

English Now! Writing

Persuasive

Unit 7

D

Common Core Standards

Grades 6-8



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 (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 6-8 topics, texts, and issues* building on others' ideas and expressing their own clearly.
- SL.6-8.1a Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.6-8.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.6d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.7-8d Acknowledge new information expressed by others, and, when warranted, modify qualify or justify their own views in light of the evidence presented.
- SL.6-8.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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.

Language Standards (6-8)

Conventions of Standard English

- Lan.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Language Standards (6-8) Continued

Conventions of Standard English

- Lang. 6-8.2 Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.6-8.2b Spell correctly.

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

Conventions of Standard English

- CCR.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.6-8.3 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.6-8.6 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 (6-8)

Key Ideas and Details

- RI.6-8.1 Cite textual evidence that most strongly supports and analysis of what the text says explicitly as well as inferences from the text.
- RI.6-8.2 Determine a central ideas of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6-8.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

- RI.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.6-8.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas

- RI.6-8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Range of Reading and Level of Text Complexity

- RI.6-8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

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 inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

Key Ideas and Details

- CCR.6-8.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR.6-8.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- CCR.6-8.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR.6-8.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
- CCR.6-8.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- CCR.6-8.7 Integrate and evaluate content presented in diverse formats and media.
- CCR.6-8.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCR.6-8.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- CCR.6-8.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.1 Write arguments to support claims with clear reasons and relevant evidence.
- WR.6-8.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

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 or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Text Types and Purposes

- CCR.6-8.1 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.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.

Research to Build and Present Knowledge

- CCR.6-8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 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 (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 6-8 topics, texts, and issues* building on others’ ideas and expressing their own clearly.
- SL.6-8.1a Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.6-8.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.6d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.7-8d Acknowledge new information expressed by others, and, when warranted, modify qualify or justify their own views in light of the evidence presented.
- SL.6-8.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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.

Presentation of Knowledge and Ideas

- 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.

Language Standards (6-8)

Conventions of Standard English

- Lan.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lang. 6-8.2 Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.6-8.2b Spell correctly.

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

Conventions of Standard English

- CCR.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.6-8.3 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.6-8.6 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 (6-8)

Key Ideas and Details

- RI.6-8.1 Cite textual evidence that most strongly supports and analysis of what the text says explicitly as well as inferences from the text.
- RI.6-8.2 Determine a central ideas of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6-8.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

- RI.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.6-8.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas

- RI.6-8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Range of Reading and Level of Text Complexity

- RI.6-8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

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 inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.6-8.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR.6-8.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- CCR.6-8.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR.6-8.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
- CCR.6-8.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- CCR.6-8.7 Integrate and evaluate content presented in diverse formats and media.
- CCR.6-8.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCR.6-8.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- CCR.6-8.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.1 Write arguments to support claims with clear reasons and relevant evidence.
- WR.6-8.1a Introduce claim(s) and organize the reasons and evidence clearly.
- WR.6-8.1b Support claims(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- WR.6-8.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

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 or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Text Types and Purposes

- CCR.6-8.1 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.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

Production and Distribution of Writing

CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Research to Build and Present Knowledge

CCR.6-8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 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 (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 6-8 topics, texts, and issues* building on others' ideas and expressing their own clearly.
- SL.6-8.1a Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.6-8.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.6d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.7-8d Acknowledge new information expressed by others, and, when warranted, modify qualify or justify their own views in light of the evidence presented.
- SL.6-8.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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.

Presentation of Knowledge and Ideas

- 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.

Language Standards (6-8)

Conventions of Standard English

- Lan.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lang. 6-8.2 Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.6-8.2b Spell correctly.

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

Conventions of Standard English

- CCR.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.6-8.3 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.6-8.6 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 (6-8)

Key Ideas and Details

- RI.6-8.1 Cite textual evidence that most strongly supports and analysis of what the text says explicitly as well as inferences from the text.
- RI.6-8.2 Determine a central ideas of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6-8.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

- RI.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.6-8.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas

- RI.6-8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Range of Reading and Level of Text Complexity

- RI.6-8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

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 inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.6-8.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR.6-8.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- CCR.6-8.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR.6-8.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
- CCR.6-8.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- CCR.6-8.7 Integrate and evaluate content presented in diverse formats and media.
- CCR.6-8.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCR.6-8.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- CCR.6-8.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.1 Write arguments to support claims with clear reasons and relevant evidence.
- WR.6-8.1a Introduce claim(s) and organize the reasons and evidence clearly.
- WR.6-8.1b Support claims(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- WR.6-8.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

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 or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Text Types and Purposes

- CCR.6-8.1 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.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

Production and Distribution of Writing

CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Research to Build and Present Knowledge

CCR.6-8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 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 (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 6-8 topics, texts, and issues* building on others' ideas and expressing their own clearly.
- SL.6-8.1a Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.6-8.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.6d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.7-8d Acknowledge new information expressed by others, and, when warranted, modify qualify or justify their own views in light of the evidence presented.
- SL.6-8.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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.

