

# English Now! Writing

## Persuasive

Unit 7

D

### Common Core Standards

Grades 9-10



## 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 (9-10)

#### Comprehension and Collaboration

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

#### Comprehension and Collaboration

- CCR.9-10.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-10.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.9-10.4 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 (9-10)

#### Conventions of Standard English

- Lan.9-10.1 Demonstrate command of the conventions of standard English grammar and usage with writing or speaking.

## Language Standards (9-10) Continued

### Conventions of Standard English

- Lan.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.9-10.2c Spell correctly.

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

### Conventions of Standard English

- CCR.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

- CCR.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

- CCR.9-10.6 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 (9-10)

### Key Ideas and Details

- RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
- RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### Craft and Structure

- RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

### Integration of Knowledge and Ideas

- RI.9-10.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
- RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

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

### Key Ideas and Details

- CCR.9-10.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.9-10.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- CCR.9-10.6 Assess how point of view or purpose shapes the content and style of a text.

## Writing Standards (9-10)

### Range of Writing

- WR.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

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

### Text Types and Purposes

- CCR.9-10.1 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.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### Research to Build and Present Knowledge

- CCR.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

- CCR.9-10.10 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 (9-10)

#### Comprehension and Collaboration

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, building on others’ ideas and expressing their own clearly and persuasively.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

#### Comprehension and Collaboration

- CCR.9-10.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- CCR.9-10.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.9-10.4 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 (9-10)

#### Conventions of Standard English

- Lan.9-10.1 Demonstrate command of the conventions of standard English grammar and usage with writing or speaking.

## Language Standards (9-10) Continued

### Conventions of Standard English

- Lan.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.9-10.2c Spell correctly.

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

### Conventions of Standard English

- CCR.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

- CCR.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

- CCR.9-10.6 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 (9-10)

### Key Ideas and Details

- RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
- RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### Craft and Structure

- RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

### Integration of Knowledge and Ideas

- RI.9-10.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
- RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

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

### Key Ideas and Details

- CCR.9-10.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.9-10.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.

### Craft and Structure

- CCR.9-10.6 Assess how point of view or purpose shapes the content and style of a text.

## Writing Standards (9-10)

### Range of Writing

- WR.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

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

### Text Types and Purposes

- CCR.9-10.1 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.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### Research to Build and Present Knowledge

- CCR.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

- CCR.9-10.10 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 (9-10)

#### Comprehension and Collaboration

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

#### Comprehension and Collaboration

- CCR.9-10.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-10.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.9-10.4 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 (9-10)

#### Conventions of Standard English

- Lan.9-10.1 Demonstrate command of the conventions of standard English grammar and usage with writing or speaking.



## Language Standards (9-10) Continued

### Conventions of Standard English

- Lan.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.9-10.2c Spell correctly.

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

### Conventions of Standard English

- CCR.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

- CCR.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

- CCR.9-10.6 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 (9-10)

### Key Ideas and Details

- RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
- RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### Craft and Structure

- RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

### Integration of Knowledge and Ideas

- RI.9-10.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
- RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

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

### Key Ideas and Details

- CCR.9-10.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.9-10.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.

### Craft and Structure

- CCR.9-10.6 Assess how point of view or purpose shapes the content and style of a text.

## Writing Standards (9-10)

### Range of Writing

- WR.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

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

### Text Types and Purposes

- CCR.9-10.1 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.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### Research to Build and Present Knowledge

- CCR.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

- CCR.9-10.10 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 (9-10)

#### Comprehension and Collaboration

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

#### Comprehension and Collaboration

- CCR.9-10.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-10.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.9-10.4 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 (9-10)

#### Conventions of Standard English

- Lan.9-10.1 Demonstrate command of the conventions of standard English grammar and usage with writing or speaking.

## Language Standards (9-10) Continued

### Conventions of Standard English

- Lan.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.9-10.2c Spell correctly.

