

# English Now! Writing

## Response to Literature

Unit 8

D

# Common Core Standards

Grades 6-8



## 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 (6-8)

#### Comprehension and Collaboration

SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6-8 topics, texts, and issues* building on others' ideas and expressing their own clearly.

SL.6-8.1a Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6-8.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.6-8.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.7-8d Acknowledge new information expressed by others, and, when warranted, modify, qualify, or justify their own views in light of the evidence presented.

SL.6-8.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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

#### Comprehension and Collaboration

CCR.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCR.6-8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCR.6-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Language Standards (6-8)

#### Conventions of Standard English

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

## Language Standards (6-8) Continued

### Conventions of Standard English

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

Lan.6-8.2b Spell correctly.

### Knowledge of Language

Lan.6-8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

### Conventions of Standard English

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

CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

### Key Ideas and Details

RI.6-8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences from the text.

RI.6-8.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6-8.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

### Craft and Structure

RI.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.6-8.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

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

### Key Ideas and Details

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

CCR.6-8.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR.6-8.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

## Writing Standards (6-8)

### Text Types and Purposes

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

### Production and Distribution of Writing

- WR.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

### Text Types and Purposes

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

### Range of Writing

- CCR.6-8.10 Write routinely over extended time frames and shorter time frames 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 (6-8)

#### Comprehension and Collaboration

SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6-8 topics, texts, and issues* building on others' ideas and expressing their own clearly.

SL.6-8.1a Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6-8.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.6-8.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.7-8d Acknowledge new information expressed by others, and, when warranted, modify, qualify, or justify their own views in light of the evidence presented.

SL.6-8.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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

#### Comprehension and Collaboration

CCR.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCR.6-8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCR.6-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Language Standards (6-8)

#### Conventions of Standard English

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

## Language Standards (6-8) Continued

### Conventions of Standard English

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

Lan.6-8.2b Spell correctly.

### Knowledge of Language

Lan.6-8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

### Conventions of Standard English

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

CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

### Key Ideas and Details

RI.6-8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences from the text.

RI.6-8.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6-8.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

### Craft and Structure

RI.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.6-8.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

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

### Key Ideas and Details

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

CCR.6-8.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR.6-8.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

## Writing Standards (6-8)

### Text Types and Purposes

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

### Production and Distribution of Writing

- WR.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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

### Text Types and Purposes

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

### Production and Distribution of Writing

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

### Range of Writing

- CCR.6-8.10 Write routinely over extended time frames and shorter time frames 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 (6-8)

#### Comprehension and Collaboration

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

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

#### Comprehension and Collaboration

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

### Language Standards (6-8)

#### Conventions of Standard English

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



## Language Standards (6-8) Continued

### Conventions of Standard English

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

Lan.6-8.2b Spell correctly.

### Knowledge of Language

Lan.6-8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

### Conventions of Standard English

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

CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

### Key Ideas and Details

RI.6-8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences from the text.

RI.6-8.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6-8.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

### Craft and Structure

RI.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.6-8.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

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

### Key Ideas and Details

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

CCR.6-8.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR.6-8.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

## Writing Standards (6-8)

### Text Types and Purposes

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

### Production and Distribution of Writing

- WR.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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

### Text Types and Purposes

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

### Production and Distribution of Writing

- CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Range of Writing

- CCR.6-8.10 Write routinely over extended time frames and shorter time frames 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 (6-8)

#### Comprehension and Collaboration

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

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

#### Comprehension and Collaboration

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

### Language Standards (6-8)

#### Conventions of Standard English

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

## Language Standards (6-8) Continued

### Conventions of Standard English

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

Lan.6-8.2b Spell correctly.

### Knowledge of Language

Lan.6-8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

### Conventions of Standard English

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

CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

### Key Ideas and Details

RI.6-8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences from the text.

