

English Now! Writing

Persuasive

Unit 7

D

Common Core Standards

Grades 11-12



LESSON 1 – READING AND INTERPRETING WRITING PROMPTS

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to a presentation about reading and interpreting writing prompts?
- ___ Did I explain my analysis of writing prompts?

Reading

- ___ Did I read the prompt to identify the T.A.S.K. (topic, audience, situation, and kind of writing)?
- ___ Did I paraphrase the highlighted text?

Writing

- ___ Did I label the T.A.S.K.?
- ___ Did I write the notes in the T.A.S.K. section?

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 *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1a Come to discussions prepared, having read and researched material under study.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (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.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language Standards (11-12)

Conventions of Standard English

- Lan.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan. 11-12.2b Spell correctly.

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

Conventions of Standard English

- CCR.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, when writing.

Knowledge of Language

- CCR.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.11-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Reading Standards for Informational Text (11-12)

Key Ideas and Details

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

College and Career Readiness Anchor Standards for Reading (CCR) (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 and themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- CCR.11-12.4 Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR.11-12.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

- CCR.11-12.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Range of Writing

- WR.11-12.10 Write routinely over extended time frames (times for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.

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

Text Types and Purposes

CCR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Range of Writing

CCR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.

LESSON 2 – LISTENING TO TWO SIDES

OBJECTIVES

Listening and Speaking

- Did I listen attentively to two essays that represent two sides?
- Did I choose one side and defend my choice?

Reading

- Did I read and understand the writing prompt?
- Did I read and understand the “pro” and “con” essays?

Writing

- Did I write the reasons for my choice?

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 *grades 11-12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
- SL.11-12.1a Come to discussions prepared, having read and researched material under study.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue.
- SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (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.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language Standards (11-12)

Conventions of Standard English

- Lan.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan. 11-12.2b Spell correctly.

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

Conventions of Standard English

- CCR.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, when writing.

Knowledge of Language

- CCR.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.11-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Reading Standards for Informational Text (11-12)

Key Ideas and Details

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Craft and Structure

- RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

College and Career Readiness Anchor Standards for Reading (CCR) (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 and themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- CCR.11-12.4 Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR.11-12.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

- CCR.11-12.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Writing Standards (11-12) Continued

Range of Writing

WR.11-12.10 Write routinely over extended time frames (times for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.

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

Text Types and Purposes

CCR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Range of Writing

CCR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.

LESSON 3 – UNDERSTANDING THE SITUATION

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to a presentation about creating an outline?
- ___ Did I discuss the transfer of the situation and the position statement from the writing prompt to the outline?

Reading

- ___ Did I read and understand the writing prompt?

Writing

- ___ Did I begin writing my outline?
- ___ Did I transfer the situation and the position statement to the outline?

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 *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1a Come to discussions prepared, having read and researched material under study.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (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.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language Standards (11-12)

Conventions of Standard English

- Lan.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan. 11-12.2b Spell correctly.

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

Conventions of Standard English

- CCR.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, when writing.

Knowledge of Language

- CCR.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.11-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Reading Standards for Informational Text (11-12)

Key Ideas and Details

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Craft and Structure

- RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

College and Career Readiness Anchor Standards for Reading (CCR) (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 and themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- CCR.11-12.4 Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR.11-12.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

- CCR.11-12.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Writing Standards (11-12) Continued

Text Types and Purposes

WR.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Range of Writing

WR.11-12.10 Write routinely over extended time frames (times for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.

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

Text Types and Purposes

CCR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Range of Writing

CCR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.

LESSON 4 – CHOOSING REASONS

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to a presentation about *Choosing Reasons*?
- ___ Did I discuss how to transfer the reasons from the sample essay to the outline?

Reading

- ___ Did I read and understand the reasons?
- ___ Did I read and understand the transfer of the reasons from the sample essay to the outline?

Writing

- ___ Did I choose reasons and write them in my outline?

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 *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1a Come to discussions prepared, having read and researched material under study.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (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.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language Standards (11-12)

Conventions of Standard English

- Lan.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan. 11-12.2b Spell correctly.

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

Conventions of Standard English

- CCR.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, when writing.

Knowledge of Language

- CCR.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.11-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Reading Standards for Informational Text (11-12)

Key Ideas and Details

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Craft and Structure

- RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

College and Career Readiness Anchor Standards for Reading (CCR) (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 and themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- CCR.11-12.4 Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR.11-12.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

- CCR.11-12.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Writing Standards (11-12) Continued

Text Types and Purposes

- WR.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- WR.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

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 (times for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.

