

# English Now! Writing

## Persuasive

Unit 10

E

### Common Core Standards

Grades 6-8



## LESSON 1 – READING AND INTERPRETING WRITING PROMPTS

### OBJECTIVES

#### Listening and Speaking

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

#### Reading

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

#### Writing

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

### Speaking and Listening Standards (6-8)

#### Comprehension and Collaboration

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

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

#### Comprehension and Collaboration

- CCR.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.6-8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Language Standards (6-8)

#### Conventions of Standard English

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

## Language Standards (6-8) Continued

### Conventions of Standard English

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

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

### Conventions of Standard English

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

### Knowledge of Language

- CCR.6-8.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

- CCR.6-8.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

## Reading Standards for Informational Text (6-8)

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

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

### Key Ideas and Details

- CCR.6-8.1 Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

## Writing Standards (6-8)

### Text Types and Purposes

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

### Range of Writing

- WR.6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

### Text Types and Purposes

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

### Production and Distribution of Writing

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

### Research to Build and Present Knowledge

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

### Range of Writing

- CCR.6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## LESSON 2 – LISTENING TO TWO SIDES

### OBJECTIVES

#### Listening and Speaking

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

#### Reading

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

#### Writing

- \_\_\_ Did I write the reasons for my choice?

### Speaking and Listening Standards (6-8)

#### Comprehension and Collaboration

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

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

#### Comprehension and Collaboration

- CCR.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- CCR.6-8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.6-8.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

## Language Standards (6-8)

### Conventions of Standard English

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

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

### Conventions of Standard English

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

### Knowledge of Language

- CCR.6-8.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

- CCR.6-8.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

## Reading Standards for Informational Text (6-8)

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

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

### Key Ideas and Details

- CCR.6-8.1 Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.6-8.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR.6-8.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

## Writing Standards (6-8)

### Text Types and Purposes

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

### Range of Writing

- WR.6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

### Text Types and Purposes

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

### Production and Distribution of Writing

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

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

### Production and Distribution of Writing

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

### Research to Build and Present Knowledge

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

### Range of Writing

CCR.6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



## LESSON 3 – UNDERSTANDING THE SITUATION

### OBJECTIVES

#### Listening and Speaking

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

#### Reading

- \_\_\_ Did I read and understand the writing prompt?

#### Writing

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

### Speaking and Listening Standards (6-8)

#### Comprehension and Collaboration

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

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

#### Comprehension and Collaboration

- CCR.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.6-8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.6-8.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

## Language Standards (6-8)

### Conventions of Standard English

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

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

### Conventions of Standard English

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

### Knowledge of Language

- CCR.6-8.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

- CCR.6-8.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

## Reading Standards for Informational Text (6-8)

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

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

### Key Ideas and Details

- CCR.6-8.1 Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.6-8.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR.6-8.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

## Writing Standards (6-8)

### Text Types and Purposes

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

### Range of Writing

- WR.6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

### Text Types and Purposes

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

### Production and Distribution of Writing

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

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

### Production and Distribution of Writing

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

### Research to Build and Present Knowledge

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

### Range of Writing

CCR.6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## LESSON 4 – CHOOSING REASONS

### OBJECTIVES

#### Listening and Speaking

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

#### Reading

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

#### Writing

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

### Speaking and Listening Standards (6-8)

#### Comprehension and Collaboration

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

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

#### Comprehension and Collaboration

- CCR.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.6-8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.6-8.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

## Language Standards (6-8)

### Conventions of Standard English

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

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

### Conventions of Standard English

- CCR.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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### Knowledge of Language

- CCR.6-8.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

- CCR.6-8.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

## Reading Standards for Informational Text (6-8)

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

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

### Key Ideas and Details

- CCR.6-8.1 Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.6-8.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR.6-8.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

