

English Now! Writing

Response to Literature

Unit 8

D

Common Core Standards

Grades 11-12



LESSON 1 – READING AND INTERPRETING WRITING PROMPTS

OBJECTIVES

Listening and Speaking

___ Did I listen attentively to the presentation called *Reading and Interpreting Writing Prompts*?

___ Did I explain my analysis of a writing prompt?

Reading

___ Did I read, understand, and interpret a writing prompt?

Writing

___ Did I create a visual organizer?

___ Did I label the sections of my visual organizer?

Speaking and Listening Standards (11-12)

Comprehension and Collaboration

- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (on-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional or research is required to deepen the investigation or complete the task.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

- SL.11-12.5 Make strategic use of digital media in presentations to enhance understandings of findings, reasoning, and evidence to add interest.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

Comprehension and Collaboration

- CCR.11-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.11-12.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.
- CCR.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

Presentation of Knowledge and Ideas

- CCR.11-12.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCR.11-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (11-12)

Conventions of Standard English

- Lan.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.11-12.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Lan.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.11-12.2b Spell correctly.

Knowledge of Language

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

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

Conventions of Standard English

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

Knowledge of Language

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

Vocabulary Acquisition and Use

- CCR.11-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Informational Text (11-12)

Key Ideas and Details

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

Craft and Structure

- RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

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

- CCR.11-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.11-12.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Integration of Knowledge and Ideas

- CCR.11-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

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

Writing Standards (11-12)

Text Types and Purposes

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

Production and Distribution of Writing

- WR.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WR.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Range of Writing

Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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

Text Types and Purposes

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

Production and Distribution of Writing

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

Research to Build Present Knowledge

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

Range of Writing

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

LESSON 2 – READING AND RETELLING

OBJECTIVES

Listening and Speaking

___ Did I listen attentively to the explanation of *the elements of literature*?

___ Did I retell the plot of the story?

Reading

___ Did I read the story?

___ Did I understand the plot of the story?

Writing

___ Did I identify and highlight the five components of the plot in the story?

Speaking and Listening Standards (11-12)

Comprehension and Collaboration

- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (on-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional or research is required to deepen the investigation or complete the task.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

- SL.11-12.5 Make strategic use of digital media in presentations to enhance understandings of findings, reasoning, and evidence to add interest.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

Comprehension and Collaboration

- CCR.11-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.11-12.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.
- CCR.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

Presentation of Knowledge and Ideas

- CCR.11-12.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCR.11-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (11-12)

Conventions of Standard English

- Lan.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.11-12.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Lan.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.11-12.2b Spell correctly.

Knowledge of Language

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

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

Conventions of Standard English

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

Knowledge of Language

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

Vocabulary Acquisition and Use

- CCR.11-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Informational Text (11-12)

Key Ideas and Details

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

Craft and Structure

- RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Reading Standards for Literature (11-12)

Key Ideas and Details

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

- RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

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

Key Ideas and Details

- CCR.11-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.11-12.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Integration of Knowledge and Ideas

- CCR.11-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

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

Writing Standards (11-12)

Text Types and Purposes

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

Production and Distribution of Writing

- WR.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WR.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Writing Standards (11-12) Continued

Range of Writing

WR.11-12.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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

Text Types and Purposes

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

Production and Distribution of Writing

CCR.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purposes, and audience.

CCR.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

Research to Build Present Knowledge

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

Range of Writing

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

LESSON 3 – ANALYZING CHARACTERS

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of *comparing* and *contrasting*?
- ___ Did I compare and contrast the two characters?

Reading

- ___ Did I reread the story?

Writing

- ___ Did I identify comparison and contrast words and phrases in the text?
- ___ Did I write my comparison and contrast notes in the *Venn Diagram* and *Thinking Grid*?

