

# English Now! Writing

## Response to Literature

Unit 8

D

# Common Core Standards

**Grades 9-10**



## 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 (9-10)

#### Comprehension and Collaboration

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

#### Comprehension and Collaboration

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

#### Presentation of Knowledge and Ideas

- CCR.9-10.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.9-10.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### Language Standards (9-10)

#### Conventions of Standard English

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

## Language Standards (9-10) Continued

### Conventions of Standard English

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

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

### Conventions of Standard English

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

### Knowledge of Language

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

### Vocabulary Acquisition and Use

- CCR.9-10.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension of expression.

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

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

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

### Key Ideas and Details

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

### Craft and Structure

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

## Writing Standards (6-12)

### Text Types and Purposes

- WR.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### Production and Distribution of Writing

- WR.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### Range of Writing

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

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

### Text Types and Purposes

- CCR.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### Production and Distribution of Writing

- CCR.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### Range of Writing

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

## LESSON 2 – 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 (9-10)

#### Comprehension and Collaboration

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

#### Comprehension and Collaboration

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

#### Presentation of Knowledge and Ideas

- CCR.9-10.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.9-10.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### Language Standards (9-10)

#### Conventions of Standard English

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

## Language Standards (9-10) Continued

### Conventions of Standard English

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

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

### Conventions of Standard English

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

### Knowledge of Language

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

### Vocabulary Acquisition and Use

- CCR.9-10.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension of expression.

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

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

## Reading Standards for Literature (9-10)

### Key Ideas and Details

- RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

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

### Key Ideas and Details

- CCR.9-10.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.9-10.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- CCR.9-10.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

- CCR.9-10.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.
- CCR.9-10.6 Assess how point of view or purpose shapes the content and style of a text.

### Range of Reading and Level of Text Complexity

- CCR.9-10.10 Read and comprehend complex literary and informational texts independently and proficiently.

## Writing Standards (9-10)

### Text Types and Purposes

- WR.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### Production and Distribution of Writing

- WR.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### Range of Writing

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

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

### Text Types and Purposes

CCR.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### Production and Distribution of Writing

CCR.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

### Research to Build Present Knowledge

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

### Range of Writing

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



## LESSON 3 – 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 (9-10)

#### Comprehension and Collaboration

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

#### Comprehension and Collaboration

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

#### Presentation of Knowledge and Ideas

- CCR.9-10.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.9-10.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### Language Standards (9-10)

#### Conventions of Standard English

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

## Language Standards (9-10) Continued

### Conventions of Standard English

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

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

### Conventions of Standard English

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

### Knowledge of Language

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

### Vocabulary Acquisition and Use

- CCR.9-10.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension of expression.

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

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

## Reading Standards for Literature (9-10)

### Key Ideas and Details

- RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

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

### Key Ideas and Details

- CCR.9-10.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.9-10.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- CCR.9-10.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

- CCR.9-10.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.
- CCR.9-10.6 Assess how point of view or purpose shapes the content and style of a text.

### Range of Reading and Level of Text Complexity

- CCR.9-10.10 Read and comprehend complex literary and informational texts independently and proficiently.

## Writing Standards (9-10)

### Text Types and Purposes

- WR.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### Production and Distribution of Writing

- WR.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### Range of Writing

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

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

### Text Types and Purposes

CCR.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### Production and Distribution of Writing

CCR.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

### Research to Build Present Knowledge

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

### Range of Writing

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

## LESSON 4 – 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 (9-10)

#### Comprehension and Collaboration

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### Presentation of Knowledge and Ideas

- SL.9-10.6 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.9-10.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- CCR.9-10.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.9-10.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.9-10.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Language Standards (9-10)

### Conventions of Standard English

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

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

### Conventions of Standard English

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

### Knowledge of Language

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

### Vocabulary Acquisition and Use

- CCR.9-10.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension of expression.

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

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

## Reading Standards for Literature (9-10)

### Key Ideas and Details

- RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

### Craft and Structure

- RL.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- RL.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

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

### Key Ideas and Details

- CCR.9-10.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.9-10.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- CCR.9-10.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

- CCR.9-10.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.
- CCR.9-10.6 Assess how point of view or purpose shapes the content and style of a text.

### Range of Reading and Level of Text Complexity

- CCR.9-10.10 Read and comprehend complex literary and informational texts independently and proficiently.