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

### Conventions of Standard English

- CCR.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

- CCR.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

- CCR.9-10.6 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 (9-10)

### Key Ideas and Details

- RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
- RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### Craft and Structure

- RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

### Integration of Knowledge and Ideas

- RI.9-10.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
- RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

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

### Key Ideas and Details

- CCR.9-10.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.9-10.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.

### Craft and Structure

- CCR.9-10.6 Assess how point of view or purpose shapes the content and style of a text.

## Writing Standards (9-10)

### Production and Distribution of Writing

- WR.9-10.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### Range of Writing

- WR.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

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

### Text Types and Purposes

- CCR.9-10.1 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.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.9-10.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

- CCR.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

- CCR.9-10.10 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 (9-10)

#### Comprehension and Collaboration

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

#### Comprehension and Collaboration

- CCR.9-10.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-10.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.9-10.4 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 (9-10)

#### Conventions of Standard English

- Lan.9-10.1 Demonstrate command of the conventions of standard English grammar and usage with writing or speaking.
- Lan.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.9-10.2c Spell correctly.

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

### Conventions of Standard English

- CCR.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

- CCR.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

- CCR.9-10.6 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 (9-10)

### Key Ideas and Details

- RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
- RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### Craft and Structure

- RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

### Integration of Knowledge and Ideas

- RI.9-10.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
- RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

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

### Key Ideas and Details

- CCR.9-10.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

### Key Ideas and Details

- CCR.9-10.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.

### Craft and Structure

- CCR.9-10.6 Assess how point of view or purpose shapes the content and style of a text.

## Writing Standards (9-10)

### Production and Distribution of Writing

- WR.9-10.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### Range of Writing

- WR.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

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

### Text Types and Purposes

- CCR.9-10.1 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.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.9-10.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

- CCR.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

- CCR.9-10.10 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 (9-10)

#### Comprehension and Collaboration

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

#### Comprehension and Collaboration

- CCR.9-10.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-10.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.9-10.4 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 (9-10)

#### Conventions of Standard English

- Lan.9-10.1 Demonstrate command of the conventions of standard English grammar and usage with writing or speaking.

## Language Standards (9-10) Continued

### Conventions of Standard English

- Lan.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.9-10.2c Spell correctly.

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

### Conventions of Standard English

- CCR.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

- CCR.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

- CCR.9-10.6 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 (9-10)

### Key Ideas and Details

- RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
- RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### Craft and Structure

- RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

### Integration of Knowledge and Ideas

- RI.9-10.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
- RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

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

### Key Ideas and Details

- CCR.9-10.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.9-10.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.

### Craft and Structure

- CCR.9-10.6 Assess how point of view or purpose shapes the content and style of a text.

## Writing Standards (9-10)

### Text Types and Purposes

- WR.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WR.9-10-1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- WR.9-10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- WR.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- WR.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

### Production and Distribution of Writing

- WR.9-10.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### Range of Writing

- WR.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

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

### Text Types and Purposes

- CCR.9-10.1 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.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.9-10.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

### Research to Build and Present Knowledge

CCR.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

CCR.9-10.10 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 (9-10)

#### Comprehension and Collaboration

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

#### Comprehension and Collaboration

- CCR.9-10.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-10.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.9-10.4 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 (9-10)

#### Conventions of Standard English

- Lan.9-10.1 Demonstrate command of the conventions of standard English grammar and usage with writing or speaking.

## Language Standards (9-10) Continued

### Conventions of Standard English

- Lan.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.9-10.2c Spell correctly.

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

### Conventions of Standard English

- CCR.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

- CCR.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

- CCR.9-10.6 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 (9-10)

### Key Ideas and Details

- RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
- RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### Craft and Structure

- RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

### Integration of Knowledge and Ideas

- RI.9-10.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
- RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

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

### Key Ideas and Details

- CCR.9-10.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.9-10.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.

### Craft and Structure

- CCR.9-10.6 Assess how point of view or purpose shapes the content and style of a text.

