

English Now! Preparatory Expository Writing

Common Core Standards

Grades 6-8



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 (6-8)

Comprehension and Collaboration

- SL.6-8.1 Engage 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.
- SL.6-8.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6-8.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6-8.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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

Comprehension and Collaboration

- CCR.6-8.1 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.6-8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Reading Standards for Literature (6-8)

Key Ideas and Details

- RL.6-8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.

Craft and Structure

- RL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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

Key Ideas and Details

- CCR.6-8.1 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.

Writing Standards (6-8)

Range of Writing

- WR.6-8.10 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 (6-8)

Comprehension and Collaboration

- SL.6-8.1 Engage 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.
- SL.6-8.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6-8.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6-8.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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

Comprehension and Collaboration

- CCR.6-8.1 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.6-8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Reading Standards for Literature (6-8)

Key Ideas and Details

- RL.6-8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
- RL.6-8.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Craft and Structure

- RL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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

Key Ideas and Details

CCR.6-8.1 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.

Writing Standards (6-8)

Range of Writing

WR.6-8.10 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 (6-8)

Comprehension and Collaboration

- SL.6-8.1 Engage 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.
- SL.6-8.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6-8.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6-8.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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

Comprehension and Collaboration

- CCR.6-8.1 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.6-8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Reading Standards for Literature (6-8)

Key Ideas and Details

- RL.6-8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
- RL.6-8.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Craft and Structure

- RL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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

Key Ideas and Details

- CCR.6-8.1 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.

Writing Standards (6-8)

Production and Distribution of Writing

- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently and well as to interact and collaborate with others.

Range of Writing

- WR.6-8.10 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 (6-8)

Comprehension and Collaboration

- SL.6-8.1 Engage 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.
- SL.6-8.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6-8.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6-8.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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

Comprehension and Collaboration

- CCR.6-8.1 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.6-8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Reading Standards for Literature (6-8)

Key Ideas and Details

- RL.6-8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
- RL.6-8.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Craft and Structure

- RL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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

Key Ideas and Details

- CCR.6-8.1 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.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- WR.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting when useful to aiding comprehension.
- WR.6-8.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- WR.6-8.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- WR.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- WR.6-8.2e Establish and maintain a formal style.
- WR.6-8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

- WR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.6-8.5 With some guidance from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Range of Writing

- WR.6-8.10 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 Standards for Writing (CCR) (6-12)

Text Types and Purposes

- CCR.6-8.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

Production and Distribution of Writing

CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.6-8.10 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.

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 (6-8)

Comprehension and Collaboration

- SL.6-8.1 Engage 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.
- SL.6-8.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6-8.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6-8.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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

Comprehension and Collaboration

- CCR.6-8.1 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.6-8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Reading Standards for Literature (6-8)

Key Ideas and Details

- RL.6-8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
- RL.6-8.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Craft and Structure

- RL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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

Key Ideas and Details

- CCR.6-8.1 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.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- WR.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting when useful to aiding comprehension.
- WR.6-8.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- WR.6-8.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- WR.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- WR.6-8.2e Establish and maintain a formal style.
- WR.6-8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

- WR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.6-8.5 With some guidance from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Range of Writing

- WR.6-8.10 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 Standards for Writing (CCR) (6-12)

Text Types and Purposes

- CCR.6-8.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

Production and Distribution of Writing

CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.6-8.10 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.

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 (6-8)

Comprehension and Collaboration

- SL.6-8.1 Engage 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.
- SL.6-8.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6-8.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6-8.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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

Comprehension and Collaboration

- CCR.6-8.1 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.6-8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Reading Standards for Literature (6-8)

Key Ideas and Details

- RL.6-8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
- RL.6-8.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Craft and Structure

- RL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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

Key Ideas and Details

- CCR.6-8.1 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.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- WR.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting when useful to aiding comprehension.
- WR.6-8.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- WR.6-8.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- WR.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- WR.6-8.2e Establish and maintain a formal style.
- WR.6-8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

- WR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.6-8.5 With some guidance from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Range of Writing

- WR.6-8.10 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 Standards for Writing (CCR) (6-12)

Text Types and Purposes

- CCR.6-8.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

Production and Distribution of Writing

CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.6-8.10 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.

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 (6-8)

Comprehension and Collaboration

- SL.6-8.1 Engage 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.
- SL.6-8.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6-8.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6-8.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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

Comprehension and Collaboration

- CCR.6-8.1 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.6-8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Reading Standards for Literature (6-8)

Key Ideas and Details

- RL.6-8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
- RL.6-8.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Craft and Structure

- RL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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

Key Ideas and Details

- CCR.6-8.1 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.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- WR.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting when useful to aiding comprehension.
- WR.6-8.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- WR.6-8.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- WR.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- WR.6-8.2e Establish and maintain a formal style.
- WR.6-8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

- WR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.6-8.5 With some guidance from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Range of Writing

- WR.6-8.10 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 Standards for Writing (CCR) (6-12)

Text Types and Purposes

- CCR.6-8.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

Production and Distribution of Writing

CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.6-8.10 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.

