

English Now! Preparatory Expository Writing

Common Core Standards

Grades 11-12



LESSON 1 – ASKING AND ANSWERING QUESTIONS

OBJECTIVES

Listening and Speaking

- Did I listen attentively to the explanation of *asking and answering questions*?
- Did I use my Question Cue Card to ask and answer questions?

Reading

- Did I read along as the expository essay, “Like a Monkey” was being read?

Writing

- Did I reflect and write about what I did well in this lesson?
- Did I reflect and write about what I need to improve?

Speaking and Listening Standards (11-12)

Comprehension and Collaboration

- SL.11-12.1 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, building on others’ ideas and expressing their own clearly and persuasively.
- SL.11-12.1c 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.
- SL.11-12.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

Comprehension and Collaboration

- CCR.11-12.1 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.11-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.4 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.

Reading Standards for Literature (11-12)

Key Ideas and Details

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.

Reading Standards for Literature (11-12) Continued

Craft and Structure

- RL.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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

Key Ideas and Details

- CCR.11-12.1 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.11-12.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- CCR.11-12.6 Assess how point of view or purpose shapes the content and style of a text.

Writing Standards (11-12)

Range of Writing

- WR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

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

Range of Writing

- CCR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

LESSON 2 – READING, UNDERSTANDING, AND INTERPRETING WRITING PROMPTS

OBJECTIVES

Listening and Speaking

___ Did I listen attentively to the explanation of *reading, understanding, and interpreting writing prompts*?

___ Did I use my Question Cue Card to ask and answer questions?

Reading

___ Did I read, understand, and interpret writing prompts?

___ Did I read to identify the topic and think of three ways to develop the topic?

Writing

___ Did I interpret writing prompts by writing notes about the key words?

Speaking and Listening Standards (11-12)

Comprehension and Collaboration

- SL.11-12.1 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, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1c 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.
- SL.11-12.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

Comprehension and Collaboration

- CCR.11-12.1 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.11-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.4 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.

Reading Standards for Literature (11-12)

Key Ideas and Details

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.

Reading Standards for Literature (11-12) Continued

Craft and Structure

- RL.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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

Key Ideas and Details

- CCR.11-12.1 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.11-12.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- CCR.11-12.6 Assess how point of view or purpose shapes the content and style of a text.

Writing Standards (11-12)

Production and Distribution of Writing

- WR.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Range of Writing

- WR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

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

Production and Distribution of Writing

- CCR.11-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

- CCR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

LESSON 3 – CREATING AN OUTLINE

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of the *writing process, essay design, and creating an outline*?
- ___ Did I ask questions from the Question Cue Card or from my own mind, and answer appropriately in complete and elaborated sentences?

Reading

- ___ Did I read and understand the connection between Tera’s interpretation of the writing prompt and her essay?
- ___ Did I understand how Tera built her outline?

Writing

- ___ Did I create an outline for my essay?

Speaking and Listening Standards (11-12)

Comprehension and Collaboration

- SL.11-12.1 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, building on others’ ideas and expressing their own clearly and persuasively.
- SL.11-12.1c 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.
- SL.11-12.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

Comprehension and Collaboration

- CCR.11-12.1 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.11-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.4 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.

Reading Standards for Literature (11-12)

Key Ideas and Details

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.

Reading Standards for Literature (11-12) Continued

Craft and Structure

- RL.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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

Key Ideas and Details

- CCR.11-12.1 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.11-12.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- CCR.11-12.6 Assess how point of view or purpose shapes the content and style of a text.

Writing Standards (11-12)

Production and Distribution of Writing

- WR.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Range of Writing

- WR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

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

Production and Distribution of Writing

- CCR.11-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

- CCR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

LESSON 4 – WRITING THE INTRODUCTORY PARAGRAPH

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of the *writing process* and *from writing prompt to outline to introductory paragraph*?
- ___ Did I ask questions from the Question Cue Card or from my own mind, and answer appropriately in complete and elaborated sentences?

Reading

- ___ Did I read and understand the sentence types, functions, and sample sentences for the introductory paragraph?
- ___ Did I understand how Tera wrote her introductory paragraph?

Writing

- ___ Did I write my introductory paragraph?

Speaking and Listening Standards (11-12)

Comprehension and Collaboration

- SL.11-12.1 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, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1c 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.
- SL.11-12.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

Comprehension and Collaboration

- CCR.11-12.1 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.11-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.4 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.

Reading Standards for Literature (11-12)

Key Ideas and Details

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.