## Writing Standards (9-10)

### Text Types and Purposes

- WR.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WR.9-10-1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- WR.9-10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- WR.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- WR.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

### Production and Distribution of Writing

- WR.9-10.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### Range of Writing

- WR.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

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

### Text Types and Purposes

- CCR.9-10.1 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.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.9-10.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

### Research to Build and Present Knowledge

CCR.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

CCR.9-10.10 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 (9-10)

#### Comprehension and Collaboration

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

#### Comprehension and Collaboration

- CCR.9-10.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-10.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.9-10.4 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 (9-10)

#### Conventions of Standard English

- Lan.9-10.1 Demonstrate command of the conventions of standard English grammar and usage with writing or speaking.

## Language Standards (9-10) Continued

### Conventions of Standard English

- Lan.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.9-10.2c Spell correctly.

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

### Conventions of Standard English

- CCR.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

- CCR.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

- CCR.9-10.6 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 (9-10)

### Key Ideas and Details

- RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
- RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### Craft and Structure

- RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

### Integration of Knowledge and Ideas

- RI.9-10.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
- RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

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

### Key Ideas and Details

- CCR.9-10.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.9-10.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.

### Craft and Structure

- CCR.9-10.6 Assess how point of view or purpose shapes the content and style of a text.

## Writing Standards (9-10)

### Text Types and Purposes

- WR.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WR.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- WR.9-10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- WR.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- WR.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WR.9-10.1e Provide concluding statement or section that follows from and supports the argument presented.

### Production and Distribution of Writing

- WR.9-10.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### Range of Writing

- WR.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

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

### Text Types and Purposes

- CCR.9-10.1 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.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

### Production and Distribution of Writing

CCR.9-10.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

CCR.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

CCR.9-10.10 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 (9-10)

#### Comprehension and Collaboration

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

#### Comprehension and Collaboration

- CCR.9-10.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-10.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.9-10.4 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 (9-10)

#### Conventions of Standard English

- Lan.9-10.1 Demonstrate command of the conventions of standard English grammar and usage with writing or speaking.

## Language Standards (9-10) Continued

### Conventions of Standard English

- Lan.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.9-10.2c Spell correctly.

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

### Conventions of Standard English

- CCR.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

- CCR.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

- CCR.9-10.6 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 (9-10)

### Key Ideas and Details

- RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
- RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### Craft and Structure

- RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

### Integration of Knowledge and Ideas

- RI.9-10.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
- RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

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

### Key Ideas and Details

- CCR.9-10.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.9-10.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.

### Craft and Structure

- CCR.9-10.6 Assess how point of view or purpose shapes the content and style of a text.

## Writing Standards (9-10)

### Text Types and Purposes

- WR.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WR.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- WR.9-10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- WR.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- WR.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WR.9-10.1e Provide concluding statement or section that follows from and supports the argument presented.

### Production and Distribution of Writing

- WR.9-10.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### Range of Writing

- WR.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

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

### Text Types and Purposes

- CCR.9-10.1 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.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

### Production and Distribution of Writing

CCR.9-10.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

CCR.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

CCR.9-10.10 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 (9-10)

#### Comprehension and Collaboration

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

#### Comprehension and Collaboration

- CCR.9-10.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-10.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.9-10.4 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 (9-10)

#### Conventions of Standard English

- Lan.9-10.1 Demonstrate command of the conventions of standard English grammar and usage with writing or speaking.
- Lan.9-10.1a Use parallel structure.

## Language Standards (9-10) Continued

### Conventions of Standard English

- Lan.9-0101b Use various types of phrases (noun, verb, adjectival, adverbial, participle, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial to convey specific meanings and add variety and interest to writing or presentations.
- Lan.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.9-10.2a Use a semicolon to link two or more closely related independent clauses.
- Lan.9-10.2b Use a colon to introduce a list or quotation.
- Lan.9-10.2c Spell correctly.