## Writing Standards (9-10)

### Text Types and Purposes

- WR.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### Production and Distribution of Writing

- WR.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

## Writing Standards (9-10) Continued

### Range of Writing

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

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

### Text Types and Purposes

- CCR.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### Production and Distribution of Writing

- CCR.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.9-10.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build Present Knowledge

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

### Range of Writing

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



## LESSON 5 – 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 (9-10)

#### Comprehension and Collaboration

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### Presentation of Knowledge and Ideas

- SL.9-10.6 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.9-10.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-10.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.9-10.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.9-10.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Language Standards (9-10)

### Conventions of Standard English

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

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

### Conventions of Standard English

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

### Knowledge of Language

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

### Vocabulary Acquisition and Use

- CCR.9-10.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension of expression.

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

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

## Reading Standards for Literature (9-10)

### Key Ideas and Details

- RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

### Craft and Structure

- RL.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- RL.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

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

### Key Ideas and Details

- CCR.9-10.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.9-10.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- CCR.9-10.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

- CCR.9-10.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.
- CCR.9-10.6 Assess how point of view or purpose shapes the content and style of a text.

### Range of Reading and Level of Text Complexity

- CCR.9-10.10 Read and comprehend complex literary and informational texts independently and proficiently.

## Writing Standards (9-10)

### Text Types and Purposes

- WR.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WR.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- WR.9-10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

## Writing Standards (9-10) Continued

### Production and Distribution of Writing

- WR.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### Range of Writing

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

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

### Text Types and Purposes

- CCR.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### Production and Distribution of Writing

- CCR.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.9-10.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build Present Knowledge

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

### Range of Writing

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

## LESSON 6 – 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 (9-10)

#### Comprehension and Collaboration

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### Presentation of Knowledge and Ideas

- SL.9-10.6 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.9-10.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-10.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.9-10.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.9-10.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Language Standards (9-10)

### Conventions of Standard English

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

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

### Conventions of Standard English

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

### Knowledge of Language

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

### Vocabulary Acquisition and Use

- CCR.9-10.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension of expression.

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

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

## Reading Standards for Literature (9-10)

### Key Ideas and Details

- RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

### Craft and Structure

- RL.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- RL.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

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

### Key Ideas and Details

- CCR.9-10.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.9-10.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- CCR.9-10.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

- CCR.9-10.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.
- CCR.9-10.6 Assess how point of view or purpose shapes the content and style of a text.

### Range of Reading and Level of Text Complexity

- CCR.9-10.10 Read and comprehend complex literary and informational texts independently and proficiently.

## Writing Standards (9-10)

### Text Types and Purposes

- WR.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WR.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- WR.9-10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.



## Writing Standards (9-10) Continued

### Production and Distribution of Writing

- WR.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for specific purpose and audience.
- WR.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### Range of Writing

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

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

### Text Types and Purposes

- CCR.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### Production and Distribution of Writing

- CCR.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.9-10.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build Present Knowledge

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

### Range of Writing

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



## LESSON 7 – 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 (9-10)

#### Comprehension and Collaboration

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### Presentation of Knowledge and Ideas

- SL.9-10.6 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.9-10.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-10.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.9-10.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.9-10.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Language Standards (9-10)

### Conventions of Standard English

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

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

### Conventions of Standard English

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

### Knowledge of Language

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

### Vocabulary Acquisition and Use

- CCR.9-10.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension of expression.

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

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

## Reading Standards for Literature (9-10)

### Key Ideas and Details

- RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

### Craft and Structure

- RL.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- RL.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

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

### Key Ideas and Details

- CCR.9-10.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.9-10.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- CCR.9-10.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

- CCR.9-10.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.
- CCR.9-10.6 Assess how point of view or purpose shapes the content and style of a text.

### Range of Reading and Level of Text Complexity

- CCR.9-10.10 Read and comprehend complex literary and informational texts independently and proficiently.

## Writing Standards (9-10)

### Text Types and Purposes

- WR.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WR.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- WR.9-10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

## Writing Standards (9-10) Continued

### Production and Distribution of Writing

- WR.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for specific purpose and audience.
- WR.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### Range of Writing

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

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

### Text Types and Purposes

- CCR.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### Production and Distribution of Writing

- CCR.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.9-10.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build Present Knowledge

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

### Range of Writing

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

## LESSON 8 – 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 (9-10)

#### Comprehension and Collaboration

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### Presentation of Knowledge and Ideas

- SL.9-10.6 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.9-10.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-10.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.9-10.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.9-10.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Language Standards (9-10)

### Conventions of Standard English

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

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

### Conventions of Standard English

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

### Knowledge of Language

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

### Vocabulary Acquisition and Use

- CCR.9-10.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension of expression.