Reading Standards for Literature (11-12) Continued

Craft and Structure

- RL.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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

Key Ideas and Details

- CCR.11-12.1 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.11-12.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- CCR.11-12.6 Assess how point of view or purpose shapes the content and style of a text.

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- WR.11-12.2a Introduce a topic, organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics, and multimedia when useful to aiding comprehension.
- WR.11-12.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- WR.11-12.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- WR.11-12.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- WR.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WR.11-12.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

- WR.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Range of Writing

- WR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

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

Production and Distribution of Writing

CCR.11-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

LESSON 5 – WRITING THE FIRST SUPPORT PARAGRAPH

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of the *writing process* and *from outline to introductory paragraph to first support paragraph*?
- ___ Did I ask questions from the Question Cue Card or from my own mind, and answer appropriately in complete and elaborated sentences?

Reading

- ___ Did I read and understand the sentence types, functions, and sample sentences for the first support paragraph?
- ___ Did I understand how Tera wrote her first support paragraph?

Writing

- ___ Did I write my first support paragraph?

Speaking and Listening Standards (11-12)

Comprehension and Collaboration

- SL.11-12.1 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, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1c 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.
- SL.11-12.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

Comprehension and Collaboration

- CCR.11-12.1 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.11-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.4 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.

Reading Standards for Literature (11-12)

Key Ideas and Details

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.

Reading Standards for Literature (11-12) Continued

Craft and Structure

- RL.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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

Key Ideas and Details

- CCR.11-12.1 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.11-12.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- CCR.11-12.6 Assess how point of view or purpose shapes the content and style of a text.

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- WR.11-12.2a Introduce a topic, organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics, and multimedia when useful to aiding comprehension.
- WR.11-12.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- WR.11-12.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- WR.11-12.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- WR.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WR.11-12.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

- WR.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Range of Writing

- WR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

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

Production and Distribution of Writing

CCR.11-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

LESSON 6 – WRITING THE SECOND SUPPORT PARAGRAPH

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of the *writing process* and *from introductory paragraph to first support paragraph to second support paragraph*?
- ___ Did I ask questions from the Question Cue Card or from my own mind, and answer appropriately in complete and elaborated sentences?

Reading

- ___ Did I read and understand the sentence types, functions, and sample sentences for the second support paragraph?
- ___ Did I understand how Tera wrote her second support paragraph?

Writing

- ___ Did I write my second support paragraph?

Speaking and Listening Standards (11-12)

Comprehension and Collaboration

- SL.11-12.1 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, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1c 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.
- SL.11-12.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

Comprehension and Collaboration

- CCR.11-12.1 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.11-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.4 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.

Reading Standards for Literature (11-12)

Key Ideas and Details

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.

Reading Standards for Literature (11-12) Continued

Craft and Structure

- RL.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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

Key Ideas and Details

- CCR.11-12.1 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.11-12.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- CCR.11-12.6 Assess how point of view or purpose shapes the content and style of a text.

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- WR.11-12.2a Introduce a topic, organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics, and multimedia when useful to aiding comprehension.
- WR.11-12.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- WR.11-12.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- WR.11-12.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- WR.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WR.11-12.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

- WR.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Range of Writing

- WR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

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

Production and Distribution of Writing

CCR.11-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

LESSON 7 – WRITING THE THIRD SUPPORT PARAGRAPH

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of the *writing process* and *from introductory paragraph to first support paragraph to second support paragraph to third support paragraph*?
- ___ Did I ask questions from the Question Cue Card or from my own mind, and answer appropriately in complete and elaborated sentences?

Reading

- ___ Did I read and understand the sentence types, functions, and sample sentences for the third support paragraph?
- ___ Did I understand how Tera wrote her third support paragraph?

Writing

- ___ Did I write my third support paragraph?

Speaking and Listening Standards (11-12)

Comprehension and Collaboration

- SL.11-12.1 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, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1c 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.
- SL.11-12.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

Comprehension and Collaboration

- CCR.11-12.1 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.11-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.4 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.

Reading Standards for Literature (11-12)

Key Ideas and Details

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.

Reading Standards for Literature (11-12) Continued

Craft and Structure

- RL.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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

Key Ideas and Details

- CCR.11-12.1 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.11-12.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- CCR.11-12.6 Assess how point of view or purpose shapes the content and style of a text.

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- WR.11-12.2a Introduce a topic, organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics, and multimedia when useful to aiding comprehension.
- WR.11-12.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- WR.11-12.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- WR.11-12.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- WR.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WR.11-12.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

- WR.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Range of Writing

- WR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

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

Production and Distribution of Writing

CCR.11-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

LESSON 8 – WRITING THE CONCLUDING PARAGRAPH

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of the *writing process* and *from outline to introductory paragraph to concluding paragraph*?
- ___ Did I ask questions from the Question Cue Card or from my own mind, and answer appropriately in complete and elaborated sentences?