Speaking and Listening Standards (11-12)

Comprehension and Collaboration

- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (on-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional or research is required to deepen the investigation or complete the task.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

- SL.11-12.5 Make strategic use of digital media in presentations to enhance understandings of findings, reasoning, and evidence to add interest.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

Comprehension and Collaboration

- CCR.11-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.11-12.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.
- CCR.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

Presentation of Knowledge and Ideas

- CCR.11-12.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCR.11-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (11-12)

Conventions of Standard English

- Lan.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.11-12.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Lan.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.11-12.2b Spell correctly.

Knowledge of Language

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

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

Conventions of Standard English

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

Knowledge of Language

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

Vocabulary Acquisition and Use

- CCR.11-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Informational Text (11-12)

Key Ideas and Details

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

Craft and Structure

- RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Reading Standards for Literature (11-12)

Key Ideas and Details

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

- RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

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

Key Ideas and Details

- CCR.11-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.11-12.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Integration of Knowledge and Ideas

- CCR.11-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

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

Writing Standards (11-12)

Text Types and Purposes

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

Production and Distribution of Writing

- WR.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WR.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Writing Standards (11-12) Continued

Range of Writing

WR.11-12.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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

Text Types and Purposes

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

Production and Distribution of Writing

CCR.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purposes, and audience.

CCR.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

Research to Build Present Knowledge

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

Range of Writing

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

LESSON 4 – DISCOVERING INSIGHTS AND LESSONS

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of *insight* and *moral*?
- ___ Did I explain the checklist for the introductory paragraph, the first body paragraph, and the second body paragraph?

Reading

- ___ Did I read the first three paragraphs of Student A’s and B’s essays?
- ___ Did I compare and contrast the two responses to determine which one is more insightful?

Writing

- ___ Did I analyze Student A’s and B’s essays according to the checklists?

Speaking and Listening Standards (11-12)

Comprehension and Collaboration

- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (on-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
- SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional or research is required to deepen the investigation or complete the task.
- SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

- SL.11-12.5 Make strategic use of digital media in presentations to enhance understandings of findings, reasoning, and evidence to add interest.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

Comprehension and Collaboration

- CCR.11-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- CCR.11-12.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.
- CCR.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

Presentation of Knowledge and Ideas

- CCR.11-12.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCR.11-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (11-12)

Conventions of Standard English

- Lan.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.11-12.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Lan.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.11-12.2b Spell correctly.

Knowledge of Language

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

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

Conventions of Standard English

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

Knowledge of Language

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

Vocabulary Acquisition and Use

- CCR.11-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Informational Text (11-12)

Key Ideas and Details

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

Craft and Structure

- RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Reading Standards for Literature (11-12)

Key Ideas and Details

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

- RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

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

Key Ideas and Details

- CCR.11-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.11-12.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Integration of Knowledge and Ideas

- CCR.11-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

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

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WR.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counter claims, reasons, and evidence.
- WR.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- WR.11-12.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Writing Standards (11-12) Continued

Production and Distribution of Writing

- WR.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WR.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Range of Writing

- WR.11-12.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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

Text Types and Purposes

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

Production and Distribution of Writing

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

Research to Build Present Knowledge

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

Range of Writing

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

LESSON 5 – ANALYZING THE PLOT

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of *introduction, conflict/problem/dilemma, rising action, climax, falling action, and resolution*?
- ___ Did I explain the checklist for the third body paragraph and the concluding paragraph?

Reading

- ___ Did I read the last two paragraphs of Student A's and B's essays?
- ___ Did I compare and contrast the two responses to determine which one is more insightful?

Writing

- ___ Did I analyze Student A's and B's essays according to the checklists?

Speaking and Listening Standards (11-12)

Comprehension and Collaboration

- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (on-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional or research is required to deepen the investigation or complete the task.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

- SL.11-12.5 Make strategic use of digital media in presentations to enhance understandings of findings, reasoning, and evidence to add interest.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

Comprehension and Collaboration

- CCR.11-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.11-12.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.
- CCR.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

Presentation of Knowledge and Ideas

- CCR.11-12.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCR.11-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (11-12)

Conventions of Standard English

- Lan.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.11-12.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Lan.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.11-12.2b Spell correctly.