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

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

## Reading Standards for Literature (9-10)

### Key Ideas and Details

- RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

### Craft and Structure

- RL.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- RL.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

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

### Key Ideas and Details

- CCR.9-10.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.9-10.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- CCR.9-10.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

- CCR.9-10.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.
- CCR.9-10.6 Assess how point of view or purpose shapes the content and style of a text.

### Range of Reading and Level of Text Complexity

- CCR.9-10.10 Read and comprehend complex literary and informational texts independently and proficiently.

## Writing Standards (9-10)

### Text Types and Purposes

- WR.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WR.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- WR.9-10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.



## Writing Standards (9-10) Continued

### Production and Distribution of Writing

- WR.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for specific purpose and audience.
- WR.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### Range of Writing

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

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

### Text Types and Purposes

- CCR.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### Production and Distribution of Writing

- CCR.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.9-10.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build Present Knowledge

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

### Range of Writing

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



## LESSON 9 – WRITING AND REVISING AS YOU GO – PART 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 (9-10)

#### Comprehension and Collaboration

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### Presentation of Knowledge and Ideas

- SL.9-10.6 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.9-10.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-10.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.9-10.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.9-10.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Language Standards (9-10)

### Conventions of Standard English

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

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

### Conventions of Standard English

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

### Knowledge of Language

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

### Vocabulary Acquisition and Use

- CCR.9-10.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension of expression.

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

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

## Reading Standards for Literature (9-10)

### Key Ideas and Details

- RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

### Craft and Structure

- RL.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- RL.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

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

### Key Ideas and Details

- CCR.9-10.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.9-10.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- CCR.9-10.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

- CCR.9-10.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.
- CCR.9-10.6 Assess how point of view or purpose shapes the content and style of a text.

### Range of Reading and Level of Text Complexity

- CCR.9-10.10 Read and comprehend complex literary and informational texts independently and proficiently.

## Writing Standards (9-10)

### Text Types and Purposes

- WR.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WR.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- WR.9-10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

## Writing Standards (9-10) Continued

### Text Types and Purposes

- WR.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claims(s) and counter claims.
- WR.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

### Production and Distribution of Writing

- WR.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for specific purpose and audience.
- WR.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### Range of Writing

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

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

### Text Types and Purposes

- CCR.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### Production and Distribution of Writing

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

### Research to Build Present Knowledge

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

### Range of Writing

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

## LESSON 10 – 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 (9-10)

#### Comprehension and Collaboration

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### Presentation of Knowledge and Ideas

- SL.9-10.6 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.9-10.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-10.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.9-10.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.9-10.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Language Standards (9-10)

### Conventions of Standard English

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

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

### Conventions of Standard English

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

### Knowledge of Language

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

### Vocabulary Acquisition and Use

- CCR.9-10.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension of expression.

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

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

## Reading Standards for Literature (9-10)

### Key Ideas and Details

- RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

### Craft and Structure

- RL.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- RL.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

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

### Key Ideas and Details

- CCR.9-10.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.9-10.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- CCR.9-10.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

- CCR.9-10.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.
- CCR.9-10.6 Assess how point of view or purpose shapes the content and style of a text.

### Range of Reading and Level of Text Complexity

- CCR.9-10.10 Read and comprehend complex literary and informational texts independently and proficiently.

## Writing Standards (9-10)

### Text Types and Purposes

- WR.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WR.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- WR.9-10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.



## Writing Standards (9-10) Continued

### Text Types and Purposes

- WR.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claims(s) and counter claims.
- WR.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

### Production and Distribution of Writing

- WR.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for specific purpose and audience.
- WR.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### Range of Writing

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

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

### Text Types and Purposes

- CCR.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### Production and Distribution of Writing

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

### Research to Build Present Knowledge

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

### Range of Writing

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



## LESSON 11 – WRITING 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 (9-10)

#### Comprehension and Collaboration

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### Presentation of Knowledge and Ideas

- SL.9-10.6 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.9-10.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-10.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.9-10.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.9-10.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Language Standards (9-10)

### Conventions of Standard English

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

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

### Conventions of Standard English

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

### Knowledge of Language

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

### Vocabulary Acquisition and Use

- CCR.9-10.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension of expression.

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

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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

## Reading Standards for Literature (9-10)

### Key Ideas and Details

- RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

### Craft and Structure

- RL.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- RL.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

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

### Key Ideas and Details

- CCR.9-10.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.9-10.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- CCR.9-10.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

- CCR.9-10.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.
- CCR.9-10.6 Assess how point of view or purpose shapes the content and style of a text.