Reading

- ___ Did I read and understand the sentence types, functions, and sample sentences for the concluding paragraph?
- ___ Did I understand how Tera wrote her concluding paragraph?

Writing

- ___ Did I write my concluding paragraph?

Speaking and Listening Standards (11-12)

Comprehension and Collaboration

- SL.11-12.1 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, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1c 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.
- SL.11-12.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

Comprehension and Collaboration

- CCR.11-12.1 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.11-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.4 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.

Reading Standards for Literature (11-12)

Key Ideas and Details

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.

Reading Standards for Literature (11-12) Continued

Craft and Structure

- RL.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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

Key Ideas and Details

- CCR.11-12.1 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.11-12.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- CCR.11-12.6 Assess how point of view or purpose shapes the content and style of a text.

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- WR.11-12.2a Introduce a topic, organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics, and multimedia when useful to aiding comprehension.
- WR.11-12.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- WR.11-12.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- WR.11-12.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- WR.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WR.11-12.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

- WR.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Range of Writing

- WR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

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

Production and Distribution of Writing

CCR.11-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

LESSON 9 – REVISING I

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of *revising out-of-sequence paragraphs and sentences*?
- ___ Did I ask questions from the Question Cue Card or from my own mind, and answer appropriately in complete and elaborated sentences?

Reading

- ___ Did I read and understand the information on out-of-sequence paragraphs and sentences?
- ___ Did I check the sequence of paragraphs and sentences in Jake’s essay?

Writing

- ___ Did I check the sequence of paragraphs and sentences in my partner’s essay?

Speaking and Listening Standards (11-12)

Comprehension and Collaboration

- SL.11-12.1 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, building on others’ ideas and expressing their own clearly and persuasively.
- SL.11-12.1c 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.
- SL.11-12.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

Comprehension and Collaboration

- CCR.11-12.1 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.11-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.4 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.

Reading Standards for Literature (11-12)

Key Ideas and Details

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.

Reading Standards for Literature (11-12) Continued

Craft and Structure

- RL.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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

Key Ideas and Details

- CCR.11-12.1 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.11-12.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- CCR.11-12.6 Assess how point of view or purpose shapes the content and style of a text.

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- WR.11-12.2a Introduce a topic, organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics, and multimedia when useful to aiding comprehension.
- WR.11-12.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- WR.11-12.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- WR.11-12.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- WR.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WR.11-12.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

- WR.11-12.4 Produce clear coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.11-12.5 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.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Range of Writing

- WR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

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

Production and Distribution of Writing

CCR.11-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

LESSON 10 – REVISING II

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of *revising words, phrases, and sentences that are too simple, weak, confusing, or missing*?
- ___ Did I ask questions from the Question Cue Card or from my own mind, and answer appropriately in complete and elaborated sentences?

Reading

- ___ Did I read the sample essay and identify what needed to be revised?

Writing

- ___ Did I revise a sample paragraph to improve word choice?
- ___ Did I check my own essay to identify words, phrases, and sentences that I need to revise?

Speaking and Listening Standards (11-12)

Comprehension and Collaboration

- SL.11-12.1 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, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1c 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.
- SL.11-12.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

Comprehension and Collaboration

- CCR.11-12.1 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.11-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.4 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.

Reading Standards for Literature (11-12)

Key Ideas and Details

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.

Reading Standards for Literature (11-12) Continued

Craft and Structure

- RL.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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

Key Ideas and Details

- CCR.11-12.1 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.11-12.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- CCR.11-12.6 Assess how point of view or purpose shapes the content and style of a text.

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- WR.11-12.2a Introduce a topic, organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics, and multimedia when useful to aiding comprehension.
- WR.11-12.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- WR.11-12.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- WR.11-12.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- WR.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WR.11-12.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

- WR.11-12.4 Produce clear coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.11-12.5 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.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Range of Writing

- WR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

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

Production and Distribution of Writing

CCR.11-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

LESSON 11 – EDITING I

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of *editing to correct grammar errors and using the editing guide*?
- ___ Did I ask questions from the Question Cue Card or from my own mind, and answer appropriately in complete and elaborated sentences?

Reading

- ___ Did I read and understand the information on editing and correcting inappropriate or incorrect verb forms?
- ___ Did I read my partner’s essay to find inappropriate or incorrect verb forms?

Writing

- ___ Did I edit my partner’s essay for inappropriate or incorrect verb forms?