RI.6-8.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6-8.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

### Craft and Structure

RI.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.6-8.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

## Reading Standards for Literature (6-8)

### Key Ideas and Details

RL.6-8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6-8.2 Determine a theme or central ideas of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.6-8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

## Reading Standards for Literature (6-8) Continued

### Craft and Structure

- RL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.6-8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- RL.6-8.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

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

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

## Writing Standards (6-8)

### Text Types and Purposes

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

### Production and Distribution of Writing

- WR.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

## Writing Standards (6-8) Continued

### Production and Distribution of Writing

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

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

### Text Types and Purposes

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

### Production and Distribution of Writing

- CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Range of Writing

- CCR.6-8.10 Write routinely over extended time frames and shorter time frames 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 (6-8)

#### Comprehension and Collaboration

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

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

#### Comprehension and Collaboration

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

### Language Standards (6-8)

#### Conventions of Standard English

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

## Language Standards (6-8) Continued

### Conventions of Standard English

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

Lan.6-8.2b Spell correctly.

### Knowledge of Language

Lan.6-8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

### Conventions of Standard English

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

CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

### Key Ideas and Details

RI.6-8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences from the text.

RI.6-8.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6-8.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

### Craft and Structure

RI.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.6-8.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

## Reading Standards for Literature (6-8)

### Key Ideas and Details

RL.6-8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6-8.2 Determine a theme or central ideas of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.6-8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.



## Reading Standards for Literature (6-8) Continued

### Craft and Structure

- RL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.6-8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- RL.6-8.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

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

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

## Writing Standards (6-8)

### Text Types and Purposes

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

### Production and Distribution of Writing

- WR.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

## Writing Standards (6-8) Continued

### Production and Distribution of Writing

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

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

### Text Types and Purposes

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

### Production and Distribution of Writing

- CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Range of Writing

- CCR.6-8.10 Write routinely over extended time frames and shorter time frames 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 (6-8)

#### Comprehension and Collaboration

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

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

#### Comprehension and Collaboration

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

### Language Standards (6-8)

#### Conventions of Standard English

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

## Language Standards (6-8) Continued

### Conventions of Standard English

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

Lan.6-8.2b Spell correctly.

### Knowledge of Language

Lan.6-8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

### Conventions of Standard English

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

CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

### Key Ideas and Details

RI.6-8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences from the text.

RI.6-8.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6-8.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

### Craft and Structure

RI.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.6-8.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

## Reading Standards for Literature (6-8)

### Key Ideas and Details

RL.6-8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6-8.2 Determine a theme or central ideas of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.6-8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

## Reading Standards for Literature (6-8) Continued

### Craft and Structure

- RL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.6-8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- RL.6-8.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

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

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

## Writing Standards (6-8)

### Text Types and Purposes

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

### Production and Distribution of Writing

- WR.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

## Writing Standards (6-8) Continued

### Production and Distribution of Writing

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

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

### Text Types and Purposes

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

### Production and Distribution of Writing

- CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Range of Writing

- CCR.6-8.10 Write routinely over extended time frames and shorter time frames 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 (6-8)

#### Comprehension and Collaboration

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

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

#### Comprehension and Collaboration

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

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

#### Key Ideas and Details

- RI.6-8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences from the text.

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

### Key Ideas and Details

- RI.6-8.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6-8.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

## Reading Standards for Literature (6-8)

### Key Ideas and Details

- RL.6-8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6-8.2 Determine a theme or central ideas of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.6-8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.6-8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- RL.6-8.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

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

### Key Ideas and Details

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



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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

## Writing Standards (6-8)

### Text Types and Purposes

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

### Production and Distribution of Writing

- WR.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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

### Text Types and Purposes

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

### Production and Distribution of Writing

- CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Range of Writing

- CCR.6-8.10 Write routinely over extended time frames and shorter time frames 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 (6-8)

#### Comprehension and Collaboration

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

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

#### Comprehension and Collaboration

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

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

#### Key Ideas and Details

- RI.6-8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences from the text.

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

### Key Ideas and Details

- RI.6-8.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6-8.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

## Reading Standards for Literature (6-8)

### Key Ideas and Details

- RL.6-8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6-8.2 Determine a theme or central ideas of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.6-8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

### Craft and Structure

- RL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.6-8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- RL.6-8.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

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

### Key Ideas and Details

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

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

## Writing Standards (6-8)

### Text Types and Purposes

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

### Production and Distribution of Writing

- WR.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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

### Text Types and Purposes

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

### Production and Distribution of Writing

- CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Range of Writing

- CCR.6-8.10 Write routinely over extended time frames and shorter time frames 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 (6-8)

#### Comprehension and Collaboration

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

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

#### Comprehension and Collaboration

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

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

#### Key Ideas and Details

- RI.6-8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences from the text.