Knowledge of Language

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

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

Conventions of Standard English

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

Knowledge of Language

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

Vocabulary Acquisition and Use

- CCR.11-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Informational Text (11-12)

Key Ideas and Details

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

Craft and Structure

- RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Reading Standards for Literature (11-12)

Key Ideas and Details

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

- RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

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

Key Ideas and Details

- CCR.11-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.11-12.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Integration of Knowledge and Ideas

- CCR.11-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

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

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WR.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counter claims, reasons, and evidence.
- WR.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- WR.11-12.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Writing Standards (11-12) Continued

Production and Distribution of Writing

- WR.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WR.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Range of Writing

- WR.11-12.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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

Text Types and Purposes

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

Production and Distribution of Writing

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

Research to Build Present Knowledge

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

Range of Writing

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

LESSON 6 – COMPLETING AN OUTLINE

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of the *response to literature outline*?
- ___ Did I explain the connections between the story, the Essay Guide, the outline, and the response to literature essay?

Reading

- ___ Did I read the story, the outline, and the response to literature essay?
- ___ Did I connect the story to the Essay Guide, the outline, and the response to literature essay?

Writing

- ___ Did I complete a response to literature outline?

Speaking and Listening Standards (11-12)

Comprehension and Collaboration

- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (on-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional or research is required to deepen the investigation or complete the task.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

- SL.11-12.5 Make strategic use of digital media in presentations to enhance understandings of findings, reasoning, and evidence to add interest.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

Comprehension and Collaboration

- CCR.11-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.11-12.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.
- CCR.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

Presentation of Knowledge and Ideas

- CCR.11-12.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCR.11-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (11-12)

Conventions of Standard English

- Lan.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.11-12.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Lan.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.11-12.2b Spell correctly.

Knowledge of Language

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

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

Conventions of Standard English

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

Knowledge of Language

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

Vocabulary Acquisition and Use

- CCR.11-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Informational Text (11-12)

Key Ideas and Details

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

Craft and Structure

- RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Reading Standards for Literature (11-12)

Key Ideas and Details

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

- RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

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

Key Ideas and Details

- CCR.11-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.11-12.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Integration of Knowledge and Ideas

- CCR.11-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

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

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WR.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counter claims, reasons, and evidence.
- WR.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- WR.11-12.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Writing Standards (11-12) Continued

Production and Distribution of Writing

- WR.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WR.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Range of Writing

- WR.11-12.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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

Text Types and Purposes

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

Production and Distribution of Writing

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

Research to Build Present Knowledge

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

Range of Writing

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

LESSON 7 – READING AND ANALYZING A NEW STORY

OBJECTIVES

Listening and Speaking

___ Did I listen attentively to the *review of Parts of a Writing Prompt*?

___ Did I explain my visual organizer?

Reading

___ Did I read and understand the writing prompt?

___ Did I read and understand the story?

Writing

___ Did I write notes about the story in my visual organizer?

Speaking and Listening Standards (11-12)

Comprehension and Collaboration

- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (on-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional or research is required to deepen the investigation or complete the task.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

- SL.11-12.5 Make strategic use of digital media in presentations to enhance understandings of findings, reasoning, and evidence to add interest.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

Comprehension and Collaboration

- CCR.11-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.11-12.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.
- CCR.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

Presentation of Knowledge and Ideas

- CCR.11-12.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCR.11-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (11-12)

Conventions of Standard English

- Lan.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.11-12.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Lan.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.11-12.2b Spell correctly.