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

### Conventions of Standard English

- CCR.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

- CCR.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

- CCR.9-10.6 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 (9-10)

### Key Ideas and Details

- RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
- RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### Craft and Structure

- RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

## Reading Standards for Informational Text (9-10) Continued

### Integration of Knowledge and Ideas

- RI.9-10.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
- RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

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

### Key Ideas and Details

- CCR.9-10.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.9-10.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.

### Craft and Structure

- CCR.9-10.6 Assess how point of view or purpose shapes the content and style of a text.

## Writing Standards (9-10)

### Text Types and Purposes

- WR.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WR.9-10-1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- WR.9-10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- WR.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- WR.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WR.9-10.1e Provide concluding statement or section that follows from and supports the argument presented.

### Production and Distribution of Writing

- WR.9-10.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### Range of Writing

- WR.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

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

### Text Types and Purposes

- CCR.9-10.1 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.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.9-10.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

- CCR.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

- CCR.9-10.10 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 (9-10)

#### Comprehension and Collaboration

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, building on others’ ideas and expressing their own clearly and persuasively.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

#### Comprehension and Collaboration

- CCR.9-10.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- CCR.9-10.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.9-10.4 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 (9-10)

#### Conventions of Standard English

- Lan.9-10.1 Demonstrate command of the conventions of standard English grammar and usage with writing or speaking.
- Lan.9-10.1a Use parallel structure.

## Language Standards (9-10) Continued

### Conventions of Standard English

- Lan.9-0101b Use various types of phrases (noun, verb, adjectival, adverbial, participle, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial to convey specific meanings and add variety and interest to writing or presentations.
- Lan.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.9-10.2a Use a semicolon to link two or more closely related independent clauses.
- Lan.9-10.2b Use a colon to introduce a list or quotation.
- Lan.9-10.2c Spell correctly.

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

### Conventions of Standard English

- CCR.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

- CCR.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

- CCR.9-10.6 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 (9-10)

### Key Ideas and Details

- RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
- RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### Craft and Structure

- RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

## Reading Standards for Informational Text (9-10) Continued

### Integration of Knowledge and Ideas

- RI.9-10.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
- RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

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

### Key Ideas and Details

- CCR.9-10.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.9-10.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.

### Craft and Structure

- CCR.9-10.6 Assess how point of view or purpose shapes the content and style of a text.

## Writing Standards (9-10)

### Text Types and Purposes

- WR.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WR.9-10-1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- WR.9-10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- WR.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- WR.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WR.9-10.1e Provide concluding statement or section that follows from and supports the argument presented.

### Production and Distribution of Writing

- WR.9-10.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### Range of Writing

- WR.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

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

### Text Types and Purposes

- CCR.9-10.1 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.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.9-10.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

- CCR.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

- CCR.9-10.10 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 (9-10)

#### Comprehension and Collaboration

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

#### Comprehension and Collaboration

- CCR.9-10.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-10.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.9-10.4 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 (9-10)

#### Conventions of Standard English

- Lan.9-10.1 Demonstrate command of the conventions of standard English grammar and usage with writing or speaking.
- Lan.9-10.1a Use parallel structure.

## Language Standards (9-10) Continued

### Conventions of Standard English

- Lan.9-0101b Use various types of phrases (noun, verb, adjectival, adverbial, participle, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial to convey specific meanings and add variety and interest to writing or presentations.
- Lan.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.9-10.2a Use a semicolon to link two or more closely related independent clauses.
- Lan.9-10.2b Use a colon to introduce a list or quotation.
- Lan.9-10.2c Spell correctly.

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

### Conventions of Standard English

- CCR.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

- CCR.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

- CCR.9-10.6 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 (9-10)

### Production and Distribution of Writing

- WR.9-10.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### Range of Writing

- WR.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.

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

### Production and Distribution of Writing

- CCR.9-10.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

- CCR.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

- CCR.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day) for a range of discipline-specific tasks, purposes, and audience.