Presentation of Knowledge and Ideas

- 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.

Language Standards (6-8)

Conventions of Standard English

- Lan.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lang. 6-8.2 Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.6-8.2b Spell correctly.

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

Conventions of Standard English

- CCR.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.6-8.3 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.6-8.6 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 (6-8)

Key Ideas and Details

- RI.6-8.1 Cite textual evidence that most strongly supports and analysis of what the text says explicitly as well as inferences from the text.
- RI.6-8.2 Determine a central ideas of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6-8.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

- RI.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.6-8.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas

- RI.6-8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Range of Reading and Level of Text Complexity

- RI.6-8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

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 inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.6-8.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR.6-8.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- CCR.6-8.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR.6-8.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
- CCR.6-8.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- CCR.6-8.7 Integrate and evaluate content presented in diverse formats and media.
- CCR.6-8.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCR.6-8.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- CCR.6-8.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.1 Write arguments to support claims with clear reasons and relevant evidence.
- WR.6-8.1a Introduce claim(s) and organize the reasons and evidence clearly.
- WR.6-8.1b Support claims(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- WR.6-8.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

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 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 or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Text Types and Purposes

- CCR.6-8.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

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

Research to Build and Present Knowledge

- CCR.6-8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 – 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 (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 6-8 topics, texts, and issues* building on others' ideas and expressing their own clearly.
- SL.6-8.1a Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.6-8.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.6d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.7-8d Acknowledge new information expressed by others, and, when warranted, modify qualify or justify their own views in light of the evidence presented.
- SL.6-8.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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.

Presentation of Knowledge and Ideas

- 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.

Language Standards (6-8)

Conventions of Standard English

- Lan.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lang. 6-8.2 Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.6-8.2b Spell correctly.

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

Conventions of Standard English

- CCR.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.6-8.3 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.6-8.6 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 (6-8)

Key Ideas and Details

- RI.6-8.1 Cite textual evidence that most strongly supports and analysis of what the text says explicitly as well as inferences from the text.
- RI.6-8.2 Determine a central ideas of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6-8.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

- RI.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.6-8.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas

- RI.6-8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Range of Reading and Level of Text Complexity

- RI.6-8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

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 inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.6-8.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR.6-8.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- CCR.6-8.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR.6-8.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
- CCR.6-8.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- CCR.6-8.7 Integrate and evaluate content presented in diverse formats and media.
- CCR.6-8.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCR.6-8.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- CCR.6-8.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.1 Write arguments to support claims with clear reasons and relevant evidence.
- WR.6-8.1a Introduce claim(s) and organize the reasons and evidence clearly.
- WR.6-8.1b Support claims(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- WR.6-8.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

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 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 or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Text Types and Purposes

- CCR.6-8.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

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

Research to Build and Present Knowledge

- CCR.6-8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 – 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 (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 6-8 topics, texts, and issues* building on others' ideas and expressing their own clearly.
- SL.6-8.1a Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.6-8.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.6d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.7-8d Acknowledge new information expressed by others, and, when warranted, modify qualify or justify their own views in light of the evidence presented.
- SL.6-8.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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.

Presentation of Knowledge and Ideas

- 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.

Language Standards (6-8)

Conventions of Standard English

- Lan.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lang. 6-8.2 Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.6-8.2b Spell correctly.

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

Conventions of Standard English

- CCR.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.6-8.3 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.6-8.6 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 (6-8)

Key Ideas and Details

- RI.6-8.1 Cite textual evidence that most strongly supports and analysis of what the text says explicitly as well as inferences from the text.
- RI.6-8.2 Determine a central ideas of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6-8.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

- RI.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.6-8.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas

- RI.6-8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Range of Reading and Level of Text Complexity

- RI.6-8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

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 inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.6-8.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR.6-8.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- CCR.6-8.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR.6-8.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
- CCR.6-8.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- CCR.6-8.7 Integrate and evaluate content presented in diverse formats and media.
- CCR.6-8.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCR.6-8.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- CCR.6-8.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.1 Write arguments to support claims with clear reasons and relevant evidence.
- WR.6-8.1a Introduce claim(s) and organize the reasons and evidence clearly.
- WR.6-8.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- WR.6-8.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- WR.6-8.1e Provide a concluding statement or section that follows from and supports the argument presented.