## Writing Standards (6-8)

### Text Types and Purposes

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

### Production and Distribution of Writing

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

### Range of Writing

- WR.6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

### Text Types and Purposes

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

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

### Production and Distribution of Writing

- CCR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

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

### Range of Writing

- CCR.6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



## LESSON 5 – SUPPORTING REASONS WITH SENTENCES

### OBJECTIVES

#### Listening and Speaking

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

#### Reading

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

#### Writing

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

### Speaking and Listening Standards (6-8)

#### Comprehension and Collaboration

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

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

#### Comprehension and Collaboration

- CCR.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.6-8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.6-8.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

## Language Standards (6-8)

### Conventions of Standard English

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

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

### Conventions of Standard English

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

### Knowledge of Language

- CCR.6-8.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

- CCR.6-8.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

## Reading Standards for Informational Text (6-8)

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

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

### Key Ideas and Details

- CCR.6-8.1 Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.6-8.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR.6-8.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

## Writing Standards (6-8)

### Text Types and Purposes

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

### Production and Distribution of Writing

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

### Range of Writing

- WR.6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

### Text Types and Purposes

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

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

### Production and Distribution of Writing

- CCR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

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

### Range of Writing

- CCR.6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## LESSON 6 – UNDERSTANDING CONCLUSIONS AND THE CALL TO ACTION

### OBJECTIVES

#### Listening and Speaking

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

#### Reading

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

#### Writing

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

### Speaking and Listening Standards (6-8)

#### Comprehension and Collaboration

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

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

#### Comprehension and Collaboration

- CCR.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.6-8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.6-8.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

## Language Standards (6-8)

### Conventions of Standard English

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

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

### Conventions of Standard English

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

### Knowledge of Language

- CCR.6-8.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

- CCR.6-8.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

## Reading Standards for Informational Text (6-8)

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

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

### Key Ideas and Details

- CCR.6-8.1 Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.6-8.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR.6-8.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

## Writing Standards (6-8)

### Text Types and Purposes

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

### Production and Distribution of Writing

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

### Range of Writing

- WR.6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

### Text Types and Purposes

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

### Production and Distribution of Writing

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

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

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

### Research to Build and Present Knowledge

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

### Range of Writing

CCR.6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



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

### OBJECTIVES

#### Listening and Speaking

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

#### Reading

- \_\_\_ Did I read my introductory paragraph?
- \_\_\_ Did I read and understand the requirements for writing each sentence of the introductory paragraph?

#### Writing

- \_\_\_ Did I write my introductory paragraph?

### Speaking and Listening Standards (6-8)

#### Comprehension and Collaboration

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

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

#### Comprehension and Collaboration

- CCR.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.6-8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.6-8.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

## Language Standards (6-8)

### Conventions of Standard English

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

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

### Conventions of Standard English

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

### Knowledge of Language

- CCR.6-8.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

- CCR.6-8.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

## Reading Standards for Informational Text (6-8)

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

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

### Key Ideas and Details

- CCR.6-8.1 Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.6-8.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR.6-8.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

## Writing Standards (6-8)

### Text Types and Purposes

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

### Production and Distribution of Writing

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

## Writing Standards (6-8) Continued

### Range of Writing

- WR.6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

### Text Types and Purposes

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

### Production and Distribution of Writing

- CCR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

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

### Range of Writing

- CCR.6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

### OBJECTIVES

#### Listening and Speaking

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

#### Reading

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

#### Writing

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

### Speaking and Listening Standards (6-8)

#### Comprehension and Collaboration

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

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

#### Comprehension and Collaboration

- CCR.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.6-8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.6-8.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

## Language Standards (6-8)

### Conventions of Standard English

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

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

### Conventions of Standard English

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

### Knowledge of Language

- CCR.6-8.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

- CCR.6-8.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

## Reading Standards for Informational Text (6-8)

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

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

### Key Ideas and Details

- CCR.6-8.1 Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.6-8.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR.6-8.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

## Writing Standards (6-8)

### Text Types and Purposes

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

### Production and Distribution of Writing

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

## Writing Standards (6-8) Continued

### Range of Writing

- WR.6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

### Text Types and Purposes

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

### Production and Distribution of Writing

- CCR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

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

### Range of Writing

- CCR.6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



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

### OBJECTIVES

#### Listening and Speaking

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

#### Reading

- \_\_\_ Did I read and understand the requirements for writing each sentence of the concluding paragraph?
- \_\_\_ Did I read my concluding paragraph?