Speaking and Listening Standards (11-12)

Comprehension and Collaboration

- SL.11-12.1 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, building on others’ ideas and expressing their own clearly and persuasively.
- SL.11-12.1c 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.
- SL.11-12.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

Comprehension and Collaboration

- CCR.11-12.1 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.11-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.4 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.

Reading Standards for Literature (11-12)

Key Ideas and Details

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.

Reading Standards for Literature (11-12) Continued

Craft and Structure

- RL.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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

Key Ideas and Details

- CCR.11-12.1 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.11-12.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- CCR.11-12.6 Assess how point of view or purpose shapes the content and style of a text.

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- WR.11-12.2a Introduce a topic, organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics, and multimedia when useful to aiding comprehension.
- WR.11-12.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- WR.11-12.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- WR.11-12.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- WR.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WR.11-12.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

- WR.11-12.4 Produce clear coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.11-12.5 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.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Range of Writing

- WR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

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

Production and Distribution of Writing

CCR.11-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

LESSON 12 – EDITING II

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of *editing to correct errors in spelling, punctuation, and capitalization*?
- ___ Did I ask questions from the Question Cue Card or from my own mind, and answer appropriately in complete and elaborated sentences?

Reading

- ___ Did I compare and contrast the sample rough draft with the final essay?
- ___ Did I read my partner’s essay to find errors in spelling, punctuation, and capitalization?

Writing

- ___ Did I edit my partner’s essay?

Speaking and Listening Standards (11-12)

Comprehension and Collaboration

- SL.11-12.1 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, building on others’ ideas and expressing their own clearly and persuasively.
- SL.11-12.1c 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.
- SL.11-12.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

Comprehension and Collaboration

- CCR.11-12.1 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.11-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.4 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.

Reading Standards for Literature (11-12)

Key Ideas and Details

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.

Reading Standards for Literature (11-12) Continued

Craft and Structure

- RL.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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

Key Ideas and Details

- CCR.11-12.1 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.11-12.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- CCR.11-12.6 Assess how point of view or purpose shapes the content and style of a text.

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- WR.11-12.2a Introduce a topic, organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics, and multimedia when useful to aiding comprehension.
- WR.11-12.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- WR.11-12.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- WR.11-12.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- WR.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WR.11-12.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

- WR.11-12.4 Produce clear coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.11-12.5 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.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Range of Writing

- WR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

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

Production and Distribution of Writing

CCR.11-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

LESSON 13 – WRITING THE FINAL ESSAY

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to a presentation about writing the final essay?
- ___ Did I seek and listen to a trusted person’s feedback about my essay?

Reading

- ___ Did I reread my essay to find and correct errors?
- ___ Did I read my partner’s essay and give feedback?

Writing

- ___ Did I transfer all corrections to the final copy of my essay?

Speaking and Listening Standards (11-12)

Comprehension and Collaboration

- SL.11-12.1 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, building on others’ ideas and expressing their own clearly and persuasively.
- SL.11-12.1c 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.
- SL.11-12.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

Comprehension and Collaboration

- CCR.11-12.1 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.11-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.4 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.

Reading Standards for Literature (11-12)

Key Ideas and Details

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.

Reading Standards for Literature (11-12) Continued

Craft and Structure

- RL.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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

Key Ideas and Details

- CCR.11-12.1 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.11-12.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- CCR.11-12.6 Assess how point of view or purpose shapes the content and style of a text.

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- WR.11-12.2a Introduce a topic, organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics, and multimedia when useful to aiding comprehension.
- WR.11-12.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- WR.11-12.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- WR.11-12.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- WR.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WR.11-12.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

- WR.11-12.4 Produce clear coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.11-12.5 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.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Range of Writing

- WR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

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

Production and Distribution of Writing

CCR.11-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

LESSON 14 – PUBLISHING AND PRESENTING

OBJECTIVES

Listening and Speaking

- Did I listen attentively to a presentation about *publishing and presenting*?
- Did I listen courteously to others as they read their essays?
- Did I respond to questions and comments intelligently and positively?

Reading

- Did I read my essay aloud using proper articulation, volume, and style?

Writing

- Did I write reflections about my writing?

Speaking and Listening Standards (11-12)

Comprehension and Collaboration

- SL.11-12.1 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, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1c 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.
- SL.11-12.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

Comprehension and Collaboration

- CCR.11-12.1 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.11-12.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.4 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.

Writing Standards (11-12)

Production and Distribution of Writing

- WR.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Writing Standards (11-12) Continued

Range of Writing

WR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

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

Production and Distribution of Writing

CCR.11-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.