- WR.9-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- WR.9-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Production and Distribution of Writing

- WR.9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Writing Standards (9-12) Continued

Production and Distribution of Writing

WR.9-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing projects in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

WR.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate, demonstrating understanding of the subject under investigation.

Range of Writing

WR.9-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12)

Text Types and Purposes

CCR.9-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

CCR.9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.9-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

CCR.9-12.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCR.9-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

CCR.9-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading Standards for Informational Text (9-12)

Craft and Structure

RSIT.9-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Range of Reading and Level of Text complexity

RSIT.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RSIT.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Key Ideas and Details

CCR.9-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

CCR.9-12.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Integration of Knowledge and Ideas

CCR.9-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

CCR.9-12.10 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 10

Objectives

- ___ Did I talk about my audience?
- ___ Did I ask and answer questions?
- ___ Did I make an oral presentation of my published work?
- ___ Did I publish my work?
- ___ Did I read my own writing?
- ___ Did I follow my writing plan?

Speaking and Listening Standards (9-12)

Comprehension and Collaboration

- SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-12.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Presentation of Knowledge and Ideas

- SL.9-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.9-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (6-12)

Comprehension and Collaboration

- CCR.9-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, orally.

Presentation of Knowledge and Ideas

- CCR.9-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.9-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (9-12)

Conventions of Standard English

- Lan.9-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.9-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.9-12.2c Spell correctly.

Language Standards (9-12) Continued

Knowledge of Language

- Lan.9-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- Lan.9-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from range of strategies.
- Lan.9-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Anchor Standards for Language (CCR) (6-12)

Conventions of Standard English

- CCR.9-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.9-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.9-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.9-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- CCR.9-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCR.9-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing Standards (9-12)

Text Types and Purposes

- WR.9-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- WR.9-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Production and Distribution of Writing

- WR.9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Writing Standards (9-12) Continued

Production and Distribution of Writing

WR.9-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing projects in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

WR.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate, demonstrating understanding of the subject under investigation.

Range of Writing

WR.9-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12)

Text Types and Purposes

CCR.9-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

CCR.9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.9-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

CCR.9-12.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCR.9-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

CCR.9-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading Standards for Informational Text (9-12)

Craft and Structure

RSIT.9-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Range of Reading and Level of Text complexity

RSIT.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RSIT.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Key Ideas and Details

CCR.9-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

CCR.9-12.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Integration of Knowledge and Ideas

CCR.9-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

CCR.9-12.10 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 11

Objectives

- ___ Did I listen to and understand the information about *physical fitness*?
- ___ Did I use physical fitness words and phrases in my own sentences?
- ___ Did I write about physical fitness?
- ___ Did I use titles and illustrations to make inferences?
- ___ Did I read the text fluently?
- ___ Did I read, understand, and use the new vocabulary?

Speaking and Listening Standards (9-12)

Comprehension and Collaboration

- SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-12.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Presentation of Knowledge and Ideas

- SL.9-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.9-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (6-12)

Comprehension and Collaboration

- CCR.9-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, orally.

Presentation of Knowledge and Ideas

- CCR.9-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.9-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (9-12)

Conventions of Standard English

- Lan.9-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.9-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.9-12.2c Spell correctly.

Language Standards (9-12) Continued

Knowledge of Language

- Lan.9-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- Lan.9-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from range of strategies.
- Lan.9-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Anchor Standards for Language (CCR) (6-12)

Conventions of Standard English

- CCR.9-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.9-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.9-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.9-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- CCR.9-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCR.9-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing Standards (9-12)

Text Types and Purposes

- WR.9-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- WR.9-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Production and Distribution of Writing

- WR.9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Writing Standards (9-12) Continued

Production and Distribution of Writing

WR.9-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing projects in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

WR.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate, demonstrating understanding of the subject under investigation.