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 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 or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Text Types and Purposes

CCR.6-8.1 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.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.

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

Research to Build and Present Knowledge

CCR.6-8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 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 (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 6-8 topics, texts, and issues* building on others' ideas and expressing their own clearly.
- SL.6-8.1a Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.6-8.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.6d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.7-8d Acknowledge new information expressed by others, and, when warranted, modify qualify or justify their own views in light of the evidence presented.
- SL.6-8.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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.

Presentation of Knowledge and Ideas

- 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.

Language Standards (6-8)

Conventions of Standard English

- Lan.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lang. 6-8.2 Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.6-8.2b Spell correctly.

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

Conventions of Standard English

- CCR.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.6-8.3 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.6-8.6 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 (6-8)

Key Ideas and Details

- RI.6-8.1 Cite textual evidence that most strongly supports and analysis of what the text says explicitly as well as inferences from the text.
- RI.6-8.2 Determine a central ideas of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6-8.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

- RI.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.6-8.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas

- RI.6-8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Range of Reading and Level of Text Complexity

- RI.6-8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

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 inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.6-8.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR.6-8.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- CCR.6-8.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR.6-8.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
- CCR.6-8.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- CCR.6-8.7 Integrate and evaluate content presented in diverse formats and media.
- CCR.6-8.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCR.6-8.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- CCR.6-8.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.1 Write arguments to support claims with clear reasons and relevant evidence.
- WR.6-8.1a Introduce claim(s) and organize the reasons and evidence clearly.
- WR.6-8.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- WR.6-8.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- WR.6-8.1e Provide a concluding statement or section that follows from and supports the argument 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 and support 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.

Writing Standards (6-8) Continued

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 or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Text Types and Purposes

- CCR.6-8.1 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.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.
- CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- CCR.6-8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 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 (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 6-8 topics, texts, and issues* building on others' ideas and expressing their own clearly.
- SL.6-8.1a Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.6-8.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.6d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.7-8d Acknowledge new information expressed by others, and, when warranted, modify qualify or justify their own views in light of the evidence presented.
- SL.6-8.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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.

Presentation of Knowledge and Ideas

- 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.

Language Standards (6-8)

Conventions of Standard English

- Lan.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lang. 6-8.2 Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.6-8.2b Spell correctly.

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

Conventions of Standard English

- CCR.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.6-8.3 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.6-8.6 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 (6-8)

Key Ideas and Details

- RI.6-8.1 Cite textual evidence that most strongly supports and analysis of what the text says explicitly as well as inferences from the text.
- RI.6-8.2 Determine a central ideas of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6-8.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

- RI.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.6-8.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas

- RI.6-8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Range of Reading and Level of Text Complexity

- RI.6-8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

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 inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.6-8.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR.6-8.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- CCR.6-8.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR.6-8.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
- CCR.6-8.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- CCR.6-8.7 Integrate and evaluate content presented in diverse formats and media.
- CCR.6-8.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCR.6-8.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- CCR.6-8.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.1 Write arguments to support claims with clear reasons and relevant evidence.
- WR.6-8.1a Introduce claim(s) and organize the reasons and evidence clearly.
- WR.6-8.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- WR.6-8.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- WR.6-8.1e Provide a concluding statement or section that follows from and supports the argument 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 and support 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.

Writing Standards (6-8) Continued

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 or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Text Types and Purposes

- CCR.6-8.1 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.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.
- CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- CCR.6-8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 – 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 (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 6-8 topics, texts, and issues* building on others' ideas and expressing their own clearly.
- SL.6-8.1a Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.6-8.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.6d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.7-8d Acknowledge new information expressed by others, and, when warranted, modify qualify or justify their own views in light of the evidence presented.
- SL.6-8.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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.

Presentation of Knowledge and Ideas

- 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.

Language Standards (6-8)

Conventions of Standard English

- Lan.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lang. 6-8.2 Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.6-8.2b Spell correctly.

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

Conventions of Standard English

- CCR.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.6-8.3 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.6-8.6 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 (6-8)

Key Ideas and Details

- RI.6-8.1 Cite textual evidence that most strongly supports and analysis of what the text says explicitly as well as inferences from the text.
- RI.6-8.2 Determine a central ideas of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6-8.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

- RI.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.6-8.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas

- RI.6-8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Range of Reading and Level of Text Complexity

- RI.6-8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

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 inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.6-8.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR.6-8.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- CCR.6-8.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR.6-8.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
- CCR.6-8.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- CCR.6-8.7 Integrate and evaluate content presented in diverse formats and media.
- CCR.6-8.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCR.6-8.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- CCR.6-8.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.1 Write arguments to support claims with clear reasons and relevant evidence.
- WR.6-8.1a Introduce claim(s) and organize the reasons and evidence clearly.
- WR.6-8.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- WR.6-8.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- WR.6-8.1e Provide a concluding statement or section that follows from and supports the argument 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 and support 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.