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

### Key Ideas and Details

- RI.6-8.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6-8.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

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

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

## Writing Standards (6-8)

### Text Types and Purposes

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

### Production and Distribution of Writing

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

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

### Text Types and Purposes

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

### Production and Distribution of Writing

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

### Research to Build and Present Knowledge

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

### Range of Writing

- CCR.6-8.10 Write routinely over extended time frames and shorter time frames 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 (6-8)

#### Comprehension and Collaboration

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

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

#### Comprehension and Collaboration

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

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

#### Key Ideas and Details

- RI.6-8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences from the text.



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

### Key Ideas and Details

- RI.6-8.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6-8.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

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

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

## Writing Standards (6-8)

### Text Types and Purposes

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

### Production and Distribution of Writing

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

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

### Text Types and Purposes

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

### Production and Distribution of Writing

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

### Research to Build and Present Knowledge

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

### Range of Writing

- CCR.6-8.10 Write routinely over extended time frames and shorter time frames 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 (6-8)

#### Comprehension and Collaboration

SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6-8 topics, texts, and issues* building on others' ideas and expressing their own clearly.

SL.6-8.1a Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6-8.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.6-8.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.7-8d Acknowledge new information expressed by others, and, when warranted, modify, qualify, or justify their own views in light of the evidence presented.

SL.6-8.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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

#### Comprehension and Collaboration

CCR.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCR.6-8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCR.6-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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

#### Key Ideas and Details

RI.6-8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences from the text.

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

### Key Ideas and Details

- RI.6-8.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6-8.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

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

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

## Writing Standards (6-8)

### Text Types and Purposes

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

### Production and Distribution of Writing

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

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

### Text Types and Purposes

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

### Production and Distribution of Writing

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

### Research to Build and Present Knowledge

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

### Range of Writing

- CCR.6-8.10 Write routinely over extended time frames and shorter time frames 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 (6-8)

#### Comprehension and Collaboration

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

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

#### Comprehension and Collaboration

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

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

#### Key Ideas and Details

- RI.6-8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences from the text.
- RI.6-8.2 Determine a central ideas of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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

### Key Ideas and Details

- RI.6-8.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

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

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

## Writing Standards (6-8)

### Text Types and Purposes

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

### Production and Distribution of Writing

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

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

### Text Types and Purposes

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

### Production and Distribution of Writing

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

### Research to Build and Present Knowledge

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

### Range of Writing

- CCR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

## Language Standards (6-8)

### Conventions of Standard English

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

### Knowledge of Language

- LS.6-8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.



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

### Conventions of Standard English

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

## 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 (6-8)

#### Comprehension and Collaboration

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

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

#### Comprehension and Collaboration

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

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

#### Key Ideas and Details

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

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

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

### Range of Reading and Level of Text Complexity

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

## Writing Standards (6-8)

### Text Types and Purposes

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

### Production and Distribution of Writing

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

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

### Text Types and Purposes

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

### Production and Distribution of Writing

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

### Research to Build and Present Knowledge

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

### Range of Writing

- CCR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

## Language Standards (6-8)

### Conventions of Standard English

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

### Knowledge of Language

- LS.6-8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

### Conventions of Standard English

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

## 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 (6-8)

#### Comprehension and Collaboration

SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6-8 topics, texts, and issues* building on others' ideas and expressing their own clearly.

SL.6-8.1a Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6-8.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.6-8.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.7-8d Acknowledge new information expressed by others, and, when warranted, modify, qualify, or justify their own views in light of the evidence presented.

SL.6-8.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

#### Presentation of Knowledge and Ideas

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

SL.6-8.6 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.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCR.6-8.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCR.6-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

## Language Standards (6-8)

### Conventions of Standard English

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

### Knowledge of Language

- LS.6-8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

### Conventions of Standard English

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

## Writing Standards (6-8)

### Production and Distribution of Writing

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