### Range of Reading and Level of Text Complexity

- CCR.9-10.10 Read and comprehend complex literary and informational texts independently and proficiently.

## Writing Standards (9-10)

### Text Types and Purposes

- WR.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WR.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- WR.9-10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

## Writing Standards (9-10) Continued

### Text Types and Purposes

- WR.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claims(s) and counter claims.
- WR.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WR.9-10.1e Provide a concluding statement or section that follows from and supports the argument presented.

### Production and Distribution of Writing

- WR.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for specific purpose and audience.
- WR.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### Range of Writing

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

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

### Text Types and Purposes

- CCR.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### Production and Distribution of Writing

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

### Research to Build Present Knowledge

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

### Range of Writing

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

## LESSON 12 – 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 (9-10)

#### Comprehension and Collaboration

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### Presentation of Knowledge and Ideas

- SL.9-10.6 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.9-10.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-10.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.9-10.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.9-10.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Language Standards (9-10)

### Conventions of Standard English

- Lan.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.9-10.1b Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
- Lan.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.9-10.2c Spell correctly.

### Knowledge of Language

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

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

### Conventions of Standard English

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

### Knowledge of Language

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

### Vocabulary Acquisition and Use

- CCR.9-10.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension of expression.

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

### Key Ideas and Details

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

### Craft and Structure

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

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

### Craft and Structure

- RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

### Integration of Knowledge and Ideas

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

## Reading Standards for Literature (9-10)

### Key Ideas and Details

- RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

### Craft and Structure

- RL.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- RL.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

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

### Key Ideas and Details

- CCR.9-10.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.9-10.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- CCR.9-10.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

- CCR.9-10.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.
- CCR.9-10.6 Assess how point of view or purpose shapes the content and style of a text.

### Range of Reading and Level of Text Complexity

- CCR.9-10.10 Read and comprehend complex literary and informational texts independently and proficiently.



## Writing Standards (9-10)

### Text Types and Purposes

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

### Production and Distribution of Writing

- WR.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for specific purpose and audience.
- WR.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### Range of Writing

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

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

### Text Types and Purposes

- CCR.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### Production and Distribution of Writing

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

### Research to Build Present Knowledge

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

### Range of Writing

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



## LESSON 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 (9-10)

#### Comprehension and Collaboration

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### Presentation of Knowledge and Ideas

- SL.9-10.6 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.9-10.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- CCR.9-10.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.9-10.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.9-10.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Language Standards (9-10)

### Conventions of Standard English

- Lan.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.9-10.1b Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
- Lan.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.9-10.2c Spell correctly.

### Knowledge of Language

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

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

### Conventions of Standard English

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

### Knowledge of Language

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

### Vocabulary Acquisition and Use

- CCR.9-10.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension of expression.

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

### Key Ideas and Details

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

### Craft and Structure

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

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

### Craft and Structure

- RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

### Integration of Knowledge and Ideas

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

## Reading Standards for Literature (9-10)

### Key Ideas and Details

- RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

### Craft and Structure

- RL.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- RL.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

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

### Key Ideas and Details

- CCR.9-10.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.9-10.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- CCR.9-10.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

- CCR.9-10.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.
- CCR.9-10.6 Assess how point of view or purpose shapes the content and style of a text.

### Range of Reading and Level of Text Complexity

- CCR.9-10.10 Read and comprehend complex literary and informational texts independently and proficiently.

## Writing Standards (9-10)

### Text Types and Purposes

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

### Production and Distribution of Writing

- WR.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for specific purpose and audience.
- WR.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### Range of Writing

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

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

### Text Types and Purposes

- CCR.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### Production and Distribution of Writing

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

### Research to Build Present Knowledge

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

### Range of Writing

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

## LESSON 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 (9-10)

#### Comprehension and Collaboration

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### Presentation of Knowledge and Ideas

- SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.9-10.6 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.9-10.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.9-10.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- CCR.9-10.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.9-10.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Language Standards (9-10)

### Conventions of Standard English

- Lan.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.9-10.1b Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
- Lan.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Lan.9-10.2c Spell correctly.

### Knowledge of Language

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

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

### Conventions of Standard English

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

### Knowledge of Language

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

### Vocabulary Acquisition and Use

- CCR.9-10.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension of expression.

## Writing Standards (9-10)

### Production and Distribution of Writing

- WR.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### Range of Writing

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

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

### Range of Writing

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