Knowledge of Language

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

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

Conventions of Standard English

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

Knowledge of Language

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

Vocabulary Acquisition and Use

- CCR.11-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Informational Text (11-12)

Key Ideas and Details

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

Craft and Structure

- RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Reading Standards for Literature (11-12)

Key Ideas and Details

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

- RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

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

Key Ideas and Details

- CCR.11-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.11-12.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Integration of Knowledge and Ideas

- CCR.11-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

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

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WR.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counter claims, reasons, and evidence.
- WR.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- WR.11-12.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Writing Standards (11-12) Continued

Production and Distribution of Writing

- WR.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WR.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Range of Writing

- WR.11-12.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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

Text Types and Purposes

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

Production and Distribution of Writing

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

Research to Build Present Knowledge

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

Range of Writing

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

LESSON 8 – CREATING AN OUTLINE

OBJECTIVES

Listening and Speaking

___ Did I listen attentively to the presentation of *The Author and the Reader*?

___ Did I explain my outline?

Reading

___ Did I reread the story?

___ Did I reread the notes I wrote in my visual organizer?

Writing

___ Did I create an outline?

Speaking and Listening Standards (11-12)

Comprehension and Collaboration

- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (on-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional or research is required to deepen the investigation or complete the task.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

- SL.11-12.5 Make strategic use of digital media in presentations to enhance understandings of findings, reasoning, and evidence to add interest.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

Comprehension and Collaboration

- CCR.11-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.11-12.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.
- CCR.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

Presentation of Knowledge and Ideas

- CCR.11-12.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCR.11-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (11-12)

Conventions of Standard English

- Lan.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.11-12.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Lan.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.11-12.2b Spell correctly.

Knowledge of Language

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

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

Conventions of Standard English

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

Knowledge of Language

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

Vocabulary Acquisition and Use

- CCR.11-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Informational Text (11-12)

Key Ideas and Details

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

Craft and Structure

- RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Reading Standards for Literature (11-12)

Key Ideas and Details

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

- RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

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

Key Ideas and Details

- CCR.11-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.11-12.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Integration of Knowledge and Ideas

- CCR.11-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

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

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WR.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counter claims, reasons, and evidence.
- WR.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- WR.11-12.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Writing Standards (11-12) Continued

Production and Distribution of Writing

- WR.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WR.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Range of Writing

- WR.11-12.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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

Text Types and Purposes

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

Production and Distribution of Writing

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

Research to Build Present Knowledge

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

Range of Writing

- CCR.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (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 I

OBJECTIVES

Listening and Speaking

- ___ Did I contrast the meanings of positive and negative *character traits*?
- ___ Did I orally compose each sentence of the introductory paragraph and first body paragraph?

Reading

- ___ Did I read and understand the requirements for writing each sentence of the introductory paragraph and first body paragraph?
- ___ Did I read my introductory paragraph and first body paragraph?

Writing

- ___ Did I write my introductory paragraph and first body paragraph?

Speaking and Listening Standards (11-12)

Comprehension and Collaboration

- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (on-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional or research is required to deepen the investigation or complete the task.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

- SL.11-12.5 Make strategic use of digital media in presentations to enhance understandings of findings, reasoning, and evidence to add interest.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

Comprehension and Collaboration

- CCR.11-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.11-12.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.
- CCR.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

Presentation of Knowledge and Ideas

- CCR.11-12.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCR.11-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (11-12)

Conventions of Standard English

- Lan.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.11-12.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Lan.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.11-12.2b Spell correctly.

Knowledge of Language

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

Vocabulary Acquisition and Use

- Lan.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Conventions of Standard English

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

Knowledge of Language

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

Vocabulary Acquisition and Use

- CCR.11-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Informational Text (11-12)

Key Ideas and Details

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

Craft and Structure

- RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Reading Standards for Literature (11-12)

Key Ideas and Details

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

- RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

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

Key Ideas and Details

- CCR.11-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.11-12.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Integration of Knowledge and Ideas

- CCR.11-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

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

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WR.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counter claims, reasons, and evidence.
- WR.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- WR.11-12.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Production and Distribution of Writing

- WR.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WR.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Range of Writing

- WR.11-12.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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

Text Types and Purposes

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

Production and Distribution of Writing

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

Research to Build Present Knowledge

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

Range of Writing

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

LESSON 10 – WRITING AND REVISING AS YOU GO – PART II

OBJECTIVES

Listening and Speaking

- ___ Did I listen to the meanings of *transition words and phrases*, then use them in sentences?
- ___ Did I discuss how to write each sentence of the second and third body paragraphs?