Range of Writing

WR.9-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12)

Text Types and Purposes

CCR.9-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

CCR.9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.9-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

CCR.9-12.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCR.9-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

CCR.9-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading Standards for Informational Text (9-12)

Craft and Structure

RSIT.9-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Range of Reading and Level of Text complexity

RSIT.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RSIT.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Key Ideas and Details

CCR.9-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

CCR.9-12.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Integration of Knowledge and Ideas

CCR.9-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

CCR.9-12.10 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 12

Objectives

- ___ Did I listen to and understand the information about aerobic exercise?
- ___ Did I use *aerobics* words and phrases in my own sentences during partner share?
- ___ Did I write *right there* and *think and search* questions and answers?
- ___ Did I read the text fluently?
- ___ Did I read and show my understanding of the relationships between questions and answers by locating the answers in the text?
- ___ Did I read, understand, and follow written instructions?

Speaking and Listening Standards (9-12)

Comprehension and Collaboration

- SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-12.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Presentation of Knowledge and Ideas

- SL.9-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.9-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (6-12)

Comprehension and Collaboration

- CCR.9-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, orally.

Presentation of Knowledge and Ideas

- CCR.9-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.9-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (9-12)

Conventions of Standard English

- Lan.9-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Language Standards (9-12) Continued

Conventions of Standard English

Lan.9-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Lan.9-12.2c Spell correctly.

Knowledge of Language

Lan.9-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

Lan.9-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from range of strategies.

Lan.9-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Anchor Standards for Language (CCR) (6-12)

Conventions of Standard English

CCR.9-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCR.9-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

CCR.9-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

CCR.9-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCR.9-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCR.9-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing Standards (9-12)

Text Types and Purposes

WR.9-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

WR.9-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Writing Standards (9-12) Continued

Production and Distribution of Writing

- WR.9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WR.9-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing projects in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

- WR.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate, demonstrating understanding of the subject under investigation.

Range of Writing

- WR.9-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12)

Text Types and Purposes

- CCR.9-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

- CCR.9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.9-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- CCR.9-12.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCR.9-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- CCR.9-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading Standards for Informational Text (9-12)

Key Ideas and Details

- RSIT.9-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Reading Standards for Informational Text (9-12) Continued

Key Ideas and Details

- RSIT.9-12.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Craft and Structure

- RSIT.9-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Range of Reading and Level of Text complexity

- RSIT.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RSIT.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (CCR) (6-12)

Key Ideas and Details

- CCR.9-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.9-12.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- CCR.9-12.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Integration of Knowledge and Ideas

- CCR.9-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

- CCR.9-12.10 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 13

Objectives

- Did I listen to and understand the teacher's explanation of think and search question-answer relationships?
- Did I show that I understood flexibility and its importance to a fitness program?
- Did I write a response to what I learned about flexibility?
- Did I read the text fluently?
- Did I show my comprehension of the text by answering think and search questions?
- Did I read, understand, and follow written instructions?

Speaking and Listening Standards (9-12)

Comprehension and Collaboration

- SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-12.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Presentation of Knowledge and Ideas

- SL.9-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.9-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (6-12)

Comprehension and Collaboration

- CCR.9-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, orally.

Presentation of Knowledge and Ideas

- CCR.9-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.9-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (9-12)

Conventions of Standard English

- Lan.9-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Language Standards (9-12) Continued

Conventions of Standard English

Lan.9-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Lan.9-12.2c Spell correctly.

Knowledge of Language

Lan.9-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

Lan.9-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from range of strategies.

Lan.9-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Anchor Standards for Language (CCR) (6-12)

Conventions of Standard English

CCR.9-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCR.9-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

CCR.9-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

CCR.9-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCR.9-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCR.9-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing Standards (9-12)

Text Types and Purposes

WR.9-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

WR.9-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Writing Standards (9-12) Continued

Production and Distribution of Writing

- WR.9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WR.9-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing projects in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

- WR.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate, demonstrating understanding of the subject under investigation.