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

Text Types and Purposes

- CCR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Production and Distribution of Writing

- CCR.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 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 for a range of tasks, purposes, and audiences.

LESSON 5 – SUPPORTING REASONS WITH SENTENCES

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to a presentation about supporting sentences?
- ___ Did I discuss how to transfer the supporting sentences from the sample essay to the outline?

Reading

- ___ Did I read and understand the transfer of supporting sentences from the sample essay to the outline?

Writing

- ___ Did I choose supporting sentences and write them in my outline?

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 *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1a Come to discussions prepared, having read and researched material under study.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (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.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language Standards (11-12)

Conventions of Standard English

- Lan.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan. 11-12.2b Spell correctly.

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

Conventions of Standard English

- CCR.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, when writing.

Knowledge of Language

- CCR.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.11-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Reading Standards for Informational Text (11-12)

Key Ideas and Details

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Craft and Structure

- RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

College and Career Readiness Anchor Standards for Reading (CCR) (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 and themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- CCR.11-12.4 Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR.11-12.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

- CCR.11-12.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Writing Standards (11-12) Continued

Text Types and Purposes

- WR.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- WR.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

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 (times for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.

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

Text Types and Purposes

- CCR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Production and Distribution of Writing

- CCR.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 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 for a range of tasks, purposes, and audiences.

LESSON 6 – UNDERSTANDING CONCLUSIONS AND THE CALL TO ACTION

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to a presentation about writing conclusions and a call to action?
- ___ Did I discuss how to transfer the concluding sentences and the call to action from the sample essay to the outline?

Reading

- ___ Did I read and understand the sample calls to action?
- ___ Did I read and understand the concluding sentences and the call to action in the sample essay?

Writing

- ___ Did I write concluding sentences and a call to action in my outline?

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 *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1a Come to discussions prepared, having read and researched material under study.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (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.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language Standards (11-12)

Conventions of Standard English

- Lan.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan. 11-12.2b Spell correctly.

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

Conventions of Standard English

- CCR.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, when writing.

Knowledge of Language

- CCR.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.11-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Reading Standards for Informational Text (11-12)

Key Ideas and Details

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Craft and Structure

- RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

College and Career Readiness Anchor Standards for Reading (CCR) (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 and themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- CCR.11-12.4 Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR.11-12.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

- CCR.11-12.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Writing Standards (11-12) Continued

Text Types and Purposes

- WR.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- WR.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- WR.11-12.1e Provide a concluding statement or section that follows from and supports the argument 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 (times for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.

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

Text Types and Purposes

- CCR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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 for a range of tasks, purposes, and audiences.

LESSON 7 – WRITING AND REVISING AS YOU GO, PART I

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to a presentation about the audience grabber and the introductory paragraph?
- ___ Did I discuss how to write each sentence of the introductory paragraph?

Reading

- ___ Did I read my introductory paragraph?
- ___ Did I read and understand the requirements for writing each sentence of the 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 *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1a Come to discussions prepared, having read and researched material under study.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (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.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language Standards (11-12)

Conventions of Standard English

- Lan.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan. 11-12.2b Spell correctly.

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

Conventions of Standard English

- CCR.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, when writing.

Knowledge of Language

- CCR.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.11-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Reading Standards for Informational Text (11-12)

Key Ideas and Details

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Craft and Structure

- RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

College and Career Readiness Anchor Standards for Reading (CCR) (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 and themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- CCR.11-12.4 Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR.11-12.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

- CCR.11-12.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Writing Standards (11-12) Continued

Text Types and Purposes

- WR.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- WR.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- WR.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

- WR.11-12.4 Produce clear and 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 (times for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.

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

Text Types and Purposes

- CCR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Production and Distribution of Writing

- CCR.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- CCR.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 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 for a range of tasks, purposes, and audiences.

LESSON 8 – WRITING AND REVISING AS YOU GO, PART II

OBJECTIVES

Listening and Speaking

- Did I listen attentively to a presentation about transitions and support paragraphs?
- Did I discuss how to write each sentence of the support paragraphs?

Reading

- Did I read and understand the requirements for writing each sentence of the support paragraphs?
- Did I read my three support paragraphs?

Writing

- Did I write my three support paragraphs?
- Did I write a concession and a rebuttal?

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 *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1a Come to discussions prepared, having read and researched material under study.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (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.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language Standards (11-12)

Conventions of Standard English

- Lan.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan. 11-12.2b Spell correctly.

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

Conventions of Standard English

- CCR.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, when writing.