Reading

- ___ Did I read and understand the requirements for writing each sentence of the second and third body paragraphs?
- ___ Did I read my second and third body paragraphs?

Writing

- ___ Did I write my second and third body paragraphs?

Speaking and Listening Standards (11-12)

Comprehension and Collaboration

- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (on-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional or research is required to deepen the investigation or complete the task.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

- SL.11-12.5 Make strategic use of digital media in presentations to enhance understandings of findings, reasoning, and evidence to add interest.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

Comprehension and Collaboration

- CCR.11-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.11-12.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.
- CCR.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

Presentation of Knowledge and Ideas

- CCR.11-12.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCR.11-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (11-12)

Conventions of Standard English

- Lan.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.11-12.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Lan.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.11-12.2b Spell correctly.

Knowledge of Language

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

Vocabulary Acquisition and Use

- Lan.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Conventions of Standard English

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

Knowledge of Language

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

Vocabulary Acquisition and Use

- CCR.11-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Informational Text (11-12)

Key Ideas and Details

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

Craft and Structure

- RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Reading Standards for Literature (11-12)

Key Ideas and Details

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

- RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

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

Key Ideas and Details

- CCR.11-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.11-12.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Integration of Knowledge and Ideas

- CCR.11-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

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

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WR.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counter claims, reasons, and evidence.
- WR.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- WR.11-12.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Production and Distribution of Writing

- WR.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WR.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Range of Writing

- WR.11-12.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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

Text Types and Purposes

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

Production and Distribution of Writing

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

Research to Build Present Knowledge

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

Range of Writing

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

LESSON 11 – WRITING AND REVISING AS YOU GO – PART III

OBJECTIVES

Listening and Speaking

___ Did I listen attentively to a presentation about *correcting spelling errors*?

___ Did I discuss how to write each sentence of the concluding paragraph?

Reading

___ Did I read and understand the requirements for writing a concluding paragraph?

___ Did I read my concluding paragraph?

Writing

___ Did I write my concluding paragraph?

Speaking and Listening Standards (11-12)

Comprehension and Collaboration

- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (on-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional or research is required to deepen the investigation or complete the task.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

- SL.11-12.5 Make strategic use of digital media in presentations to enhance understandings of findings, reasoning, and evidence to add interest.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

Comprehension and Collaboration

- CCR.11-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.11-12.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.
- CCR.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

Presentation of Knowledge and Ideas

- CCR.11-12.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCR.11-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (11-12)

Conventions of Standard English

- Lan.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.11-12.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Lan.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.11-12.2b Spell correctly.

Knowledge of Language

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

Vocabulary Acquisition and Use

- Lan.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Conventions of Standard English

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

Knowledge of Language

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

Vocabulary Acquisition and Use

- CCR.11-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Informational Text (11-12)

Key Ideas and Details

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

Craft and Structure

- RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Reading Standards for Literature (11-12)

Key Ideas and Details

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

- RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

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

Key Ideas and Details

- CCR.11-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.11-12.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Integration of Knowledge and Ideas

- CCR.11-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

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

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WR.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counter claims, reasons, and evidence.
- WR.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- WR.11-12.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WR.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

- WR.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WR.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Range of Writing

- WR.11-12.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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

Text Types and Purposes

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

Production and Distribution of Writing

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

Research to Build Present Knowledge

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

Range of Writing

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

LESSON 12 – 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 response to literature elements are in place?

Writing

___ Did I revise and edit my rough draft?

Speaking and Listening Standards (11-12)

Comprehension and Collaboration

- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (on-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional or research is required to deepen the investigation or complete the task.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

- SL.11-12.5 Make strategic use of digital media in presentations to enhance understandings of findings, reasoning, and evidence to add interest.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

Comprehension and Collaboration

- CCR.11-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.11-12.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.
- CCR.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

Presentation of Knowledge and Ideas

- CCR.11-12.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCR.11-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (11-12)

Conventions of Standard English

- Lan.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.11-12.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Lan.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.11-12.2b Spell correctly.