Range of Writing

- WR.9-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12)

Text Types and Purposes

- CCR.9-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

- CCR.9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.9-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- CCR.9-12.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCR.9-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- CCR.9-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading Standards for Informational Text (9-12)

Key Ideas and Details

- RSIT.9-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Reading Standards for Informational Text (9-12) Continued

Key Ideas and Details

- RSIT.9-12.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Craft and Structure

- RSIT.9-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Range of Reading and Level of Text complexity

- RSIT.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RSIT.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (CCR) (6-12)

Key Ideas and Details

- CCR.9-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.9-12.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- CCR.9-12.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Integration of Knowledge and Ideas

- CCR.9-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

- CCR.9-12.10 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 14

Objectives

- ___ Did I listen to and understand the teacher's explanation of *think and search* question-answer relationships?
- ___ Did I show that I understood the concept of strength training and its importance to a fitness program?
- ___ Did I write my research findings about strength training?
- ___ Did I read the text fluently?
- ___ Did I show my comprehension of the text by answering *think and search* questions?
- ___ Did I read, understand, and follow written instructions?

Speaking and Listening Standards (9-12)

Comprehension and Collaboration

- SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-12.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Presentation of Knowledge and Ideas

- SL.9-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.9-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (6-12)

Comprehension and Collaboration

- CCR.9-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, orally.

Presentation of Knowledge and Ideas

- CCR.9-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.9-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (9-12)

Conventions of Standard English

- Lan.9-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Language Standards (9-12) Continued

Conventions of Standard English

Lan.9-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Lan.9-12.2c Spell correctly.

Knowledge of Language

Lan.9-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

Lan.9-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from range of strategies.

Lan.9-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Anchor Standards for Language (CCR) (6-12)

Conventions of Standard English

CCR.9-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCR.9-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

CCR.9-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

CCR.9-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCR.9-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCR.9-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing Standards (9-12)

Text Types and Purposes

WR.9-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Production and Distribution of Writing

WR.9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Writing Standards (9-12) Continued

Production and Distribution of Writing

- WR.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WR.9-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing projects in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

- WR.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate, demonstrating understanding of the subject under investigation.

Range of Writing

- WR.9-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12)

Production and Distribution of Writing

- CCR.9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.9-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- CCR.9-12.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCR.9-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- CCR.9-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading Standards for Informational Text (9-12)

Key Ideas and Details

- RSIT.9-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RSIT.9-12.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Craft and Structure

- RSIT.9-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Reading Standards for Informational Text (9-12) Continued

Range of Reading and Level of Text complexity

- RSIT.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RSIT.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (CCR) (6-12)

Key Ideas and Details

- CCR.9-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.9-12.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- CCR.9-12.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Integration of Knowledge and Ideas

- CCR.9-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

- CCR.9-12.10 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 15

Objectives

- ___ Did I show my understanding of a *physical fitness* plan by asking and answering questions?
- ___ Did I share my physical fitness plan with a partner?
- ___ Did I write a physical fitness plan?
- ___ Did I read the text fluently?
- ___ Did I show my understanding of physical fitness by reviewing the *fitness tips* with my partner?
- ___ Did I read, understand, and follow written instructions?

Speaking and Listening Standards (9-12)

Comprehension and Collaboration

- SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-12.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Presentation of Knowledge and Ideas

- SL.9-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.9-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (6-12)

Comprehension and Collaboration

- CCR.9-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, orally.

Presentation of Knowledge and Ideas

- CCR.9-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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Language Standards (9-12)

Conventions of Standard English

- Lan.9-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Language Standards (9-12) Continued

Conventions of Standard English

Lan.9-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Lan.9-12.2c Spell correctly.

Knowledge of Language

Lan.9-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

Lan.9-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from range of strategies.

Lan.9-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Anchor Standards for Language (CCR) (6-12)

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Knowledge of Language

CCR.9-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

CCR.9-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCR.9-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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Writing Standards (9-12) Continued

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Range of Writing

- WR.9-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12)

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- CCR.9-12.10 Read and comprehend complex literary and informational texts independently and proficiently.