#### Writing

- \_\_\_ Did I write my concluding paragraph?

### Speaking and Listening Standards (6-8)

#### Comprehension and Collaboration

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

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

#### Comprehension and Collaboration

- CCR.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.6-8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.6-8.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

## Language Standards (6-8)

### Conventions of Standard English

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

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

### Conventions of Standard English

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

### Knowledge of Language

- CCR.6-8.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

- CCR.6-8.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

## Reading Standards for Informational Text (6-8)

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

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

### Key Ideas and Details

- CCR.6-8.1 Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.6-8.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR.6-8.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

## Writing Standards (6-8)

### Text Types and Purposes

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

### Production and Distribution of Writing

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

## Writing Standards (6-8) Continued

### Range of Writing

- WR.6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

### Text Types and Purposes

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

### Production and Distribution of Writing

- CCR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

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

### Range of Writing

- CCR.6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## LESSON 10 – REVISING AND EDITING

### OBJECTIVES

#### Listening and Speaking

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

#### Reading

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

#### Writing

- \_\_\_ Did I revise and edit my rough draft?

### Speaking and Listening Standards (6-8)

#### Comprehension and Collaboration

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

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

#### Comprehension and Collaboration

- CCR.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.6-8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.6-8.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

## Language Standards (6-8)

### Conventions of Standard English

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

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

### Conventions of Standard English

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

### Knowledge of Language

- CCR.6-8.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

- CCR.6-8.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

## Reading Standards for Informational Text (6-8)

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

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

### Key Ideas and Details

- CCR.6-8.1 Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.6-8.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR.6-8.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

## Writing Standards (6-8)

### Text Types and Purposes

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

### Production and Distribution of Writing

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

## Writing Standards (6-8) Continued

### Range of Writing

- WR.6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

### Text Types and Purposes

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

### Production and Distribution of Writing

- CCR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

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

### Range of Writing

- CCR.6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



## LESSON 11 – WRITING THE FINAL ESSAY

### OBJECTIVES

#### Listening and Speaking

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

#### Reading

- \_\_\_ Did I reread my essay to find and correct errors?

#### Writing

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

### Speaking and Listening Standards (6-8)

#### Comprehension and Collaboration

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

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

#### Comprehension and Collaboration

- CCR.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- CCR.6-8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.6-8.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

## Language Standards (6-8)

### Conventions of Standard English

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

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

### Conventions of Standard English

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

### Knowledge of Language

- CCR.6-8.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

- CCR.6-8.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

## Reading Standards for Informational Text (6-8)

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

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

### Key Ideas and Details

- CCR.6-8.1 Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.6-8.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR.6-8.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

## Writing Standards (6-8)

### Text Types and Purposes

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

### Production and Distribution of Writing

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

## Writing Standards (6-8) Continued

### Range of Writing

- WR.6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

### Text Types and Purposes

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

### Production and Distribution of Writing

- CCR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

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

### Range of Writing

- CCR.6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## LESSON 12 – PUBLISHING AND PRESENTING

### OBJECTIVES

#### Listening and Speaking

- \_\_\_ Did I listen attentively to a presentation about *publishing* and *presenting*?
- \_\_\_ Did I respond to questions and comments intelligently and positively?

#### Reading

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

#### Writing

- \_\_\_ Did I write reflections about my writing?

### Speaking and Listening Standards (6-8)

#### Comprehension and Collaboration

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

#### Presentation of Knowledge and Ideas

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

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

#### Comprehension and Collaboration

- CCR.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.6-8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.6-8.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

## Language Standards (6-8)

### Conventions of Standard English

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

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

### Conventions of Standard English

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

### Knowledge of Language

- CCR.6-8.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

- CCR.6-8.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

## Writing Standards (6-8)

### Production and Distribution of Writing

- WR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

### Range of Writing

- WR.6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

### Production and Distribution of Writing

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

### Research to Build and Present Knowledge

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

### Range of Writing

- CCR.6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.