Knowledge of Language

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

Vocabulary Acquisition and Use

- Lan.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Conventions of Standard English

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

Knowledge of Language

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

Vocabulary Acquisition and Use

- CCR.11-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Informational Text (11-12)

Key Ideas and Details

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

Craft and Structure

- RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Reading Standards for Literature (11-12)

Key Ideas and Details

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

- RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

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

Key Ideas and Details

- CCR.11-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.11-12.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Integration of Knowledge and Ideas

- CCR.11-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

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

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WR.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counter claims, reasons, and evidence.
- WR.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- WR.11-12.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WR.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

- WR.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WR.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Range of Writing

- WR.11-12.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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

Text Types and Purposes

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

Production and Distribution of Writing

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

Research to Build Present Knowledge

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

Range of Writing

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

LESSON 13 – WRITING THE FINAL ESSAY

OBJECTIVES

Listening and Speaking

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

Reading

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

Writing

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

Speaking and Listening Standards (11-12)

Comprehension and Collaboration

- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (on-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
- SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional or research is required to deepen the investigation or complete the task.
- SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

- SL.11-12.5 Make strategic use of digital media in presentations to enhance understandings of findings, reasoning, and evidence to add interest.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

Comprehension and Collaboration

- CCR.11-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- CCR.11-12.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.
- CCR.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

Presentation of Knowledge and Ideas

- CCR.11-12.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCR.11-12.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (11-12)

Conventions of Standard English

- Lan.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.11-12.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Lan.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.11-12.2b Spell correctly.

Knowledge of Language

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

Vocabulary Acquisition and Use

- Lan.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Conventions of Standard English

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

Knowledge of Language

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

Vocabulary Acquisition and Use

- CCR.11-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Literature (11-12)

Key Ideas and Details

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

- RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

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

Key Ideas and Details

- CCR.11-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.11-12.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Integration of Knowledge and Ideas

- CCR.11-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

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

Writing Standards (11-12)

Text Types and Purposes

- WR.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WR.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counter claims, reasons, and evidence.
- WR.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- WR.11-12.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Writing Standards (11-12) Continued

Text Types and Purposes

- WR.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

- WR.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WR.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Range of Writing

- WR.11-12.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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

Text Types and Purposes

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

Production and Distribution of Writing

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

Research to Build Present Knowledge

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

Range of Writing

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

LESSON 14 – PUBLISHING AND PRESENTING

OBJECTIVES

Listening and Speaking

___ Did I listen attentively to a presentation about *publishing* and *presenting*?

___ Did I respond to questions and comments intelligently and positively?

Reading

___ Did I read my essay aloud using proper articulation, volume, and style?

Writing

___ Did I write reflections about my writing?

Speaking and Listening Standards (11-12)

Comprehension and Collaboration

- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (on-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional or research is required to deepen the investigation or complete the task.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

- SL.11-12.5 Make strategic use of digital media in presentations to enhance understandings of findings, reasoning, and evidence to add interest.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

Comprehension and Collaboration

- CCR.11-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.11-12.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.
- CCR.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.11-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.11-12.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

Presentation of Knowledge and Ideas

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

Language Standards (11-12)

Conventions of Standard English

- Lan.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.11-12.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Lan.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.11-12.2b Spell correctly.

Knowledge of Language

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

Vocabulary Acquisition and Use

- Lan.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Conventions of Standard English

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

Knowledge of Language

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

Vocabulary Acquisition and Use

- CCR.11-12.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Literature (11-12)

Key Ideas and Details

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

Reading Standards for Literature (11-12) Continued

Key Ideas and Details

- RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

- RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

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

Key Ideas and Details

- CCR.11-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.11-12.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Integration of Knowledge and Ideas

- CCR.11-12.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

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

Writing Standards (11-12)

Production and Distribution of Writing

- WR.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WR.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Range of Writing

- WR.11-12.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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

Range of Writing

- CCR.11-12.10 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.