Writing Standards (6-8) Continued

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 or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Text Types and Purposes

- CCR.6-8.1 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.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.
- CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- CCR.6-8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 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 (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 6-8 topics, texts, and issues* building on others' ideas and expressing their own clearly.
- SL.6-8.1a Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.6-8.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.6d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.7-8d Acknowledge new information expressed by others, and, when warranted, modify qualify or justify their own views in light of the evidence presented.
- SL.6-8.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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.

Presentation of Knowledge and Ideas

- 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.

Language Standards (6-8)

Conventions of Standard English

- Lan.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lang. 6-8.2 Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.6-8.2b Spell correctly.

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

Conventions of Standard English

- CCR.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.6-8.3 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.6-8.6 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 (6-8)

Key Ideas and Details

- RI.6-8.1 Cite textual evidence that most strongly supports and analysis of what the text says explicitly as well as inferences from the text.
- RI.6-8.2 Determine a central ideas of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6-8.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

- RI.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.6-8.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas

- RI.6-8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Range of Reading and Level of Text Complexity

- RI.6-8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

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 inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.6-8.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR.6-8.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- CCR.6-8.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR.6-8.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
- CCR.6-8.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- CCR.6-8.7 Integrate and evaluate content presented in diverse formats and media.
- CCR.6-8.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCR.6-8.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- CCR.6-8.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.1 Write arguments to support claims with clear reasons and relevant evidence.
- WR.6-8.1a Introduce claim(s) and organize the reasons and evidence clearly.
- WR.6-8.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- WR.6-8.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- WR.6-8.1e Provide a concluding statement or section that follows from and supports the argument 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 and support 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.

Writing Standards (6-8) Continued

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 or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Text Types and Purposes

- CCR.6-8.1 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.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.
- CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- CCR.6-8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 – 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 (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 6-8 topics, texts, and issues* building on others’ ideas and expressing their own clearly.
- SL.6-8.1a Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.6-8.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.6d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.7-8d Acknowledge new information expressed by others, and, when warranted, modify qualify or justify their own views in light of the evidence presented.
- SL.6-8.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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.

Presentation of Knowledge and Ideas

- 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.

Language Standards (6-8)

Conventions of Standard English

- Lan.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lang. 6-8.2 Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.6-8.2b Spell correctly.

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

Conventions of Standard English

- CCR.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.6-8.3 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.6-8.6 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 (6-8)

Key Ideas and Details

- RI.6-8.1 Cite textual evidence that most strongly supports and analysis of what the text says explicitly as well as inferences from the text.
- RI.6-8.2 Determine a central ideas of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6-8.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

- RI.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.6-8.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas

- RI.6-8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Range of Reading and Level of Text Complexity

- RI.6-8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

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 inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.6-8.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR.6-8.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- CCR.6-8.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR.6-8.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
- CCR.6-8.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- CCR.6-8.7 Integrate and evaluate content presented in diverse formats and media.
- CCR.6-8.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCR.6-8.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- CCR.6-8.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.1 Write arguments to support claims with clear reasons and relevant evidence.
- WR.6-8.1a Introduce claim(s) and organize the reasons and evidence clearly.
- WR.6-8.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- WR.6-8.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- WR.6-8.1e Provide a concluding statement or section that follows from and supports the argument 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 and support 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.

Writing Standards (6-8) Continued

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 or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Text Types and Purposes

- CCR.6-8.1 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.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.
- CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- CCR.6-8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 – 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 (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 6-8 topics, texts, and issues* building on others' ideas and expressing their own clearly.
- SL.6-8.1a Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.6-8.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.6d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.7-8d Acknowledge new information expressed by others, and, when warranted, modify qualify or justify their own views in light of the evidence presented.
- SL.6-8.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

- SL.6-8.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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.

Presentation of Knowledge and Ideas

- 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.

Language Standards (6-8)

Conventions of Standard English

- Lan.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lang. 6-8.2 Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.6-8.2b Spell correctly.

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

Conventions of Standard English

- CCR.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.6-8.3 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.6-8.6 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 (6-8)

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.6-8.6 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 or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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.

Research to Build and Present Knowledge

- CCR.6-8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 audience.