Knowledge of Language

- CCR.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.11-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Reading Standards for Informational Text (11-12)

Key Ideas and Details

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Craft and Structure

- RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

College and Career Readiness Anchor Standards for Reading (CCR) (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 and themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- CCR.11-12.4 Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR.11-12.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

- CCR.11-12.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Writing Standards (11-12) Continued

Text Types and Purposes

- WR.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- WR.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- WR.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

- WR.11-12.4 Produce clear and 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.

Research to Build and Present Knowledge

- WR.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- WR.11-12.10 Write routinely over extended time frames (times for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.

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

Text Types and Purposes

- CCR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Production and Distribution of Writing

- CCR.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- CCR.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.11-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- CCR.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- CCR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.

LESSON 9 – WRITING AND REVISING AS YOU GO, PART III

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to a presentation about sentence transformation?
- ___ Did I discuss how to write each sentence of the concluding paragraph?

Reading

- ___ Did I read and understand the requirements for writing each sentence of the concluding paragraph?
- ___ Did I read my 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 *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1a Come to discussions prepared, having read and researched material under study.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (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.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language Standards (11-12)

Conventions of Standard English

- Lan.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan. 11-12.2b Spell correctly.

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

Conventions of Standard English

- CCR.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, when writing.

Knowledge of Language

- CCR.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.11-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Reading Standards for Informational Text (11-12)

Key Ideas and Details

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Craft and Structure

- RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

College and Career Readiness Anchor Standards for Reading (CCR) (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 and themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- CCR.11-12.4 Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR.11-12.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

- CCR.11-12.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Writing Standards (11-12) Continued

Text Types and Purposes

- WR.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- WR.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- WR.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

- WR.11-12.4 Produce clear and 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 (times for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.

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

Text Types and Purposes

- CCR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Production and Distribution of Writing

- CCR.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- CCR.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.11-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- CCR.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- CCR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.

LESSON 10 – REVISING AND EDITING

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to a presentation about revising and editing?
- ___ Did I discuss my revising and editing needs?

Reading

- ___ Did I reread my essay to check that all persuasive elements are in place?

Writing

- ___ Did I revise and edit my rough draft?

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 *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1a Come to discussions prepared, having read and researched material under study.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (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.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language Standards (11-12)

Conventions of Standard English

- Lan.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan. 11-12.2b Spell correctly.

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

Conventions of Standard English

- CCR.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, when writing.

Knowledge of Language

- CCR.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.11-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Reading Standards for Informational Text (11-12)

Key Ideas and Details

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Craft and Structure

- RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

College and Career Readiness Anchor Standards for Reading (CCR) (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 and themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- CCR.11-12.4 Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR.11-12.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

- CCR.11-12.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Writing Standards (11-12) Continued

Text Types and Purposes

- WR.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- WR.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- WR.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- WR.11-12.1d 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.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

- WR.11-12.4 Produce clear and 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 (times for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.

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

Text Types and Purposes

- CCR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Production and Distribution of Writing

- CCR.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- CCR.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.11-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- CCR.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- CCR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.

LESSON 11 – 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?

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 *grades 11-12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
- SL.11-12.1a Come to discussions prepared, having read and researched material under study.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue.
- SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (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.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language Standards (11-12)

Conventions of Standard English

- Lan.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan. 11-12.2b Spell correctly.

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

Conventions of Standard English

- CCR.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, when writing.

Knowledge of Language

- CCR.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.11-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Reading Standards for Informational Text (11-12)

Key Ideas and Details

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Craft and Structure

- RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

College and Career Readiness Anchor Standards for Reading (CCR) (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 and themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- CCR.11-12.4 Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR.11-12.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

- CCR.11-12.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Writing Standards (11-12) Continued

Text Types and Purposes

- WR.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- WR.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- WR.11-12.c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- WR.11-12.1d 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.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

- WR.11-12.4 Produce clear and 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 (times for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.

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

Text Types and Purposes

- CCR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Production and Distribution of Writing

- CCR.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- CCR.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.11-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- CCR.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- CCR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.

LESSON 12 – PUBLISHING AND PRESENTING

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to a presentation about *publishing* and *presenting*?
- ___ 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 *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1a Come to discussions prepared, having read and researched material under study.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

- SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (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.11-12.3 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.
- CCR.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language Standards (11-12)

Conventions of Standard English

- Lan.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan. 11-12.2b Spell correctly.

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

Conventions of Standard English

- CCR.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, when writing.

Knowledge of Language

- CCR.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.11-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Writing Standards (11-12)

Production and Distribution of Writing

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

Range of Writing

- WR.11-12.10 Write routinely over extended time frames (times for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.

College and Career Readiness 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.

Research to Build and Present Knowledge

- CCR.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- CCR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.