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 (6-8)

Comprehension and Collaboration

- SL.6-8.1 Engage 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.
- SL.6-8.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6-8.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6-8.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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

Comprehension and Collaboration

- CCR.6-8.1 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.6-8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Reading Standards for Literature (6-8)

Key Ideas and Details

- RL.6-8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
- RL.6-8.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Craft and Structure

- RL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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

Key Ideas and Details

- CCR.6-8.1 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.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- WR.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting when useful to aiding comprehension.
- WR.6-8.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- WR.6-8.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- WR.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- WR.6-8.2e Establish and maintain a formal style.
- WR.6-8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

- WR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.6-8.5 With some guidance from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Range of Writing

- WR.6-8.10 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 Standards for Writing (CCR) (6-12)

Text Types and Purposes

- CCR.6-8.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

Production and Distribution of Writing

CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.6-8.10 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.

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 (6-8)

Comprehension and Collaboration

- SL.6-8.1 Engage 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.
- SL.6-8.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6-8.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6-8.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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

Comprehension and Collaboration

- CCR.6-8.1 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.6-8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Reading Standards for Literature (6-8)

Key Ideas and Details

- RL.6-8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
- RL.6-8.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Craft and Structure

- RL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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

Key Ideas and Details

- CCR.6-8.1 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.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- WR.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting when useful to aiding comprehension.
- WR.6-8.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- WR.6-8.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- WR.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- WR.6-8.2e Establish and maintain a formal style.
- WR.6-8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

- WR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.6-8.5 With some guidance from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Range of Writing

- WR.6-8.10 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 Standards for Writing (CCR) (6-12)

Text Types and Purposes

- CCR.6-8.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

Production and Distribution of Writing

CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.6-8.10 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.

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 (6-8)

Comprehension and Collaboration

- SL.6-8.1 Engage 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.
- SL.6-8.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6-8.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6-8.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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

Comprehension and Collaboration

- CCR.6-8.1 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.6-8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Reading Standards for Literature (6-8)

Key Ideas and Details

- RL.6-8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
- RL.6-8.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Craft and Structure

- RL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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

Key Ideas and Details

- CCR.6-8.1 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.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- WR.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting when useful to aiding comprehension.
- WR.6-8.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- WR.6-8.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- WR.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- WR.6-8.2e Establish and maintain a formal style.
- WR.6-8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

- WR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.6-8.5 With some guidance from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Range of Writing

- WR.6-8.10 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 Standards for Writing (CCR) (6-12)

Text Types and Purposes

- CCR.6-8.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

Production and Distribution of Writing

CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.6-8.10 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.

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 (6-8)

Comprehension and Collaboration

- SL.6-8.1 Engage 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.
- SL.6-8.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6-8.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6-8.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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

Comprehension and Collaboration

- CCR.6-8.1 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.6-8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Reading Standards for Literature (6-8)

Key Ideas and Details

- RL.6-8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
- RL.6-8.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Craft and Structure

- RL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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

Key Ideas and Details

- CCR.6-8.1 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.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- WR.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting when useful to aiding comprehension.
- WR.6-8.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- WR.6-8.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- WR.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- WR.6-8.2e Establish and maintain a formal style.
- WR.6-8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

- WR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.6-8.5 With some guidance from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Range of Writing

- WR.6-8.10 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 Standards for Writing (CCR) (6-12)

Text Types and Purposes

- CCR.6-8.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

Production and Distribution of Writing

CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.6-8.10 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.

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 (6-8)

Comprehension and Collaboration

- SL.6-8.1 Engage 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.
- SL.6-8.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6-8.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6-8.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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

Comprehension and Collaboration

- CCR.6-8.1 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.6-8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Reading Standards for Literature (6-8)

Key Ideas and Details

- RL.6-8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
- RL.6-8.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Craft and Structure

- RL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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

Key Ideas and Details

- CCR.6-8.1 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.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- WR.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting when useful to aiding comprehension.
- WR.6-8.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- WR.6-8.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- WR.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- WR.6-8.2e Establish and maintain a formal style.
- WR.6-8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

- WR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.6-8.5 With some guidance from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Range of Writing

- WR.6-8.10 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 Standards for Writing (CCR) (6-12)

Text Types and Purposes

- CCR.6-8.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

Production and Distribution of Writing

CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.6-8.10 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.

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 (6-8)

Comprehension and Collaboration

- SL.6-8.1 Engage 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.
- SL.6-8.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6-8.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6-8.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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

Comprehension and Collaboration

- CCR.6-8.1 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.6-8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Reading Standards for Literature (6-8)

Key Ideas and Details

- RL.6-8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
- RL.6-8.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Craft and Structure

- RL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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

Key Ideas and Details

- CCR.6-8.1 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.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- WR.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting when useful to aiding comprehension.
- WR.6-8.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- WR.6-8.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- WR.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- WR.6-8.2e Establish and maintain a formal style.
- WR.6-8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

- WR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.6-8.5 With some guidance from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Range of Writing

- WR.6-8.10 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 Standards for Writing (CCR) (6-12)

Text Types and Purposes

- CCR.6-8.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

Production and Distribution of Writing

CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.6-8.10 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.

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 (6-8)

Comprehension and Collaboration

- SL.6-8.1 Engage 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.
- SL.6-8.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6-8.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6-8.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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

Comprehension and Collaboration

- CCR.6-8.1 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.6-8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- CCR.6-8.4 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.6-8.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Production and Distribution of Writing

- WR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Writing Standards (6-8) Continued

Production and Distribution of Writing

- WR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.6-8.5 With some guidance from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Range of Writing

- WR.6-8.10 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 Standards for Writing (CCR) (6-12)

Text Types and Purposes

- CCR.6-8.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

- CCR.6-8.10 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.